LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arcadia Unified School District
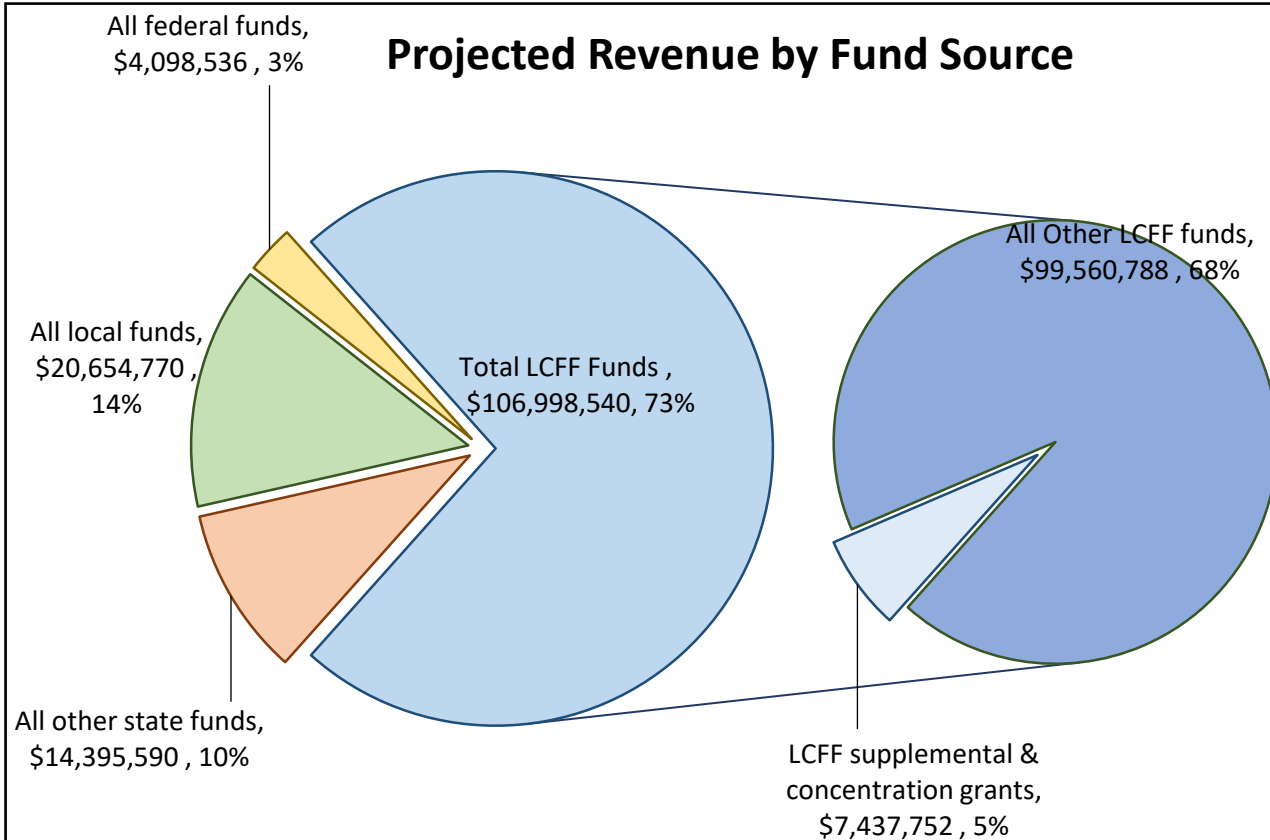
CDS Code: 19-64261-0000000

School Year: 2024-25

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

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $4,098,536 , 3%

All local funds, $20,654,770 , 14%

All other state funds, $14,395,590 , 10%

Total LCFF Funds , $106,998,540, 73%

All Other LCFF funds, $99,560,788 , 68%

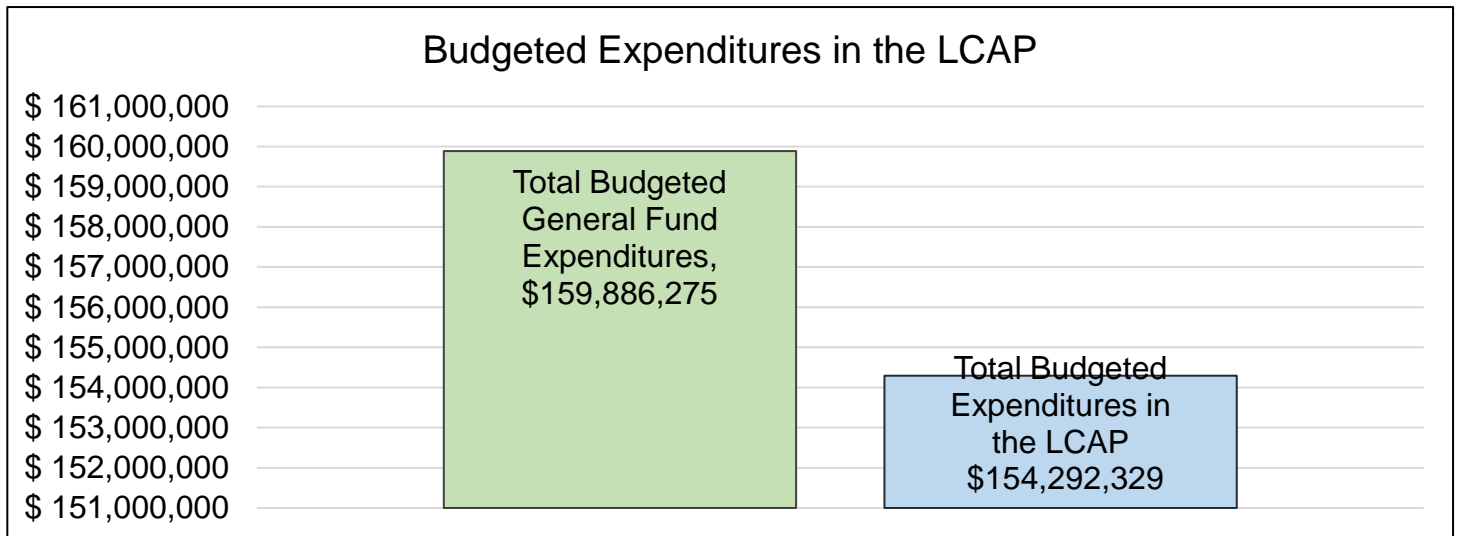LCFF supplemental & concentration grants, $7,437,752 , 5%

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

The text description for the above chart is as follows: The total revenue projected for Arcadia Unified School District is $146,147,436.00, of which $106,998,540.00 is Local Control Funding Formula (LCFF), $14,395,590.00 is other state funds, $20,654,770.00 is local funds, and $4,098,536.00 is federal funds. Of the $106,998,540.00 in LCFF Funds, $7,437,752.00 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.

Budgeted Expenditures in the LCAP

$ 161,000,000	
$ 160,000,000	
$ 159,000,000	**Total Budgeted General Fund Expenditures, $159,886,275**
$ 158,000,000	
$ 157,000,000	
$ 156,000,000	
$ 155,000,000	
$ 154,000,000	**Total Budgeted Expenditures in the LCAP $154,292,329**
$ 153,000,000	
$ 152,000,000	
$ 151,000,000	

This chart provides a quick summary of how much Arcadia Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arcadia Unified School District plans to spend $159,886,275.00 for the 2024-25 school year. Of that amount, $154,292,329.00 is tied to actions/services in the LCAP and $5,593,946.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
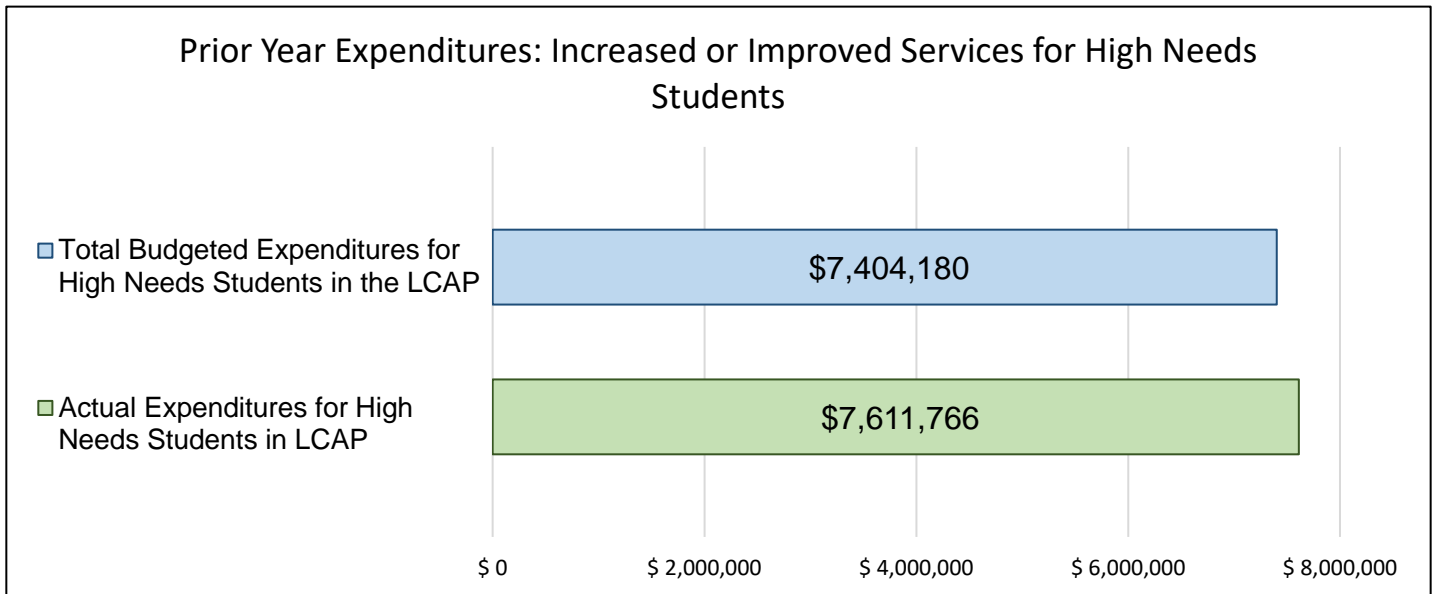
The mandatory State Teachers' Retirement System expense (STRS-on-Behalf) which is the District's proportionate share of the State's liability.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Arcadia Unified School District is projecting it will receive $7,437,752.00 based on the enrollment of foster youth, English learner, and low-income students. Arcadia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arcadia Unified School District plans to spend $7,946,483.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $7,404,180

□ Actual Expenditures for High Needs Students in LCAP — $7,611,766

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000

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

The text description of the above chart is as follows: In 2023-24, Arcadia Unified School District's LCAP budgeted $7,404,180.00 for planned actions to increase or improve services for high needs students. Arcadia Unified School District actually spent $7,611,766.00 for actions to increase or improve services for high needs students in 2023-24.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arcadia Unified	Jim Anderson Coordinator Child Welfare and Attendance	janderson@ausd.net 6268216630

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	98.8% 2019 CA Dashboard Graduation Rate	97.7% 2021 CA Dashboard Additional Reports - Graduation Rate	98.2% 2022 CA Dashboard Additional Reports - Graduation Rate	97.5% 2023 CA Dashboard Additional Reports - Graduation Rate	Maintain or above 98%
CA CAASPP Mathematics Grades 3-8 & 11	75.81% 2019 https://caaspp-elpac.cde.ca.gov/caaspp/	No Data from State 1 year only - no CAASPP data STAR Renaissance 20-21 69.4% At or above grade level 2021	76% 2022 https://caaspp-elpac.cde.ca.gov/caaspp/	69.07% 2023 https://caaspp-elpac.cde.ca.gov/caaspp/	Maintain or above 75% Met or Exceeded Standard

		SARC LEA Report			
CA CAASPP English Language Arts Grades 3-8 & 11	77.76% 2019 https://caaspp-elpac.cde.ca.gov/caaspp/	No Data from State 1 year only - no CAASPP data 74.8% at or above grade level 2021 SARC LEA Report	70% 2022 https://caaspp-elpac.cde.ca.gov/caaspp/	74.34% 2023 https://caaspp-elpac.cde.ca.gov/caaspp/	Maintain or above 75% Met or Exceeded Standard
CA Dashboard College & Career Readiness	70.7% Prepared 2019 https://www.caschooldashboard.org/reports/ 19642610000000/2019# college-career-card	No dashboard data published Used other metrics listed in Goal 1 85% of AHS graduates who attend college immediately after high school 95% of AHS graduates who are enrolled in college and return for a second year 54.49% A-G Completion Rate [Graduating class 4 Years]	86% Prepared 2019-20 DataQuest 2019-2020	65.7% Prepared 2023 https://www.caschooldashboard.org/reports/ 19642610000000/2023	Maintain or above 70%
Percentage of AHS graduates who attend college immediately after high school	91% 2019 Clearing House	84% 2021 Clearing House	90% 2022 Clearing House	96% 2023 Clearing House	90% or greater
Average cumulative GPA of the graduating class	3.36 2019 PowerSchool	3.43 2021 PowerSchool	3.45 2021 PowerSchool	3.43 2023 PowerSchool	Maintain or above 3.0 GPA
Percentage of AHS graduates who are enrolled in college and return for a second year	96% 2019 Clearing House	95% 2021 Clearing House	95% 2022 Clearing House	95% 2023 Estimate - Clearing House data no longer available	Maintain or above 95%
CA Dashboard English Learner Progress	69.8% 2019 https://www.caschooldashboard.org/reports/ 19642610000000/2019# english-learner-progress-card	No Dashboard Data Published 30.42% Proficient 2020-2021 CAASPP ELPAC Summative Results	68.7% 2022 https://www.caschooldashboard.org/reports/ 19642610000000/2019# english-learner-progress-card	63.2% 2023 https://www.caschooldashboard.org/reports/ 19642610000000/2019# english-learner-progress-card	Maintain or above 70%

Reading Assessment Data (2nd Grade)	71% 2021 Renaissance	73% Spring 2022 Renaissance Schoolzilla	74.5% Spring 2023 Renaissance Schoolzilla	74.8% Spring 2023 Renaissance Schoolzilla	73% or above
Early Literacy Assessment Data (K & 1)	77% 2021 Renaissance	74.4% 2022 Spring Renaissance Schoolzilla	69.3% 2023 Spring Renaissance Schoolzilla	75% or above 2023 Spring Renaissance Schooliza	75% or above
A-G Completion Rate	34.4% 2019-2020 PowerSchool	54.49% 2020-2021 PowerSchool	65% 2021-2022 PowerSchool	49.8% 2022-2023 School Dashboard Additional Reports and Data	Maintain or increase 34.4%
CTE Completion Rate	20% 2019-2020 CALPADS	12.10% 2020-2021 CALPADS	11% 2021-2022 CALPADS	17% 2022-2023 School Dashboard Additional Reports and Data	Maintain 20% or higher
AP Pass Rate	72.9% 2020 CA Dashboard (College/Career Measures Reports & Data)	42.40% 2021 CA Dashboard (College/Career Measures Reports & Data - 4-year graduation rate cohort data)	86% 2022 CA Dashboard (College/Career Measures Reports & Data)	82.4% 2023 CA Dashboard (College/Career Measures Reports & Data)	Maintain 72.9%
A-G and CTE Completion Rate	12.5% 2019-2020 CALPADS & PowerSchool	12.05% 2020-2021 CALPADS & PowerSchool	11% 2021-2022 CALPADS & PowerSchool	11.7% 2022-2023 CALPADS & PowerSchool	Maintain or increase 12.5%
11th Grade CAASPP in ELA and MATH (added 23-24 LCAP)	60.3 points above standard ELA 40.4 points above standard Math 2019 https://www.caschooldashboard.org/reports/19642611930288/2019/academic-performance	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 and 2021 Dashboards.	58 points above standard ELA 39.8 points above standard Math 2022 https://www.caschooldashboard.org/reports/19642611930288/2022/academic-performance#english-language-arts	63.1 points above standard ELA 38 points above standard Math 2023 Academic Performance CA Dashboard in ELA and Math	50 points above standard ELA 35 points above standard Math Academic Performance CA Dashboard in ELA and Math
California Science Test (CAST) All Grades All Students	56.59% Met or Exceeded 2018-2019 Standard for Science - All Grades, All Students https://caaspp-	47.37% Met or Exceeded 2020-2021 Standard for Science - All Grades, All Students https://caaspp-	57.56% Met or Exceeded 2021-2022 Standard for Science - All Grades, All Students https://caaspp-	58.62% Met or Exceeded 2022-2023 Standard for Science - All Grades, All Students https://caaspp-	50% Met or Exceeded Standard for Science - All Grades, All Students https://caaspp-elpac.ets.org/caaspp

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All schools in the district continued to implement the 4 associated actions with this goal. It is important to note that the metrics of this goal are mostly outcome based on our students' TK-12 school experience in that they focus on graduation, college, and career. There were no substantive differences between planned actions and the actual implementation of those actions. The district did not recognize any significant challenges in implementing actions for this goal. Success in the action implementation around learner agency, empowerment, and goal setting included the following.

In Action 1 Learner Agency - Teachers continued to provide opportunities for students to have a voice and choice in how they access content and demonstrate their learning in alignment with UDL principles and practices. The district recognized the increased use of these strategies across all grade levels and in all content areas. Teachers utilize intentional design and increased access for all learners including students with disabilities and English Learners. We believe that this action is now incorporated into our teaching practices throughout the district. This is evidenced in board learning walks and MTSS team school visits.

In Action 2 Student Empowerment - Teachers, support staff, and administrators continue to support students in recognizing their strengths and utilizing those strengths to learn and succeed. This was done not only for academics but also for social-emotional learning and when addressing issues with behavior and attendance.   Strength-based growth mindset activities helped to support neuro-, linguistically- and culturally diverse learners in accessing instruction and to increase opportunities for connection and learning. Students continue to be taught to understand what resources they can utilize to better understand the material being taught. Teachers continued to support students in understanding how they learn and their strengths in learning via multiple means of representation, expression, and engagement. We believe that this action is now incorporated into our teaching practices throughout the district.

In Action 3 Student Goal Setting - Teachers continue to support students in setting learning goals as they relate to individual courses or content areas. High school counselors also support students in setting longer-term goals in terms of college and career. Middle school and elementary counselors support struggling students by setting academic, behavioral, and attendance goals. AVID continues to be implemented at AVID sites focusing on goal setting and WICOR strategies.   Teachers continued to support students to understand how they learn and their strengths in learning. They also continued to support students in writing learning goals based on their unique strengths and interests.   Students are now independently writing learning goals and making choices, with support, to utilize their identified learning strengths and resources to build upon their identified improvement goals. Wildly Important Goal(s) (WIGS) continue to be developed as part of the Leader in Me program for students, teachers, and sites. Students continued to be empowered to design and implement high-interest student activities and provided opportunities for meaningful participation. This is evidenced in Board Learning Walks and student interviews. We believe that this action is now incorporated into our teaching practices throughout the district.

Action 4 Supplemental Instruction - Focuses on providing supplemental instruction and support for unduplicated student populations. This action is grounded in MultiTiered Systems of Support (MTSS). Administration and staff continued their MTSS learning journey at school sites, and through district Professional Development, conferences, and in Small Working Arcadia Groups (SWAG). Schools continued to provide supplemental instruction and supplemental Tier II and Tier III interventions within our MTSS framework. Schools designed and implemented targeted intervention programs to meet the identified needs of unduplicated students. All interventions were designed using researched-based and evidence-based practices. Interventions were designed to increase learning and to address identified gaps in learning. Interventions were provided before and after school as well as pull-out and push-in services. The district is

still working on implementing universal screeners, frequent progress monitoring, and cycles of inquiry to ensure student data drives the interventions. We have recognized some success in implementing data-driven practices (see goal 3 action 2) to inform the provision of supplemental services and supports. We stopped the use of Naviance due to less effective reporting and cost. The implementation of these actions has resulted in successful outcomes. We continue to recognize a graduation rate of 97.5%. Our average GPA for last year's graduating class was 3.43. This includes English learners, low-income, and students with special needs. Ultimately, our metrics to monitor and evaluate progress toward the goal and its outcomes reflect that overall Arcadia Unified School District continues to provide world-class instruction in a student-centered environment. We believe this action needs to continue.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions undertaken to achieve Goal 1, focusing on ensuring all students become high-performing expert learners, yielded mixed results throughout the three-year LCAP cycle. Efforts centered on promoting learner agency, student empowerment, and goal-setting processes (Actions 1.1, 1.2, 1.3) were successful in enhancing student self-awareness and skills based on stakeholder feedback. However, these qualitative actions did not directly translate into improved academic outcomes according to 2023-24 data. Providing supplemental instruction and support for unduplicated students (Action 1.4) showed promise, with intervention programs at elementary and middle schools effectively identifying and addressing learning gaps. Despite this progress, academic metrics like CAASPP scores in ELA and Math indicated that many unduplicated students still faced challenges in meeting or exceeding standards.

Noteworthy achievements included a high graduation rate consistently above 98%, strong average GPAs exceeding 3.0 for graduating classes, and a high college-going rate of around 96%, all meeting set targets. Additionally, A-G and AP pass rates surpassed goals.

Despite these successes, concerns arose from CAASPP results in ELA, Math, and Science where the district failed to meet targets for the percentage of students meeting or exceeding standards. Chronic absenteeism and certain survey results related to school belonging also did not meet desired outcomes.

The district's commitment to Goal 1 remains strong with a focus on Universal Design for Learning (UDL) principles to empower students in setting learning goals and engaging actively in their education journey. The goal emphasizes preparing students for graduation with various options post-high school, whether pursuing a four-year university, a two-year college, or a career path. Notably, the district boasts a cohort graduation rate exceeding 97%, with all seniors graduating over the past two years. Moreover, an impressive 96% of graduates enroll in college with a majority continuing into their second year.

While the district acknowledges not meeting CAASPP targets due to various factors like revised assessments and performance disparities among student groups, it remains confident that the actions taken under Goal 1 positively impacted student graduation rates.

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

The district in consultation with our educational partners have changed or moved some of the metrics for Goal 1. We will disaggregate our CAASPP data by grade level to ensure better analysis. We will also utilize state performance levels to set targets. We will continue to use CA dashboard data regarding college and career readiness as required to monitor priority areas.   We will add parent, student, and teacher survey data to measure qualitative data regarding our educational program.   We will move actions related to UDL to a single action "Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum". These include learner agency, student empowerment, and student goal setting. We will also rework the action of providing supplemental instruction and support for unduplicated students to a different goal to align with new LCAP requirements. We are adding an action

regarding students with disabilities and an action on Career and Technical Education (CTE). Moving forward into the next three-year cycle, addressing CAASPP targets will be a priority for continuous improvement efforts within the district's LCAP framework.

Looking ahead, the district plans to intensify its multi-tiered systems of support (MTSS) under Goal 3 to accelerate learning through targeted interventions and supports, particularly for unduplicated student groups. Furthermore, additional professional development focused on rigorous standards-based instruction is slated for implementation under revised Goal 1 actions in the upcoming year. Moving forward into the next three-year cycle, addressing CAASPP targets will be a priority for continuous improvement efforts within the district's LCAP framework.

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.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Better Together Survey Parents' Beliefs on School Climate (Safety)	5.1 Mean Scale Score 2020 Better Together Report on Culture and Climate	4.9 2021 Better Together Report on Culture and Climate	4.9 Mean Scale Score 2022 Better Together Report on Culture and Climate	4.7 Mean Scale Score 2023 Better Together Report on Culture and Climate	Maintain or above 4.5 mean score
Better Together Report on Certificated Parents' Beliefs on School Culture (Connectedness P6)	new metric 2021-22 SY	4.9 mean scale score 2021 Better Together Report on Certificated Parents' Beliefs on School Climate and Culture (Q7)	4.9 mean scale score 2022 Better Together Report on Certificated Parents' Beliefs on School Climate and Culture (Q7)	4.7 mean scale score 2023 Better Together Report on Certificated Parents' Beliefs on School Climate and Culture (Q7)	Maintain or above 4.5 mean scale score
Ca Dashboard Chronic Absenteeism	3.4% 2019	1.3% 2021	6.7% 2022	7.9% 2023	Less than 5%

	https://www.caschooldashboard.org/reports/19642610000000/2019#chronic-absenteeism-card	(*Dataquest not Dashboard) Dataquest - Chronic Absenteeism Rate	https://www.caschooldashboard.org/reports/19642610000000/2019#chronic-absenteeism-card	https://www.caschooldashboard.org/reports/19642610000000/2019#chronic-absenteeism-card	
CA Dashboard Suspension Rate	1.3% 2019 https://www.caschooldashboard.org/reports/19642610000000/2019#suspension-rate-card	No State Data Available District Determined Suspension Rate 0.0% 2021 Suspension Rate DataQuest	1.1% 2022 https://www.caschooldashboard.org/reports/19642610000000/2019#suspension-rate-card	1.5% 2023 https://www.caschooldashboard.org/reports/19642610000000/2019#suspension-rate-card	Less than 3%
Healthy Kids Students Feeling Safe	78.33% 2020 Healthy Kids Survey (A7.1 Elementary Secondary A5.1 - District School Reports)	No Data Available - Question about safety was not asked due to being in a virtual setting most of the school year. 5.1 Mean of 6 pt. Lickert Scale 2021 Better Together Student Report on Schools - Safety	76% 2022 Healthy Kids Survey (A7.1 Elementary Secondary A5.1 - District School Reports)	73% 2023 Healthy Kids Survey (A7.1 Elementary Secondary A5.1 - District School Reports)	80% or above
Williams Act Facilities Inspection Tool (FIT) Overall Rating	93.06% December 2020 Williams Act Facilities Inspection Tool (FIT) Overall Rating	94.91% December 2021 Williams Act Facilities Inspection Tool (FIT) Overall Rating	98.87% December 2022 Williams Act Facilities Inspection Tool (FIT) Overall Rating	99.77% December 2023 Williams Act Facilities Inspection Tool (FIT) Overall Rating	92% or greater
Better Together Survey Teachers Beliefs on Climate of the Community (Safety)	5.0 mean scale score 2020 Better Together Report on Teacher's Beliefs on Climate of the Community	5.0 2021 Better Together Report on Teacher's Beliefs on Climate of the Community	4.8 mean scale score 2022 Better Together Report on Teacher's Beliefs on Climate of the Community	4.9 mean scale score 2023 Better Together Report on Teacher's Beliefs on Climate of the Community	Maintain or above 4.5
Better Together Survey Students' Beliefs of Belonging (Safety)	4.6 mean scale score 2020 Better Together Report on Students' Beliefs of Belonging	4.5 2021 Better Together Report on Students' Beliefs of Belonging	4.6 mean scale score 2022 Better Together Report on Students' Beliefs of Belonging	4.6 mean scale score 2022 Better Together Report on Students' Beliefs of Belonging	Maintain or above 4.5
Building Relationships rating scale in all 4 areas of the self-assessment	(Average scale score 4.75) - Full Implementation and Sustainability 2021 Building Relationships	(Average scale score 4.75) - Full Implementation and Sustainability 2022 Building Relationships	(Average scale score 4.75) - Full Implementation and Sustainability 2023 Building Relationships Category of Priority 3 Self	(Average scale score 4.75) - Full Implementation and Sustainability 2023 Building Relationships Category of Priority 3 Self	Maintain average scale score 5 - Full Implementation and Sustainability

	Category of Priority 3 Self Reflection Tool	Category of Priority 3 Self Reflection Tool	Reflection Tool	Reflection Tool	
Building Partnerships for student outcomes rating scale in all 4 areas of the self-assessment	(Average scale score 3.75) - Full Implementation 2021 Building Partnerships for Student Outcomes Category of Priority 3 Self Reflection Tool	(Average scale score 3.75) - Full Implementation 2022 Building Partnerships for Student Outcomes Category of Priority 3 Self Reflection Tool	(Average scale score 3.75) - Full Implementation 2022 Building Partnerships for Student Outcomes Category of Priority 3 Self Reflection Tool	(Average scale score 3.75) - Full Implementation 2023 Building Partnerships for Student Outcomes Category of Priority 3 Self Reflection Tool	Maintain average scale score 4 or above - Full Implementation
Seeking Input for decision-making rating scale in all 4 areas of the self-assessment	(Average scale score 3.75) - Full Implementation 2021 Seeking Input for Decision-Making Category of Priority 3 Self Reflection Tool	(Average scale score 3.75) - Full Implementation 2022 Seeking Input for Decision-Making Category of Priority 3 Self Reflection Tool	(Average scale score 3.75) - Full Implementation 2023 Seeking Input for Decision-Making Category of Priority 3 Self Reflection Tool	(Average scale score 4.0) - Full Implementation 2023 Seeking Input for Decision-Making Category of Priority 3 Self Reflection Tool	Maintain average scale score 4 or above - Full Implementation
Expulsion Rate	0.02% 2019-2020 Data Quest (Expulsion Rate)	0.01% 2020-2021 Data Quest (Expulsion Rate)	0.02% 2021-2022 Data Quest (Expulsion Rate)	0.00% 2022-2023 Data Quest (Expulsion Rate)	Below 1%
High School Dropout Rate	0.007 2019-2020 Data Quest (4-year Adjusted Cohort Outcome)	1.4% 2020-2021 Data Quest (4-year Adjusted Cohort Outcome)	< 0.5% 2021-2022 Data Quest (4-year Adjusted Cohort Outcome)	1.7% 2022-2023 Data Quest (4-year Adjusted Cohort Outcome)	Below .05%
Middle School Dropout Rate	0.00% 2019-2020 CALPADS Fall 1 1.8	0.00% 2020-2021 CALPADS Fall 1 1.8	< 0.1% 2021-2022 CALPADS Fall 1 1.8	0.0% 2022-2023 CALPADS Fall 1 1.8	Maintain 0 dropouts
Attendance Rate	97.334% 2019-2020 CALPADS 14.1/14.2	99.13% 2020-2021 CALPADS 14.1/14.2	96.1% 2021-2022 CALPADS 14.1/14.2	95.6% 2022-2023 CALPADS 14.1/14.2	Maintain 97% or above

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The district implemented all 3 broad actions this year, which included: 1) Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement. 2) Fully implement the 8 components of Safe and Healthy Schools. 3) Provide robust extra-curricular and co-curricular opportunities for all students. There were no substantive differences in planned actions and the actual implementation of those actions. Although difficult work, the district continues to recognize 1 significant challenge in implementing actions of this goal, as they relate to attendance habits.

Action 1 Family Engagement - Provided opportunities to share thoughts and engage in dialogue through the utilization of a variety of platforms (i.e. peachjar, school messenger, etc.). Translators and translation services were used to ensure equitable, linguistically-appropriate engagement opportunities for all families. All written material was translated as required by law. The district also translates into Spanish although not required by law. Families were invited to become active members on PTA, SSC, SLT, and ELAC which served as a building ground to serve as members of advisories at the school and district levels. Parents of unduplicated students were also invited to participate in educational opportunities and to be a part of Title I parent groups.

In Action 2 Safe and Healthy Schools - The district and schools continued to address the 8 components of safe and healthy schools through a variety of planning, implementation, and evaluation activities. These included comprehensive safety plans at every school, curriculum development in health and physical education, student and staff health, use of the Williams Act Facilities Inspection Tool (FIT), and increasing social-emotional wellness (i.e. Wellness Wednesdays, Mindful Mondays, Wellness Conference, counseling groups, Social Emotional Learning activities). The district also installed shade structures at many of our campuses to protect students from unhealthy sun exposure.

For Action 3 Extra/Co-Curricular Opportunities - The district and schools continued to provide robust extra-curricular and co-curricular programs for all students. This included CIF sports, ASB, Clubs, Student Council, Middle School Sports programs, etc.

As these are critical actions to maintain high levels of safety, connectedness, and engagement, it is recommended that these actions continue.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The broad actions for this goal ACTION (1) Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement. ACTION (2) Fully implement the 8 components of Safe and Healthy Schools. ACTION (3) Provide robust extra-curricular and co-curricular opportunities for all students. The actions were implemented in a wholistic approach to meet the goal and were effective in maintaining a positive school climate as perceived by parents, meeting the desired outcome, as evidenced by the Better Together Survey Parents' Beliefs on School Climate (Safety Action 2) achieving a mean score of 4.7, surpassing the target of 4.5. However, efforts to reduce chronic absenteeism proved ineffective, with the rate increasing beyond the desired target of less than 5%, reaching 7.9%. Similarly, actions (Action 1 and 2) aimed at maintaining or improving students' perception of safety fell short, as the percentage of students feeling safe decreased to 73.0%, below the target of 80%. Conversely, action 2 undertaken to maintain and even surpass the desired rating for facilities, as measured by the Williams Act Facilities Inspection Tool (FIT) Overall Rating, were highly effective, with the rating reaching 99.77%. Nonetheless, actions 1, 2 and 3 to improve the average scale score for Building Relationships, attendance rates, and other areas were ineffective, indicating the need for adjustments in specific strategies within the actions. Despite these challenges, continuing efforts in Action 1 to engage families through various platforms and representative groups have been successful in maintaining open communication and fostering partnerships, suggesting a positive avenue for further progress.

Changes to the 2024-2027 LCAP for Goal 2 include adding an action regarding visual and performing arts. This action is moving from Goal 3 to align with engaging students. We have added two actions regarding chronic absenteeism. Action 2.5 addresses the overall district increase in chronic absenteeism with a specific focus on African American and Hispanic students, as well as students with disabilities. Action 2.6 targets unduplicated students (socioeconomically disadvantaged students and their families at the 4 identified schools). We are hopeful that our efforts in Action 2.1 and 2.3 will strengthen school connectedness and feelings of safety. Also, the use of "silent mentors" in actions 2.5 and 2.6 is expected to build strong individualized relationships between staff and disengaged students and their families. We have added new survey metrics on decision-making, safety, and school climate. Disaggregated data for unduplicated student groups and other targeted groups are included in Goal 3 where metrics for all areas are grouped by student population.

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

Goal

Goal #	Description
3	Broad Goal: Through the implementation of Multi-Tiered Systems of Support (MTSS), meet the unique learning, cultural, and social-emotional needs of all students through world-class instruction and support. The measures in this goal focus on our implementation and evaluation of instruction using the MTSS framework.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Better Together Survey Students' Beliefs of Teacher Trust	4.6 mean scale score 2020 Better Together Report on Students' Beliefs of Teacher Trust	4.8 2021 Better Together Report on Students' Beliefs of Teacher Trust	5 2022 Better Together Report on Students' Beliefs of Teacher Trust	4.8 2023 Better Together Report on Students' Beliefs of Teacher Trust	Maintain or above 4.5
Better Together Students' Survey Beliefs about	3.4 mean scale score 2020 Better Together Report	3.5 2021 Better Together Report on	3.6 mean scale score 2022 Better Together Report on	4.1 mean scale score 2023 Better Together Report on	3.9 or above

Teachers' Instructional Approaches	on Students' Beliefs about Teachers' Instructional Approaches	Students' Beliefs about Teachers' Instructional Approaches	Students' Beliefs about Teachers' Instructional Approaches	Students' Beliefs about Teachers' Instructional Approaches	
CAASPP Decrease Nearly Meeting to increase Meeting or Exceeding standards for ELA (3-8)	3rd: 17% Nearly Meeting 4th: 11% Nearly Meeting 5th: 10% Nearly Meeting 6th: 12% Nearly Meeting 7th: 15% Nearly Meeting 8th: 14% Nearly Meeting	No State Data Available % At or exceeding benchmark Grade 2: 79% Grade 3: 76% Grade 4: 74% Grade 5: 73% Renaissance Reading Scores	3rd: 10.5% Nearly Meeting 4th: 13.0% Nearly Meeting 5th: 8.2% Nearly Meeting 6th: 11.5% Nearly Meeting 7th: 9.3% Nearly Meeting 8th: 9.0% Nearly Meeting	3rd: 13% Nearly Meeting 4th: 13% Nearly Meeting 5th: 13% Nearly Meeting 6th: 16% Nearly Meeting 7th: 13% Nearly Meeting 8th: 18% Nearly Meeting	3rd: 10% Nearly Meeting 4th: 10% Nearly Meeting 5th: 10% Nearly Meeting 6th: 10% Nearly Meeting 7th: 10% Nearly Meeting 8th: 10% Nearly Meeting
CAASPP Decrease Nearly Meeting to increase Meeting or Exceeding standards for Math (3-8)	3rd: 17% Nearly Meeting 4th: 11% Nearly Meeting 5th: 10% Nearly Meeting 6th: 12% Nearly Meeting 7th: 15% Nearly Meeting 8th: 14% Nearly Meeting	Added measure - separated Math and ELA in year 2	3rd: 6.2% Nearly Meeting 4th: 10.6% Nearly Meeting 5th: 15.1% Nearly Meeting 6th: 12.9% Nearly Meeting 7th: 14.9% Nearly Meeting 8th: 15.4% Nearly Meeting	3rd: 12% Nearly Meeting 4th: 17% Nearly Meeting 5th: 20% Nearly Meeting 6th: 17% Nearly Meeting 7th: 19% Nearly Meeting 8th: 17% Nearly Meeting	
Better Together Survey Teachers' Beliefs about Equitable Practices	4.7 mean scale score 2020 Better Together Report on Teachers' Beliefs about Equitable Practices	4.8 2021 Better Together Report on Teachers' Beliefs about Equitable Practices	4.7 mean scale score 2022 Better Together Report on Teachers' Beliefs about Equitable Practices	4.8 mean scale score 2023 Better Together Report on Teachers' Beliefs about Equitable Practices	Maintain or above 4.5
Progress implementing (CTE, Health, PE, VAPA, World Language) each of the following academic standards adopted by the state board for all students.	(Average scale score 5) - Full Implementation and Sustainability 2021 Question #4 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2022 Question #4 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2023 Question #4 of Priority 2 Self Reflection Tool	(Average scale score 3.8) - Full Implementation and Sustainability 2023 Question #4 of Priority 2 Self Reflection Tool	Maintain average scale score 5 - Full Implementation and Sustainability
Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. (rating scale)	(Average scale score - 3.8) - Full Implementation 2021 Question 2 Priority 2 Self-Reflection Tool	(Average scale score - 3.8) - Full Implementation 2022 Question 2 Priority 2 Self-Reflection Tool	(Average scale score - 4.0 - Full Implementation 2022 Question 2 Priority 2 Self-Reflection Tool	(Average scale score - 5.0 - Full Implementation 2023 Question 2 Priority 2 Self-Reflection Tool	Maintain average scale score 4 or above - Full Implementation

# of Williams Complaints regarding access to instructional materials.	0 2020 Williams Complaint Board Reports	0 2021 Williams Complaint Board Reports	0 2022 Williams Complaint Board Reports	0 2023 Williams Complaint Board Reports	Maintain 0 complaints
Broad Course of Study Self-Evaluation Criteria To evaluate Local Indicator Priority 7 Broad Course of Study the district annually evaluates the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.	Met Broad Course of Study Self-Evaluation Criteria	Met Broad Course of Study Self-Evaluation Criteria	Met Broad Course of Study Self-Evaluation Criteria	Met Broad Course of Study Self-Evaluation Criteria	MET: Meet the self-evaluation criteria for ensuring all students have access and enroll in a broad course of study.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned actions and the actual implementation of the listed actions. The district implemented all 6 broad actions this year, which included: 1) Build relationships with all students to understand their goals and learning journey. 2) Use data as a diagnostic tool to proactively provide focused supplemental instruction and support. 3) Provide engaging instruction aligned with California Academic Standards and Frameworks. 4) Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students. 5) Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. 6) Address and support learning gaps, attendance, social-emotional learning, and the mental health needs of students. One challenge we faced in implementing action 2 was the district's lack of readily available diagnostic tools. this was addressed at the elementary level through our reading intervention program. We still need to address this challenge in math at the elementary level and districtwide at the secondary level. We also plan to modify this action to broaden the scope to make data review a standard of practice across the district.

Action 1 Build Relationships is an ongoing process. Teachers continue to build relationships with students with an increased intention of better understanding individual students in order to provide them with opportunities for learner agency, goal setting, and engaging instruction. Administrators and support staff also are being intentional in building positive relationships with students. We are making progress toward our broad goal.

Action 2 Data Usage - We continued to focus on using data as a diagnostic tool to identify struggling students and to proactively provide focused supplemental instruction and support. Elementary schools utilized Renaissance assessments or alternative measures to determine academic progress and the need for learning acceleration. The district is still working to develop meaningful yet easy-to-use graphs and tables to identify students at-risk of academic failure, chronic absenteeism, and behavioral issues (i.e. PowerSchool at-risk project and Illuminate MTSS risk report). Our piloted data program that was integrated into our student information system to organize data that included all student groups, such as English Language Learners and students with disabilities was determined to be ineffective. Therefore it was abandoned, and our technology department has purchased a new external program that has shown promise. The district continued to make improvements in the availability of disaggregated data by English language learners, students with disabilities, homeless, foster youth, and low-income students to improve instruction and support.

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.

In Goal 3 Action 3 a material difference of approximately $1 million was due to a budget enhancement for additional instructional materials. A material difference in Goal 3 Action 4 was also recognized ($1.2 million). This difference was due to increased arts funding from Proposition 28.   These funds were incorporated into the existing action focusing on Arts Education.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Arcadia Unified School District (AUSD) has effectively implemented a range of actions over the three-year LCAP cycle to progress towards Goal 3, which focuses on meeting the unique learning, cultural, and social-emotional needs of all students through world-class instruction and support using Multi-Tiered Systems of Support (MTSS). The district's commitment to implementing and evaluating instruction within the MTSS framework has yielded positive outcomes across various priority areas aligned with academic standards, student achievement, engagement, access to a broad course of study, and outcomes.

Actions 1, 5 and 6 positively impacted our Better Together Survey results for questions regarding Equitable Practices, and Students' Beliefs of Teacher Trust, as well as, Action 3's impact on Better Together Survey results for Teachers' Instructional Approaches.   Anecdotal data reveled that data was made available to schools and that school teams are utilizing that data in more robust ways which is impacting instruction in the classroom.   Action 6 was ultimately ineffective in improving metrics for all students in standardized testing, including English Learns.

AUSD has made significant progress in enhancing instruction through MTSS, leading to improved student trust in teachers' beliefs and instructional approaches. While some metrics like CAASPP results for ELA and Math have not fully met desired outcomes, other areas such as teachers' beliefs about equitable practices have exceeded expectations. The district has shown progress in implementing academic standards, providing instructional materials aligned with curriculum frameworks, and addressing students' social-emotional needs effectively.

In conclusion, AUSD's actions in implementing MTSS and focusing on meeting students' diverse needs have been effective in various areas. The district's commitment to continuous improvement is evident through the adjustments made based on reflections from prior practices to ensure ongoing progress toward Goal 3.

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

AUSD's reflections on prior practices have informed several key adjustments to our LCAP for the coming year. Recognizing the importance of a structured support system, a comprehensive Multi-Tiered System of Support (MTSS) will continue to be rolled out across schools. This framework ensures targeted academic, behavioral, and social-emotional interventions tailored to individual student needs. As a part of MTSS, data-driven decision-making remains a core principle. We are committed to developing clear and accessible data displays to facilitate the identification of at-risk students and ensure all student groups are represented in our analyses. This focus on data allows for a more precise allocation of resources.

Universal Design for Learning (UDL) is now a core element of both Goal 1 (Student Achievement) and Goal 3 (Student Engagement). By providing educators with a wider range of instructional strategies, UDL fosters inclusive learning environments that cater to diverse student needs in all areas. Technology integration will also play a vital role, offering targeted learning support both within and beyond the classroom. Engaging instruction, previously an action item within Goal 3, has been realigned with Goal 1 to reflect its focus on fostering a love of learning and rigorous academic pursuits. The focus on building strong relationships with students to understand their individual needs and goals remains a priority.

Existing Tier II and III intervention systems will continue to provide additional support for struggling students. These adjustments build upon the foundation established in prior years. Unduplicated student populations (EL, low-income, and foster youth) will continue to receive targeted instruction and intervention. Specific actions to address the learning needs of these populations will be added to our LCAP. Furthermore, a specific action related to ensuring transportation services are available for TK-6 students in these populations and those with IEPs will remain a critical component of fostering equitable access to education. AUSD remains committed to supporting English Learners (ELs) through a robust language development program, including the use of the Ellevation Education platform. We will add a targeted action to address EL students who are not performing as well as their peers on standardized tests. We will also add a targeted action to support EL and LTEL students with reclassification.

It's important to note that while arts education has always been a valued component of a well-rounded education in AUSD, due to the passage of Proposition 28, it will be moved under goal 2. Prop 28 mandates and dictates how funding will be spent on arts education, ensuring a significant and ongoing investment in this vital area.

The district will also added 2 actions in Goal 2 to address chronic absenteeism. One districtwide action and one targeted action focused on low-income students and foster youth. We believe that increased absenteeism is the root cause of lower assessment scores and lack of school connectedness. This will be a priority for the district. We will add a transportation action in goal 3 to support student attendance and access to instruction.

As a result of a review of disaggregated data, the district will add a targeted action to address the learning needs of low-income and foster youth who are underperforming on standardized tests in ELA and Math.

By implementing these comprehensive actions, AUSD aspires to create a learning environment where all students can thrive and achieve their full potential.

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.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Better Together Survey Certificated Staffs' Beliefs about Collective Involvement	4.2 mean scale score 2020 Better Together Report on Certificated Staffs' Beliefs about Collective Involvement	4.7 2021 Better Together Report on Certificated Staffs' Beliefs about Collective Involvement	5.7 mean scale score 2022 Better Together Report on Certificated Staffs' Beliefs about Collective Involvement	4.7 mean scale score 2023 Better Together Report on Certificated Staffs' Beliefs about Collective Involvement	Maintain or above 4.5
Better Together Survey Classified Staffs' Beliefs about Collective Involvement Connectedness P6)	5.1 mean scale score 2020 Better Together Report on Classified Staffs' Beliefs about Collective Involvement	5.2 2021 Better Together Report on Classified Staffs' Beliefs about Collective Involvement	4.9 mean scale score 2022 Better Together Report on Classified Staffs' Beliefs about Collective Involvement	4.5 mean scale score 2023 Better Together Report on Classified Staffs' Beliefs about Collective Involvement	Maintain or above 4.5
LA County Ranking of Arcadia Average Teacher Salary	Ranked 3rd 2020 J-90 Report	Ranked 2nd 2021 J-90 Report	Ranked 1st 2022 J-90 Report	Ranked 1st 2023 J-90 Report	Maintain top 5 in the county
Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. (rating score)	(Average scale score 3.6) - Full Implementation 2021 Question #1 of Priority 2 Self Reflection Tool	(Average scale score 3.6) - Full Implementation 2022 Question #1 of Priority 2 Self Reflection Tool	(Average scale score 4) - Full Implementation 2023 Question #1 of Priority 2 Self Reflection Tool	(Average scale score 4) - Full Implementation 2023 Question #1 of Priority 2 Self Reflection Tool	Maintain average scale score 4 or above - Full Implementation
Progress in implementing policies or programs to support staff in identifying areas where they can	(Average scale score 5) - Full Implementation and Sustainability 2021 Question #3 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2022 Question #3 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2023 Question #3 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2023 Question #3 of Priority 2 Self Reflection Tool	Maintain average scale score 5 - Full Implementation and Sustainability

improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).					
LEA's success at engaging in assessing professional development needs with teachers and school administrators during the prior school year (including the summer preceding the prior school year).	(Average scale score 5) - Full Implementation and Sustainability 2021 Question #5 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2022 Question #5 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2023 Question #5 of Priority 2 Self Reflection Tool	(Average scale score 5) - Full Implementation and Sustainability 2023 Question #5 of Priority 2 Self Reflection Tool	Maintain average scale score 5 - Full Implementation and Sustainability
% of Teachers Appropriately Assigned	100% 2020 HR and CTE data	100% 2021 HR and CTE data	100% 2022 HR and CTE data	100% 2023 HR and CTE data	Maintain 100% of teachers appropriately assigned.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The district continued its work on 2 broad actions for this goal. These include: 1) Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization. 2) Maintain competitive total compensation packages for all staff. There were no substantive differences between planned actions and the actual implementation of those actions. The district did not recognize any significant challenges in implementing the actions of this goal.

Action 1 Professional Development involved designing and implementing a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization. We continued to survey staff (certificated and classified) regarding their PD needs and desires to build the PD Plan so that it was meaningful and relevant. We implemented the PD plan with fidelity, which increased knowledge and skills that resulted in improved practices in the classroom and throughout the organization. AUSD has an innovative PD model which utilizes 7 half-days for vertical collaborative PD groups.

In addition, the District offers an induction program to all new teachers in need of it, (both general ed and special ed) at no cost to the teacher. We hosted SWAG topics such as Schoology, ES Special Education, Autism/MDD/SD Essential Skills Goal Banks, HS World Languages, Integrating Ethnic Studies into Social Science Courses, Representation Matters (DEI), and Spark Joy in Your Classroom. In addition, we held a 4-day New Educator Academy for newly certificated staff in August.

Action 2 Staff Pay focuses on maintaining a competitive total compensation package for all staff. The district utilizes interest-based bargaining with most of its unions. The district monitored compensation across other school districts to set total compensation packages. Fiscal Services implemented actions in goal 5 to ensure strategic use of our limited fiscal resources. The board oversaw the district's compensation packages and advocated for appropriate and aspirational education funding as described in Goal 5 action 3. The district approved a 5% pay increase for the 23-24 school year for all staff.

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

Material differences ($0.5 million) were noted in Goal 4 Action 2 as a result of increases in salaries and benefits for staffing increases and adjustments.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Arcadia Unified School District (AUSD) has successfully implemented targeted actions to achieve Goal 4 of recruiting, developing, and retaining highly effective staff. Through our Strategic Professional Development Plan, AUSD has enhanced staff knowledge and skills, leading to improved practices and increased capacity among professionals, resulting in high student achievement and staff wellness. The district's efforts in maintaining competitive total compensation packages have contributed to high employee satisfaction, low turnover rates, and ultimately, positive impacts on student achievement and wellness. AUSD's ability to meet or exceed set targets across various metrics reflects the effectiveness of their actions in progressing towards Goal 4. The district's commitment to continuous improvement and dedication to achieving its goals are evident in the positive outcomes and metrics achieved during the three-year LCAP cycle.

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

In response to reflections on the effectiveness of actions taken during the previous three-year LCAP cycle to achieve Goal 4 of recruiting, developing, and retaining highly effective staff, the Arcadia Unified School District (AUSD) will not make any strategic adjustments for the upcoming 3 years.   AUSD will continue its innovative professional development models, with a focus on utilizing 7 half-days for vertical collaborative PD groups. The district aims to enhance existing programs and prepare for future initiatives to effectively address evolving needs. AUSD is committed to maintaining competitive total compensation packages and will continue actively monitoring compensation levels across other school districts. The district will persist in advocating for appropriate funding to ensure that competitive staff pay remains a key priority.

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.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Maintain a positive certification on all financial reports	Positive Certifications 2021 Budget Report	Positive Certifications 2022 Budget Report	Positive Certifications 2023 Budget Report	Positive Certifications 2024 Budget Report	Maintain Positive Certifications
Maintain no findings in fiscal audits	0 2020 Annual Audit Report	0 2021 Annual Audit Report	2 Findings 2022 Annual Audit Report	0 Findings 2023 Annual Audit Report	0 findings in fiscal audit

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned actions and the actual implementation of the listed actions. The district did not recognize any significant challenges in implementing the actions of this goal. The district continues to work on 3 broad actions for this goal. These include 1) Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile state/federal revenue in future years. 2) Continue and improve practices that maintain fiscal integrity and align resources to improve student performance. 3) Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. We were able to return to action 3 in a more meaningful way this year.

Action 1 Budget Planning focuses on appropriately budgeting district activities to ensure an effective operational infrastructure and managing potentially volatile state/federal revenue in future years. The district utilized the LCAP and other plans to align resources to ensure a rigorous educational program. We also continued to strategically ensure the effective use of one-time state and federal funds to address student academic support and teacher classroom needs for in-person learning. The district continues to monitor the state and federal funding models and plans to strategically budget over multiple years. The district continues to maintain conservative budgeting and prudent spending practices by continuing to employ a thorough review and approval process for budget adjustments. We regularly monitor and adjust financial reports and multi-year projection updates for early indications of potential risks and plan accordingly.

Action 2 Fiscal Integrity continued and improved practices that maintain fiscal integrity and align resources to improve student performance. The district continued conservative budgeting and prudent spending practices. We continued to employ a thorough review and approval process for all budget adjustments. Fiscal Services regularly monitored and adjusted financial reports and multi-year projection updates for early indications of potential risks and planned accordingly. We also explored alternatives before committing to expenditures and factoring in the cost-benefit of these opportunities. Fiscal Services also performed a monthly budget review of expenditures vs. Budget and Prior Year to monitor and prevent overspending.

Action 3 Advocacy for Funding involves continuing to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. We continue to do this whenever possible. This year the district sent a team of administrators and parents to meet with State representatives.

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

Goal 5 Action 1 had a material difference of approximately $1 million as a result of budget increases from gift offers and an enhancement for additional transportation vehicles (1 bus and 2 vans).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in producing the desired results. The district maintained positive certifications on all financial reports and had no findings in our fiscal audits. We were also able to send a team to Sacramento this year. Our PTA leadership heard from student representatives and others about the advocacy that was done in Sacramento with elected officials and other groups. We are pleased with the fiscal forecasts coming from the State. However, there is much to be done to increase base funding. As a high-performing district with relatively low economically disadvantaged youth we continue to face the challenge of being to afford interventions to support students in need.

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

There are no planned changes to this goal or actions. However, it will be classified as a maintenance goal in the next LCAP.

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.

Goal

Goal #	Description
6	Broad Goal: Meet State and County legal requirements. The measures in this goal will allow us to stay on track to provide necessary services for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Have the district LCAP approved by the Los Angeles County of Education and the State.	2019 Approved LCAP Approval Letter	2021 Approved LCAP Approval Letter	2022 Approved LCAP Approval Letter	2023 Approved LCAP Approval Letter	Three years of approved annual LCAPs
Average GPA of low-income students	3.13 2021 PowerSchool	3.16	3.25 2022 PowerSchool	3.18 2022 PowerSchool	The student average for low-income students will be 3.0 or above.
Average GPA of English Learners	2.70 2021 PowerSchool	2.63	2.66 2022 PowerSchool	2.66 2023 PowerSchool	The average GPA for English Learners will be 3.0 or above.
English Learner Reclassification	24% 2019-2020 DataQuest/CA Department of Education (Data Reporting Office)	18.60% 2020-2021 DataQuest/CA Department of Education (Data Reporting Office)	22.5% (Includes students that reclassified in July and August) 14.2% (Based on State guidelines for reporting due to DataQuest CA Department of Education Data Reporting Office not updating data yet) 2021-2022	28.8% 2022-2023 DataQuest/CA Department of Education (Data Reporting Office)	Maintain 24% reclassification rate

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned actions and the actual implementation of the listed actions. The district continued its work on the 4 actions in this goal. These include: 1) Meet the unique needs of AUSD students who are classified as English Learners. 2) Provide additional support to teaching staff, and support staff to ensure they have the necessary knowledge, skills, and resources to fully engage unduplicated students in learning. 3) Provide additional counseling, behavioral support, and the AVID program to unduplicated students. 4) Provide intervention for unduplicated students.   The district has found it challenging to assess our reclassification progress because the state changed the data rules two years ago and the CDE data reporting office has still not updated the data.   We utilize district data and Calpads data to monitor reclassification. Implementation of each action includes:

Action 1 English Learners provided the district's Core ELD Program which is Structured English Immersion utilizing an ELD curriculum and ELD instructional strategies in the core classroom. The district provided supplemental ELD support to English Learners (EL). Districtfunded full-time ELD teachers (Teachers On Special Assignment TOSA) provided pull-out services for EL students and worked collaboratively to assist core teachers with strategies to help students access the core curriculum. In addition to supplemental support and intervention pull-out services, ELD teachers went into classrooms to assist students, co-taught, or demonstrated strategies. They also led site ELAC meetings and met regularly with the ELD instructional Coach to discuss needs and collaborated on classroom strategies. EL students also received support via ELD small group and intervention services in addition to mainstream classroom differentiation that was provided. English learners' progress monitoring included Elementary ELD teachers and the EL TOSA assessing English learners and monitoring EL students including those who have been reclassified. Each semester the grades of EL students were reviewed by the ELD teachers, the EL TOSA, school administrators, and counselors. When students were not showing evidence of progress, teachers, parents, and students were contacted and meetings were scheduled to identify the student's strengths and areas for improvement. Recommendations and interventions were made at these meetings. Support for newly immigrated students was provided through additional relevant language and cultural materials specifically targeting the needs of the students new to this community. We continued to utilize the ELL program called Ellevation Education. This platform was used by teachers and administrators to report and monitor EL progress in a timely manner which improved compliance. Core teachers also identified EL learners in their classes, monitored progress, and shared feedback with their teams. Parent advisory and parent engagement workshops were offered. Schools were provided additional funding to design and implement before and after-school targeted interventions for EL students. Some schools also chose to implement intervention time prior to the start of the school year to "jump start" EL students' learning.

Action 2 Professional Development Regarding Unduplicated Students provided additional education to teaching staff and support staff to ensure they have the necessary knowledge, skills, and resources to fully engage unduplicated students in learning. Activities under this action included: Teachers on Special Assignment (TOSA) providing professional development to teachers on evidence-based practices that are effective in meeting the needs of unduplicated student populations. Instructional Coaches were also assigned to sites to support instruction and pedagogical practices that emphasize UDL principles when designing lessons. TOSAs also embedded information about the appropriate identification and support for students who fall into multiple categories of designation. These staff further provided coaching and support to individual teachers to ensure the implementation of evidenced practices in classrooms with unduplicated students across all grade levels. TOSAs also provided direct support to unduplicated students in their areas of expertise.

Action 3 Increased Support for Unduplicated Students provided additional counseling, behavioral support, and the AVID program to unduplicated students. Unduplicated students received additional counseling services to ensure they had the social skills, understanding of programs/credits, mental wellness, and connection to opportunities to participate in a rigorous curriculum. Small groups and one on one meetings were used to develop social skills and develop

plans to earn credits or adjust programming. Activities, resources, and appointments were made available to support all students' mental wellness. The counselors also provided several parent workshops on topics around student behavior and mental health. Our Board Certified Behavior Analyst (BCBA) Psychologist and Behavior Response Team continued to work with school sites to support behavior needs by developing classroom plans with teachers and collecting data to determine the best strategies to help students be successful in the classroom. Interventions were set in place by the BCBA and the school team. The AVID program had elective classes at the secondary level and we offered robust elementary programs at three elementary sites. The components of AVID included Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies emphasizing executive functioning skills.

Action 4 Intervention for Unduplicated Students provided a variety of interventions for unduplicated students. AUSD utilized disaggregated data to view district-wide intervention progress and trends. Unduplicated elementary students who were identified as underperforming in Math and English Language Arts were provided supplemental Tier II and Tier III interventions. These interventions were designed to increase learning and address identified gaps in learning. The intervention was provided before and after school as well as through pull-out and push-in services. Unduplicated students at the secondary level were provided access to specially designed supplemental courses to increase learning and address identified gaps in learning. Elementary sites conducted 6-week check-in and/or tri-monthly grade-level team meetings to discuss needs for Tier 1 instruction and possible interventions. Blended learning opportunities were provided at the high school to address credit recovery needs. Secondary teams communicated with elementary teams to ensure the effective transfer of intervention data and strategies to continue supplemental Tier II and Tier III interventions for identified students as they matriculate from elementary to middle and middle to high school.   Additional funding (A-G grant, ELOP, etc.) was allocated to increase intervention services at all levels. We also offered new after-school support for unduplicated students. This was funded through ELOP money. The program provided free after-school Homework Support Time, Outdoor Games, Arts and Crafts Activities, STEM Activities, Youth Choice Centers, and Character Building Activities.

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

Goal 6 Action 6 had a material difference of $0.16 million as a result of increased Title I funding based on the February allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions under Goal 6 to meet state and county legal requirements were generally effective over the three-year LCAP cycle, though there were some areas that fell short of desired outcomes.

The district was successful in providing supplemental English learner programs and support through dedicated EL instructional coaches, the Ellevation platform, data monitoring, intervention services, and parent engagement opportunities (Action 6.1). This is evidenced by meeting the target reclassification rate of 24% for the 2023-24 mid-year update. Professional development for unduplicated student populations (Action 6.2) helped build teacher capacity, but more work is still needed to raise the average GPA for English learners to the 3.0 target, which was not met at mid-year. Increased academic and mental health support services through interventions, counseling, behavior analysts, and the AVID program under Action 6.3 showed promise in supporting unduplicated students. However, some academic metrics like test scores for unduplicated groups still lagged based on the mid-year data. While the district made efforts to provide additional targeted intervention for underperforming student groups (Action 6.4), tangible results were mixed, with some subgroups still not meeting academic targets according to the mid-year data review.

Highland Oaks ES was identified as a school with effective practices. Their systemic implementation of data review (3.2) with a focus on unduplicated students and the targeted provision of intervention for ELA and Math resulted in no "dip" in standardized test scores. The program review has resulted in changes to planned actions.

Overall, while the district's English learner reclassification rate was a highlight, more focused efforts are still needed to fully meet the unique academic and mental health needs of unduplicated student populations to achieve equitable outcomes. Continuous improvement cycles analyzing data and stakeholder

input will drive adjustments to these actions in the next LCAP cycle.

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

Through analysis of mid-year metric data and feedback from stakeholders, the district has decided to eliminate Goal 6 as a separate goal moving forward. Instead, the specific actions previously under Goal 6 related to supporting unduplicated student populations such as English learners, low-income students, and foster youth will be incorporated directly into Goal 3 - "Through the implementation of Multi-Tiered Systems of Support (MTSS), meet the unique learning, cultural, and socio-emotional needs of all students through world-class instruction & support.

By merging these actions into the broader Goal 3, the district aims to create a more cohesive integration of its MTSS framework with the targeted services, interventions, and supports designed specifically for unduplicated and at-risk student groups. This change provides a streamlined approach focused on leveraging data-driven, multi-tiered systems to holistically support all students based on their unique needs and circumstances.

Actions being consolidated into Goal 3 include providing supplemental English learner programs, professional development for staff on unduplicated populations, increased academic and mental health interventions like counseling and behavior analysts, additional instruction for underperforming student groups, and a new actions added for the 2024-25 year: (Action 3.4) addresses reclassification, (Action 3.5) targets EL progress in ELA and Math, (Action 3.6) addresses learning gaps for low-income and foster youth, and (Action 3.7) ensures accessible transportation for unduplicated students. We believe these with actions in goal 2 that address chronic absenteeism should help remove barriers and increase attendance and academic participation for these groups going forward. Relevant metrics monitoring English learner reclassification, unduplicated student GPAs, and overall academic performance for these groups will also shift to Goal 3.

The decision to consolidate was directly informed by stakeholder feedback highlighting the need for a unified, comprehensive approach to meeting diverse student needs through an effective MTSS model. Moreover, mid-year data revealed persistent opportunity gaps for unduplicated student populations, despite the district's efforts under the previously separate Goal 6 structure. By streamlining into Goal 3, the district hopes to create a sharper focus and alignment of its core MTSS systems with the essential programs and interventions required to equitably serve all students.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

- o 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, desired 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.

   - o 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.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arcadia Unified	Jim Anderson Coordinator Child Welfare and Attendance	janderson@ausd.net 6268216630

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

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

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

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

The District serves a population of approximately 57,834 people residing in the City of Arcadia and portions of Temple City, Sierra Madre, and Monrovia. The diverse student body is comprised of 18.6% Hispanic, 60.7% Asian, 11.7% White, and 9% other ethnicities based on 2022-23 data. The District has 32.4% of students classified as socioeconomically disadvantaged, 12% as English learners, 0.2% foster youth, and 0.1% homeless youth amounting to an unduplicated student count for LCFF funding purposes. 7.3% of students receive special education support and services via Individualized Education Plans (IEPs) according to the 2023 California School Dashboard.

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

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

Reflections: Annual Performance

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

A review of the latest data from the 2023 California School Dashboard and Arcadia Unified's local metrics reveals both areas of strength and areas in need of continued focus in the district's efforts to improve student outcomes.

On the positive side, the district maintained its high graduation rate of 97.5% for the 2022-23 school year according to Dashboard data, meeting its goal. The district's suspension rate of 1.5% met the goal of remaining below 3%.

However, academic achievement data shows there is still work to do to ensure all students meet standards. While 66.1% of 11th graders met or exceeded ELA standards and 38% met or exceeded math standards based on local CAASPP data, the Dashboard showed overall ELA and math performance declined slightly to the "Green" performance level district-wide compared to prior years. Chronic absenteeism rates also declined to 7.9%, above the desired 5% target.

Looking at the Dashboard data by student group reveals some concerning opportunity gaps. While all students scored in the "Green" range for ELA, English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities all scored in the "Orange" range - the second lowest performance level. Similar gaps existed in mathematics.

The district did make notable progress in increasing its percentage of graduates meeting UC/CSU entrance requirements. The Dashboard showed 49.8% of graduates were deemed "Prepared" for college/career, up from 34.4% the prior year according to local data - exceeding the goal.

In reviewing the English Learner progress metric on the Dashboard, 63.2% made progress towards proficiency, falling short of the 70% target set by local data. The district's reclassification rate did meet its 24% goal based on local mid-year information.

Overall, the data reflects the district is sustaining its strong graduation rates and college preparedness but continues to grapple with inconsistent academic achievement across all student groups. Closing performance gaps for high-need student populations like English Learners, socioeconomically disadvantaged students, and students with disabilities must remain a top priority. The district's LCAP actions around multi-tiered systems of support, interventions, and equitable instructional practices supported by data-driven professional learning will be essential levers for promoting greater equity in academic outcomes.

The district also had three (3) sub-groups that were in the red on the dashboard. Foster youth for suspensions. African American and Hispanic students for chronic absenteeism. While no specific school had African Americans or Foster Youth identified they were found to be in the red district-wide. At the district level Students with disabilities were identified as performing at the lowest level in ELA, Math, and chronic absenteeism. Nine (9) schools were identified as needing to address underperformance in three (3) areas. 1) Chronic absenteeism was identified as a district-wide issue. Schools and sub-groups include Arcadia High School (Students with Disabilities), Dana (Students with Disabilities, Hispanics, and Socioeconomically Disadvantaged), First Avenue (Hispanics) and Foothills (Students with Disabilities) Middle Schools, and Holly Ave. (Students with Disabilities and Hispanics), Hugo Reid (Hispanics and Socioeconomically Disadvantaged), Longley Way (Students with Disabilities and Hispanics), Highland Oaks (Students with Disabilities), and Baldwin Stocker (Hispanics and Socioeconomically Disadvantaged) elementary schools were all need to address chronic absenteeism. 2) The following schools were identified as needing to address the low performance of students with disabilities on the CAASPP for both English Language Arts and Mathematics (Arcadia High School, Dana MS, and Holly Avenue ES). 3) Dana MS was also found to be in the red for white student suspensions.

The district will address improvement plans in Goals 1, 2 and 3 in specific planned actions which include: Goal 1 action 5 - Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. Goal 2 - action 5 Address Chronic Absenteeism through the implementation of MTSS for attendance. Goal 2 - action 6 addresses chronic absenteeism for socioeconomically disadvantaged students. Goal 3 - actions 4, 5, and 6 focus on unduplicated populations improving reclassification rates, and ELA and math scores. School sites will include specific actions in their School Plans for Student Achievement (SPSA) to address areas in red on the California Dashboard.

Reflections: Technical Assistance

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

Based on a review of student group and/or local Indicator performance on the 2023 Dashboard indicators, our district met the criteria to receive differentiated assistance for Students with Disabilities.   This sub-group did not meet 2 state priorities for Pupil Achievement (CAASPP Scores) and Pupil Engagement (Chronic Absenteeism).   The district has met with LACOE to receive Differentiated Assistance (DA).   We reviewed the reasons for identification, what DA will involve, and created an initial DA plan. We created a share drive to save and share guidance documents and resources. We were provided guidance on ways of addressing chronically absent students with disabilities.   This information was used to develop actions and metrics. Every school identified, also reviewed detailed student data and wrote a root cause analysis along with a plan to address chronic absenteeism and academic performance of students with disabilities. We will continue to work with LACOE and receive DA as planned.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee - principals, teachers, support pupil services personnel, classified employees, parents, parents of unduplicated students and students with disabilities, community members, PTSA, administration, and all bargaining units.	LCAP Advisory Committee meetings took place in October, February and May with representation from all educational partners (principals, teachers, support pupil services personnel, classified employees, parents, community members, PTSA, administration, and all bargaining units. The LCAP advisory is open to all educational partners and meetings are published on the district website. To ensure participation of underrepresented groups, school principals invite parents and students from unduplicated populations, and students with disabilities. They follow up with them and encourage them to attend each advisory meeting. We also present the LCAP at DELAC, SWD family gatherings, and to student leadership (see descriptions of other educational partners. However, our LCAP advisory is the cornerstone of our planning and monitoring process.

At the Fall meeting (held in years with a new 3-year cycle), we review the goals and action steps and progress made toward the action steps. We vision for the future as it relates to our current state. During the Winter LCAP Advisory Committee meeting, the group looks at district progress but with a focus on the future reviewing goals and planned actions. During LCAP development years, when a new 3-year plan is being developed, the focus is on where we want to be 3 years from now. In subsequent years, the goals are reviewed. However, the focus is on progress data and changes or adjustments to actions. During the Spring LCAP Advisory Committee meeting the committee reviews the final LCAP. Feedback is given by educational partners and questions are asked to the superintendent. The Superintendent's response to feedback and questions is provided in writing in two ways: 1) An email response to the LCAP Advisory Committee and 2) A memo responding to feedback provided and questions from educational partners is posted on the district LCAP website.

Throughout the LCAP process, the LCAP Advisory Committee is the hub of the planning network that collects, synthesizes, and communicates with the other individual educational partner groups. All of this input is shared with District leadership and the Board of Education which guides the development, allocation of funding, evaluation, and modification of the LCAP. In addition to the monitoring being done by SSC, advisories, and the LCAP Advisory Committee, annual updates are made to the Board of Education at least two times a year. We also utilize support from the Los Angeles County Office of Education (LACOE) to assist with pre-review and guidance regarding compliance and clarity.

Once the annual final draft LCAP is prepared, it is shared with all educational partners (principals, teachers, support pupil services personnel, classified employees, parents, community members, PTSA, administration, and all bargaining units) via our website's LCFF/LCAP portal and at meetings where it is explained and discussed. Educational partners provide any final feedback and revisions are made. There is a final chance for public comment at a public meeting that takes place before the LCAP is brought before the board for approval. The Public Hearing date is usually the first board meeting in June. The board approves the LCAP, LCAP Addendum, Consolidated Application and district budget at the last board meeting in June. The board and our educational partners have commented that this process is much more understandable in that all of the LCAP components and related plans, documents, and budgets are aligned. The goals, actions, and budget reflect the feedback being provided, and the process is more meaningful to them. |
| District English Learner Advisory (DELAC), school site English Learner Advisories (ELAC) - parent(s)/guardian(s) of English Language Learners. | The district holds formal DELAC and ELAC meetings as well as informal meetings to seek feedback on the LCAP. We teach parents/guardians the importance of attending meetings and how to advocate for equity and inclusivity in the LCAP so that ELLs have access to high-quality education. We ask them to focus on the unique needs of ELLs and how the LCAP can address those needs. We review the LCAP with them and seek feedback. |
| All educational partners | We send out surveys to all school staff, administrators, parents/guardians, and students. Questions provide insight into specific priority areas and results from specific questions are included in the LCAP.

Once the annual final draft LCAP is prepared, it is shared with all educational partners (principals, teachers, support pupil services personnel, classified employees, parents, community members, PTSA, administration, and all bargaining units) via our website's LCFF/LCAP portal. Educational partners may provide any final feedback for public comment at a public meeting that takes place before the LCAP is brought before the board for approval. The Public Hearing date is usually the first board meeting in June. Final revisions are made between the public hearing and the last board meeting where the board approves the LCAP, LCAP Addendum, Consolidated Application, and the district budget. |

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

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

The major aspect of the LCAP that was influenced by educational partners' input was the importance of student-centered instruction and learning. All groups believe in the critical importance of guided student goal-setting and student-directed learning. However, academic performance was equally important to our teachers, students, and parents/guardians. These aspects are included in Goals 1, 2, and 3. Educational partners expressed a desire to continue using the Multi-Tiered Systems of Support (MTSS) Framework. This is included as a specific action in goal 3. However, MTSS will be the framework from which all instruction and intervention are provided. All educational partners liked that MTSS addresses all learners and all aspects of learning and behavior. Mental health continued to be a priority, but slightly less than in previous years. Academic performance had higher importance ratings in our ranking activities. MTSS was liked because it is a "whole child" approach.

Our educational partners continued to see the importance of student well-being and the provision of resources to support students. However, they added that co-curricular and extra-curricular activities needed a focus in our new LCAP. This was a shift from the last 4 years when mental health was seen as the highest priority.

Another area greatly influenced by educational partner input was having more broadly written actions that were fewer in number than listing lots of actions that would lead to the broader action and ultimately the goal itself. Our partners were informed of the new laws regarding our LCAP. Although there was frustration that we are losing more local control each year, especially for the next 3 years, they understood we are required to include more specific actions for unduplicated populations. Our educational partners stated they preferred when the LCAP was shorter and not a compliance document. We explained their recommendations were noted, but we needed to include certain items and measures as required by law and for LACOE to approve our plan. The LCAP Advisory Committee felt that the LCAP is a 3-year plan and should represent a long-term plan rather than an annual plan. It was decided that the annual update is where progress will be monitored. The group felt this allowed for more agile and flexible action steps that could be adjusted in real-time rather than on an annual basis.

The last area that the majority of educational partners felt strongly about was the mandated focus on unduplicated students. Those responsible for LCAP administration explained that we are mandated by the State to address learning gaps for specific populations. Educational partners continued to disagree with this mandate, especially the restriction of supplemental funds for only unduplicated student groups. Much discussion ensued around this topic. An agreement was reached that it was best to remove goal 6 from our new LCAP and to incorporate specific actions, aligned with new education code requirements, into appropriate goals that align with the board's vision.

Goals and Actions

Goal

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

State priorities address by this goal.

2, 4, 5, 8

An explanation of why the LEA has developed this goal.

Based on the actions set in this goal, the measures used in this goal will help us monitor progress and evaluate data related to the actions when reviewing various indicators for student achievement.

Goal 1 is aligned with priorities 2, 4, 5 and 8; Implementation of state academic standards, student achievement, other pupil outcomes, and student engagement. It was developed because it represents the culmination of each individual student's effort, every teacher's instruction, every staff member's support, every family member's involvement. By reviewing the metrics for this goal we are setting the vision for every student that attends school in AUSD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA CAASPP English Language Arts ALL (% Met or Exceeded)	74.34% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			75% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	
2	CA CAASPP English Language Arts Grades 3-8 (% Met or Exceeded)	3rd:77.14% 4th: 74.24% 5th: 75.67% 6th: 73.96% 7th: 77.45% 8th: 71.01% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			3rd: 75% met or exceeded 4th: 75% met or exceeded 5th: 75% met or exceeded 6th: 75% met or exceeded 7th: 75% met or exceeded 8th: 75% met or exceeded 2025-26 CAASPP Results https://caaspp-elpac.ets.org/caaspp	
3	CA CAASPP English Language Arts Grade 11 (% Met or Exceeded)	71.70% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			>60% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	
4	CA CAASPP Math ALL Grades avg (% Met or Exceeded)	69.07% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			>50% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	

5	CA CAASPP Mathematics Grades 3-8 (% Met or Exceeded)	3rd: 80.67% 4th: 73.85% 5th: 65.40% 6th: 69.90% 7th: 68.20% 8th: 67.30% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			3rd: 75% met or exceeded 4th: 75% met or exceeded 5th: 70% met or exceeded 6th: 70% met or exceeded 7th: 70% met or exceeded 8th: 70% met or exceeded 2025-26 CAASPP Results https://caaspp-elpac.ets.org	
6	CA CAASPP Mathematics Grade 11 (% Met or Exceeded)	60.58% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			70% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	
7	California Science Test (CAST) All Grades All Students (% Met or Exceeded)	58.62% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp			65% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	
8	CA Dashboard College & Career Readiness (Prepared Level)	65.70% 2023 CA Dashboard			65% or above 2026 CA Dashboard https://caaspp-elpac.ets.org	
9	Parent Survey - My child(ren)'s school meets my child(ren)'s specific learning needs. (% Strongly agree and Agree)	83.60% 2023-24 AUSD Survey			80% or above 2026-27 AUSD Survey https://caaspp-elpac.ets.org	
10	Average cumulative GPA of the graduating class	3.43 2022-23 PowerSchool SIS			3.0 or above 2025-26 PowerSchool SIS https://caaspp-elpac.ets.org	

11	Average GPA of all Middle Schools	3.37 2022-23 PowerSchool SIS			3.0 or above 2025-26 PowerSchool SIS https://caaspp-elpac.ets.org
12	Middle School Dropout Rate - Four-Year Adjusted Cohort Outcome	0 2022-23 CALPADSFall1Report8.1c			0 2025-26 CALPADSFall1Report8.1c https://caaspp-elpac.ets.org
13	High School Dropouts - Four-Year Adjusted Cohort Outcome	13 2022-23 Dataquest			< 15 2025-26 Dataquest https://caaspp-elpac.ets.org
14	Academic Performance - English Language Arts (pts above standard) CA Dashboard	57 2023 CA Dashboard			57 points above standard 2026 CA Dashboard https://caaspp-elpac.ets.org
15	Academic Performance - Mathematics (pts above standard) CA Dashboard	46.1 2023 CA Dashboard			45 points above standard 2026 CA Dashboard https://caaspp-elpac.ets.org
16	CA Dashboard Graduation Rate	97.5% 2023 CA Dashboard			95% or above 2026 CA Dashboard https://caaspp-elpac.ets.org
17	Single Year - Senior Graduation Rate	99.0% 2022 - 2023 PowerSchool SIS			95% or above 2025 - 26 PowerSchool SIS https://caaspp-elpac.ets.org

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

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

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

| 29 | State Seal of Biliteracy - current four-year graduation cohort plus fifth-year graduates from prior cohort | 9.20%
2023
DataQuest | | | 10%
2026
DataQuest
https://caaspp-elpac.ets.org | |
| 30 | Met UC/CSU Requirements - current four-year graduation cohort plus fifth-year graduates from prior cohort | 82.4%
2023
DataQuest | | | 83%
2026
DataQuest
https://caaspp-elpac.ets.org | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners.	STUDENTS SERVED: All Students SERVED BY: Teaching and support staff, Administration WHAT WILL OCCUR: Staff will utilize self-directed professional development time to 1) use a taxonomy to identify levels of cognitive complexity (rigor) required by the standards in order to ensure rigor in instruction; 2) Evaluate and redesign instructional practices to intentionally increase student engagement to improve concentration levels and greater student interest; 3) Utilize data to determine Tier I classroom instruction is meeting the needs of the majority and to design classroom interventions to support those who require additional/different instructional models so that all students can access the curriculum. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$66,576,642.00	No
2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.	STUDENTS SERVED: All Students SERVED BY: Teaching and support staff, administration, and District Office WHAT WILL OCCUR: Ensure that elementary and secondary students are accessing the broad course of study required by the Education Code. Maintain high levels of access to Advanced Placement courses as a measure of equity. Increase student preparation for college and career and improve opportunities for students to participate in Career Technical Education (CTE) aligned to regional workforce needs OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$1,849,066.00	No
3	Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. (repeated expenditure, Goal 1, Action 1)	STUDENTS SERVED: All Students SERVED BY: Teaching, support staff, and administration WHAT WILL OCCUR: Teachers will support students to understand how they learn and their strengths in learning. They will support students in writing learning goals based on their unique strengths and interests. This strength-based, growth mindset focus highlights the contributions of neuro-, linguistically- and culturally diverse learners while meeting them where they are as students. Students will also understand what resources they can utilize to better understand the material being taught. If a student is an auditory learner, they will know where to find additional videos or podcasts to help them better understand the curriculum. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$0.00	No
4	Provide supplemental support for students	STUDENTS SERVED: Unduplicated students struggling or at-risk of not meeting standards in the areas of academics, behavior, social-emotional learning, mental health, and attendance. SERVED BY: Teachers, counselors, health staff, support staff, and administration WHAT WILL OCCUR: Utilize the information gained from goal 3 action 2 to provide support	$2,646,553.00	Yes

		throughout MTSS. The district and schools will review Elementary Intervention Programs to determine the most effective practices, eliminate ineffective programs, and pilot new intervention programs. School teams will connect families and students to mental health providers by increasing the use of the CareSolace "warm handoff" by counselors, SST, Health Aides, and School Psychologists. The district will create positions for paid School Psychologist and Marriage Family Therapy (MFT) interns who can provide additional student services under the supervision and direction of the AUSD School Psychologists and MFT. OUTCOMES: Improved overall wellness of students, increased attendance, and the closure of learning gaps which will also result in increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.		
5	Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	STUDENTS SERVED: Students with exceptional needs SERVED BY: Teachers, school psychologists, health staff, special education staff, and administration WHAT WILL OCCUR: The new Data and Reporting Systems Analyst position will ensure student data fidelity and help prepare data reports for site-based teams. Provide parent education and communication to families. Implement the CCEIS plan as designed (function of Gen. Ed.). Teams will analyze student data, notice trends/patterns, and set goals for increased student achievement. Organize programs for students with exceptional needs to better support participation in general education classrooms and provide staff with the training they need to create effective inclusive environments. Monitor and address issues with service delivery to ensure students with exceptional needs are receiving services to support them in meeting grade-level standards. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes. A decrease in disproportionality.	$30,019,768.00		No

Goal

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

State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 3 Self-Reflection Tools - Section 1: Building Relationships Between School Staff and Families Qs 1-4 (4 or 5)	4.75 2023 Priority 3 Self-Reflection Tools - Section 1			Avg. scale score of 4.5 or above 2026 Priority 3 Self-Reflection Tools - Section 1	
2	Suspension Rate (Dashboard)	1.5% 2023 CA Dashboard			< 3.1% 2026 CA Dashboard	
3	Expulsion Rate	0.0% 2023 CA Dashboard			< 2% 2026 CA Dashboard	

4	Chronic Absenteeism (Dashboard)	7.9% 2023 CA Dashboard			< 5.1% 2026 CA Dashboard
5	Attendance Rate	96.08% 2023 CALPADSSnapshotReport 14.2 StudentAbsenteeism-Count(EOY3)			> 95.00% 2026 CALPADSSnapshotReport 14.2 StudentAbsenteeism-Count(EOY3)
6	Priority 3 Self-Reflection Tools - Section 3: Seeking Input for Decision-Making Qs 9-12 (4 or 5)	4.00 2023 Priority 3 Self-Reflection Tools - Section 3			Avg. scale score of 4 or above 2026 Priority 3 Self-Reflection Tools - Section 3
7	Williams Act Facilities Inspection Tool (FIT) Overall Rating	93.1% 2022-23 Williams Act Facilities Inspection Tool (FIT)			Avg >90% 2025-26 Gabriel
8	Parent Survey - Children have a wide range of opportunities to participate in co-curricular and extracurricular activities. (% Strongly agree and Agree)	68.50% 2024 AUSD Survey			70% or above 2027 AUSD Survey
9	Parent Survey - My child(ren) is/are safe at school. (% Strongly agree and Agree)	83.6% 2024 AUSD Survey			80% or above 2027 AUSD Survey

10	Parent Survey - I feel welcomed and invited to participate at my child(ren)'s school. (% Strongly agree and Agree)	85.2% 2024 AUSD Survey			80% or above 2027 AUSD Survey
11	Parent Survey - Schools are clean and well-maintained. (% Strongly agree and Agree)	84.9% 2024 AUSD Survey			80% or above 2027 AUSD Survey
12	Student Survey - Our restrooms are clean at the beginning of the school day. (% Strongly agree and Agree)	62.5% 2024 AUSD Survey			70% or above 2027 AUSD Survey
13	Student Survey - I believe most of the students at my school are kind. (% Strongly agree and Agree)	63.2% 2024 AUSD Survey			70% or above 2027 AUSD Survey
14	Student Survey - I feel safe at school. (% Strongly agree and Agree)	83.4% 2024 AUSD Survey			80% or above 2027 AUSD Survey

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

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

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable	

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement.	STUDENTS SERVED: All Students and their families. SERVED BY: Teaching and support staff, administration and district office. WHAT WILL OCCUR: Families will be provided opportunities to share thoughts and engage in dialogue regarding the education of their children. Families will be invited to become active members of PTA, SSC, SLT, and ELAC which will serve as a building ground to serve as members of advisories at the school and district level. Parents of unduplicated students will be invited to participate in education opportunities and to be a part of title I parent groups. Each parent/guardian of a student with a disability will be asked at each Individualized Education Program (IEP) meeting if their involvement was facilitated by the team to improve services and results for their student. The district and school will continue to utilize a variety of platforms to continue to engage families (i.e. peachjar, school messenger, etc.). Translators and translation services will be used to ensure equitable, linguistically-appropriate engagement opportunities for all families. All written material will be translated as required by law. OUTCOMES: Increased involvement of families and improved plans that address the needs and educational objectives of their children in an equitable way. Improved attendance, behavior and academic achievement of students.	$66,749.00	No
2	Fully implement the eight components of Safe and Healthy Schools (repeated expenditure, Goal 5, Action 1)	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, administration, and district office. WHAT WILL OCCUR: The district and schools will address the 8 components of safe and healthy schools through a variety of planning, implementation, and evaluation activities. These include comprehensive safety plans at every school, curriculum development in health and physical education, student and staff health, implementation of health and safety protocols, use of the Williams Act Facilities Inspection Tool (FIT), and increasing social-emotional wellness (i.e. Wellness Wednesdays, Mindful Mondays, Wellness Conference, counseling groups, Social Emotional Learning activities). School safety plans address the unique needs of students with disabilities and IEP teams also create and develop individual safety and health plans to support and ensure access for students with disabilities. OUTCOMES: Safe and healthy students and staff. Maintaining high scores on self-assessments and educational partner survey ratings. Meeting state, local and district measures of success.	$0.00	No
3	Provide robust extra-curricular and co-curricular opportunities for all students.	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, administration, and district office. WHAT WILL OCCUR: The district and schools will provide robust extra-curricular and co-curricular programs for all students. This includes CIF sports, ASB, Clubs, Student Council, Middle School Sports program, etc. OUTCOMES: Students feeling a part of the school community, specifically meeting measures in	$488,902.00	No

		goals 1 and 2. Maintaining high scores on self-assessments and educational partner surveys. Meeting state, local, and district measures of success.			
4	Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students.	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, and administration. WHAT WILL OCCUR: The district and schools will continue to offer opportunities for students to have access to learn and enjoy visual and performing arts in a wide variety of ways. This includes arts education, music, dance, performance-based demonstration of learning, and plays/musicals/assemblies. The district will continue to partner with the community and the performing arts center to showcase visual and performing arts. OUTCOMES: The district meeting annual metric targets and outcomes. Increased interest and participation in the visual and performing arts in students. Improved learning through visual and performing arts as evidenced in brain research.	$2,140,959.00		No
5	Address Chronic Absenteeism through the implementation of MTSS for attendance.	STUDENTS SERVED: All Students with targeted support for Hispanic students, African American students, Students with Disabilities, and Socioeconomically Disadvantaged students. SERVED BY: Teaching, office and support staff, administration WHAT WILL OCCUR: The district and schools will implement MTSS for attendance which includes a tiered response to attendance improvement to reduce chronic absenteeism. Schools will open the year by providing families with information on the importance of good attendance, the positive impact of daily attendance, the differences between truancy and unexcused absenteeism, as well as information on what classifies a student as being chronically absent and the negative impact of missing 10% of the school year. Schools will hold meetings with students who were chronically absent the previous year to support the family in creating a viable plan to have positive attendance. Schools will also use the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes to encourage families to prioritize daily attendance. Schools will also assign teachers as "silent mentors" to a specific student in the targeted student groups (Hispanic, and Students with IEPs). OUTCOMES: The district meeting annual metric targets and outcomes. Decreased chronic absenteeism across the district and in targeted student groups. Increased levels of connectedness and engagement of targeted families. Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma.	$697,125.00		No
6	Provide targeted education and intervention for unduplicated students that are chronically absent.	STUDENTS SERVED: Low income students. SERVED BY: Teaching, office and support staff, administration WHAT WILL OCCUR: Specific schools (Dana MS, Hugo Reid, Longley Way and Baldwin Stocker) in addition to the implementation MTSS for attendance (2.5), will utilize targeted and tiered interventions to improve attendance habits and reduce chronic absenteeism for socioeconomically disadvantaged students. Identified schools will hold meetings with socioeconomically disadvantaged students who were chronically absent the previous year. They will address the common reasons for absences at their specific school. These included illness, and unexcused absences). They will educate these families and create a realistic plan with the family to have positive attendance. These schools will also use the Student Attendance Review Team (SART) at the beginning of the year to document expectations and supports for positive attendance. Attendance reports with positive messages will be sent home monthly. Schools will recognize and reward students in the targeted group each month. The Student Attendance Review Board (SARB) will also be used for families that are not demonstrating good attendance habits. Schools will assign teachers as ""silent mentors"" to each socioeconomically disadvantaged student that was chronically absent the previous year. These schools will monitor the attendance of the targeted group weekly to address poor attendance as quickly as possible.	$2,839,976.00		Yes

| | | OUTCOMES: The district meeting annual metric targets and outcomes. Decreased chronic absenteeism of socioeconomically disadvantaged students at the identified schools. Increased levels of connectedness and engagement of targeted families. Increased scores on academic assessments. | | |

Goal

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

State priorities address by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teacher Survey - The district provides adequate levels of support to meet the diverse learning, mental health, and social-emotional needs of our students. (% Strongly agree and Agree)	48.4% 2024 AUSD Survey			70% or above 2027 AUSD Survey	

2	Access to a Broad Course of Study Q2 Priority 7 Self Survey (All Students) [Board Certified]	All students have full access to a broad course of study as defined by the California Education Code. 2023 Access to a Broad Course of Study Q2 Priority 7 Self-Survey			All students have full access to a broad course of study as defined by the California Education Code. 2026 Access to a Broad Course of Study Q2 Priority 7 Self-Survey	
3	# of Williams Complaints regarding access to instructional materials.	0 2022-2023 Annual Board Resolution			0 2025-2026 Annual Board Resolution	
4	Sufficient Instructional Materials - Williams' Textbook Sufficiency Report	Sufficient Textbooks and Instructional Materials 2023			Sufficient Textbooks and Instructional Materials 2026 Board Resolution	
5	Teacher Survey- We regularly review student data to make decisions. (% Strongly agree and Agree)	66.7% 2024 AUSD Survey			80% or above 2027 AUSD Survey	
6	Teacher Survey - I have positive relationships with most of my students. (% Strongly agree and Agree)	100% 2024 AUSD Survey			85% or above 2027 AUSD Survey	

7	Student Survey - My teacher(s) care about me. (% Strongly agree and Agree)	76.5% 2024 AUSD Survey			80% or above 2027 AUSD Survey
8	Student Survey - I know at least 1 adult on campus who I can go to for help. (% Strongly agree and Agree)	74.7% 2024 AUSD Survey			80% or above 2027 AUSD Survey
9	Reclassification Rate - The English learner reclassification rate.	19.80% 2023 CalPads reports calculation			20.0% 2026 CalPads reports calculation
10	English Learner Progress (Dashboard)	63.2% 2023 CA Dashboard			65% or above 2026 CA Dashboard
11	EL - CA Dashboard Graduation Rate	92.5% 2023 CA Dashboard			95% or above 2026 CA Dashboard
12	EL - CA Dashboard for English Language Arts	8.7 pts above standard 2023 Dashboard			15 points above standard 2026 Dashboard
13	EL - CA Dashboard for Mathematics	20.5 pts above standard 2023 Dashboard			25 points above standard 2026 Dashboard
14	EL - CA Dashboard for Chronic Absenteeism (K-8)	7.7% 2023 CA Dashboard			< 5.1% 2026 Dashboard

15	SD - CA Dashboard Graduation Rate	97.0% 2023 CA Dashboard			95% or above 2026 CA Dashboard	
16	SD - CA Dashboard for English Language Arts	25.3 pts above standard 2023 CA Dashboard			30 points above standard 2026 CA Dashboard	
17	SD- CA Dashboard for Mathematics	7.3 pts above standard 2023 CA Dashboard			15 points above standard 2026 CA Dashboard	
18	SD - CA Dashboard for Chronic Absenteeism (K-8)	12.0% 2023 CA Dashboard			< 5.1% 2026 CA Dashboard	
19	AA - CA Dashboard for Chronic Absenteeism (K-8)	20.5% 2023 CA Dashboard			< 5.1% 2026 CA Dashboard	
20	AA - Suspension Rate (Dashboard)	6.50% 2023 CA Dashboard			< 3.1% 2026 CA Dashboard	
21	H - CA Dashboard for Chronic Absenteeism (K-8)	20.2% 2023 CA Dashboard			< 5.1% 2026 CA Dashboard	
22	H- CA Dashboard for English Language Arts	40.2 pts below standard 2023 CA Dashboard			> 1 point above standard 2026 CA Dashboard	
23	H- CA Dashboard for Mathematics	44.3 pts below standard 2023 CA Dashboard			> 1 point above standard 2026 CA Dashboard	

24	H - CA Dashboard College & Career Readiness (Prepared Level)	24.2% 2023 CA Dashboard			> 35% 2026 CA Dashboard	
25	SWD - CA Dashboard Graduation Rate	82.70% 2023 CA Dashboard			> 85% 2026 CA Dashboard	
26	SWD - CA Dashboard for English Language Arts	84.1 pts below standard 2023 CA Dashboard			< 40.1 pts below standard 2026 CA Dashboard	
27	SWD - CA Dashboard for English Language Arts (alternate measure) Met Level 3	0.00% 2023 CA Dashboard			> 14.9% 2026 CA Dashboard	
28	SWD- CA Dashboard for Mathematics (alternate measure) Met Level 3	0.00% 2023 CA Dashboard			> 8% 2026 CA Dashboard	
29	SWD- CA Dashboard for Mathematics	115.5 pts below standard 2023 CA Dashboard			< 80.1 points below standard 2026 CA Dashboard	
30	SWD - Suspension Rate (Dashboard)	3.8% 2023 CA Dashboard			< 3.1% 2026 CA Dashboard	
31	SWD - CA Dashboard for Chronic Absenteeism (K-8)	18.8% 2023 CA Dashboard			< 10.1% 2026 CA Dashboard	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.
Not Applicable

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.
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable

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.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement the domains of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.	STUDENTS SERVED: All Students SERVED BY: Teaching and support staff, administration WHAT WILL OCCUR: Implement Multi-Tiered Systems of Support (MTSS) in all elementary schools to help all children succeed. Continue professional development at the secondary level to establish deep understanding of the MTSS framework. Implementation of UDL practices in all classrooms (1.3).Use technology to provide targeted learning support at school and at home. Provide instructional materials for intervention and practice. Continue Tier II and III intervention systems at the elementary level. Unduplicated students will also receive additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. Activities will include academic counseling, options, and resources for low-income and foster youth, parent engagement, small group work covering a variety of areas including mental health, social skills, restorative practices, etc. Students that are struggling with behavioral issues will receive behavior	$6,146,708.00	No

		intervention. Teachers will also receive support from a Board Certified Behavior Analyst. Struggling students will also have the opportunity to participate in the AVID program. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes. Increased test scores, minimal suspensions and decreases in chronic absenteeism of unduplicated populations.			
2	Build relationships with all students to understand their goals and learning journey. (repeated expenditure, Goal 1, Action 1)	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, and administration. WHAT WILL OCCUR: Teachers will continue to build relationships with students with increased intention in better understanding individual students in order to provide them with opportunities for learner agency, goal setting, and to provide engaging instruction. Continue the use of restorative circles, "I can statements", self-inventories, reflections, small break-out groups, Flipgrid, learning intentions, success criteria, and goal setting. Support staff such as School Psychologists, Counselors, Speech Language Specialists, and Behavior Specialists will provide services as appropriate to enhance students' social-emotional skills to more successfully engage with teachers and peers. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$0.00		No
3	Imbed the regular use of data throughout the district. (repeated expenditure, Goal 1, Action 1)	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, administration, and District Office. WHAT WILL OCCUR: The district, schools, and teachers will continue the work of making data and UDL principles the cornerstone of curriculum design, lesson planning, instruction, and intervention. All schools will utilize data to monitor progress, evaluate effective practices, make adjustments to teaching methodology, identify struggling learners, and as diagnostic tools to provide intervention. The district will develop easy-to-use graphs and tables to identify students at-risk of academic failure, chronic absenteeism, and behavioral issues. Data will be organized and made available in a way that includes all student groups, such as English Language Learners and students with disabilities, ensuring data-driven analysis and decision-making for all students regardless of designation. Data discussions will allow for schools to identify patterns, be self-analytical, and develop probing questions to ensure implementation fidelity of supplemental instruction and support. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes. The provision of effective tiered intervention. Maintenance of low rates of identification of students for Special Education services based on success in general education with supplemental instruction and support, as appropriate. Improved or maintenance of metrics in other goals.	$0.00		No
4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	STUDENTS SERVED: English Learners SERVED BY: Credentialed teachers and support staff. WHAT WILL OCCUR: Provide all English Learners a Core ELD Program through Structured English Immersion utilizing an ELD curriculum and ELD instructional strategies in the core classroom. We have purchased an ELL program called Ellevation Education through Title III funds. This platform is used by teachers and administrators to address their reporting needs in a timely manner and improve compliance. Core teachers identify ELL learners in their classes, monitor progress, and share feedback with their teams. Ellevation allows all educators and administrators to store and analyze data all on one platform. Classroom teachers will be offered professional development (PD) options during SWAG PD time. The ELD coach and ELD	$71,136.00		No

		teachers will provide professional development to classroom teachers with EL and LTEL students that includes the use of culturally responsive teaching methods, scaffolding, and Specially Designed Academic Instruction in English (SDAIE) strategies. OUTCOMES: Ensure students are reclassifying in a timely manner, students are accessing the curriculum, students are performing well on assessments, and parents are partners in assisting their children in learning English.		
5	Increase ELA and Math scores for English Learners.	STUDENTS SERVED: English Learners SERVED BY: Credentialed teachers specializing in EL instruction and support staff. WHAT WILL OCCUR: Provide supplemental support and intervention to targeted English Learners who are not making adequate progress on standardized tests in English Langauge Arts and Math. Teachers On Special Assignment (TOSA) provide push-in services for ELL students and work collaboratively to assist core teachers with strategies to help targeted EL students access the core curriculum. EL students also receive intervention via ELD small group and intervention services focusing on ELA and Math. Long-term ELs are also referred to the school Student Success Team (SST) so they may make further recommendations. Support for newly immigrated students is provided through additional relevant language and cultural materials specifically targeting the needs of the students new to this community. OUTCOMES: Improved standardized test scores in ELA and Math for English Learners.	$1,885,686.00	No
6	Provide additional instruction, support and intervention for low-income students and foster youth.	STUDENTS SERVED: Low-income, Foster Youth. SERVED BY: TOSAs (APCs), contracted credentialed intervention teachers, Counselors, and Teachers. WHAT WILL OCCUR: Low-income and Foster students who require additional support will be given priority when providing additional instruction, support, and intervention. Unduplicated elementary students that are underperforming in Math and English Language Arts will be provided supplemental tier II and tier III interventions. Interventions are designed to increase learning and to address identified gaps in learning. Intervention is provided before and after school as well as pull-out and push-in services. Unduplicated students at the secondary level will be provided access to specially designed supplemental courses to increase learning and to address identified gaps in learning. Blended learning opportunities will also be provided at the high school to address credit recovery needs. Secondary teams will communicate with elementary teams to ensure effective transfer of intervention data and strategies to continue supplemental tier II and tier III interventions for identified students as they matriculate from elementary to middle and middle to high school. Unduplicated students will also receive additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. OUTCOMES: Increased scores on standardized tests in ELA and Math.	$4,988,483.00	Yes
7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	STUDENTS SERVED: Students classified as unduplicated populations (EL, low-income, foster youth). SERVED BY: Transportation Services WHAT WILL OCCUR: The district will annually adopt the transportation plan, as part of the LCAP. The district will prioritize services for those student populations by offering planned transportation services to prioritized students first, before offering transportation to other students. The district's transportation services will be accessible to children and youth who are classified as unduplicated. OUTCOMES: Increased attendance and school participation. Increased scores on academic assessments, improved grades and performance marks, improved wellness, and identified students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma.	$1,806,945.00	Yes

Goal

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

State priorities address by this goal.

1, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.	STUDENTS SERVED: All students, and families through improved staff knowledge. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, and contracted providers of professional development. WHAT WILL OCCUR: Survey staff (certificated and classified) regarding their Professional Development (PD) needs and desires to build the PD Plan so that it is meaningful and relevant. Implement the PD plan with fidelity, to increase knowledge and skills which will result in improved practices in the classroom and throughout the organization. OUTCOMES: Increased capacity of professionals across the organization resulting in high student achievement, as well as student and staff wellness. Meeting district metrics.	$867,138.00	No
2	Maintain competitive total compensation packages for all staff. (repeated expenditure, Goal 5, Action 1)	STUDENTS SERVED: All students, and families through high-quality staff. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, bargaining units, and the board of education. WHAT WILL OCCUR: The district will monitor compensation across other school districts to set total compensation packages. Fiscal services will implement actions in goal 5. The district will continue to utilize interest-based bargaining and strive to utilize those bargaining strategies in units that have chosen not to participate. The board will oversee the district's compensation packages and advocate for appropriate and aspirational education funding as described in Goal 5 Action 3. OUTCOMES: High employee satisfaction with low turnover resulting in high student achievement as well as student wellness. Meeting district metrics.	$0.00	No

Goal

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

State priorities address by this goal.
1

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

Measuring and Reporting Results

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

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.
Not Applicable

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.
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable

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.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile state/federal revenue in future years.	STUDENTS SERVED: All students, and families through a well-run and financed educational organization. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, fiscal and business services. WHAT WILL OCCUR: The district will utilize the LCAP and other plans to align resources to ensure a rigorous educational program. Effective use of one-time local, state, and federal funds to address student academic support and teacher classroom needs for in-person learning. The district will monitor the state and federal funding models and plans to strategically budget over multiple years. OUTCOMES: A highly effective educational organization that results in high student achievement as well as student wellness. Meeting district metrics.	$31,200,493.00	No
2	Continue and improve fiscal practices to minimize the use of district reserves to support ongoing activity. (repeated expenditure, Goal 5, Action 1)	STUDENTS SERVED: All students, and families through a well-run and fiscally solvent educational organization. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, fiscal and business services. WHAT WILL OCCUR: The district will maintain conservative budgeting and prudent spending practices by continuing to employ a thorough review and approval process for budget adjustments. Regularly monitor and adjust financial reports and multiyear projection updates for early indications of potential risks and plan accordingly. OUTCOMES: A highly effective educational organization that results in high student achievement as well as student wellness. Meeting district metrics.	$0.00	No

| 3 | Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. (repeated expenditure, Goal 5, Action 1) | STUDENTS SERVED: All students, and families through a well-run and financed educational organization.
SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, fiscal and business services.
WHAT WILL OCCUR: Send District representatives (board, administrators, teachers, support staff, parents, and students) to meet with State representatives to advocate for aspirational funding and utilize political pressure from education advocacy groups to influence the governor and lawmakers to fund schools at exceptional levels.
OUTCOMES: A highly effective educational organization that results in high student achievement as well as student wellness. Meeting district metrics. | $0.00 | | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,437,752.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.53%	0.00%	$0.00	7.53%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	It seems clear that chronic absenteeism is a bigger problem for schools post-COVID — and it's one that has significant long-term consequences for students. Chronic absenteeism can contribute to numerous educational challenges for students including difficulty learning to read, limited achievement in middle school and a lower chance of graduating from high school. AUSD's chronic absenteeism rate increased by 1.6% in 2023. When looking at unduplicated students English Learners and Low Income students were identified as being in the orange. 7.7% of EL students (+ .9%) and 12% of low-income students (+ 2.3%) were chronically absent. When discussing the barriers to attendance, regular transportation was identified as a significant issue for unduplicated students in grades TK through 6 in ensuring access to public education and supporting regular attendance at school. Lack of access to working transportation and driving parents having to work prior to school starting contributed to this issue.	The district will provide transportation services throughout the district to unduplicated students with identified attendance issues to increase attendance. This was identified as a need in every school in the district, therefore selected as a district-wide action.

Stanford University education professor Thomas S. Dee and other experts attribute the absences to factors such as access to school transportation, as well as other factors. Safe Routes to School National Partnership highlights the importance of school transportation to address issues of safe and reliable transportation. Through the annual review and adoption of a transportation plan, the district will ensure the transportation needs of unduplicated students will be adequately served most safely and effectively possible. The plan will be managed by the district's Coordinated Safe and Healthy Schools committee which has members from various departments. This also supports identifying and serving the needs of this student population. | EL - CA Dashboard for Chronic Absenteeism (K-8)
SD - CA Dashboard for Chronic Absenteeism (K-8) |

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

Limited Actions

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

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

desired metrics: Dana Middle School (16.4% +3.7) Hugo Reid ES (13.6% +7.1), Baldwin Stocker ES (11.8% +3.4), and Longley Way ES (16.2% +4.7)
Data review indicates absenteeism of this group across all schools primarily due to extended absences related to illnesses and mental health concerns. Other factors that most commonly attributed to transportation challenges, childcare issues, and unique family needs, which led to students missing school days at higher rates. Delving deeper into the causes of chronic absenteeism revealed multifaceted challenges faced by low-income students. Many families, particularly those with multiple working adults, struggled to provide adequate transportation or childcare support, hindering students' regular attendance. Additionally, specific circumstances, such as the birth of a sibling or parental medical needs, disproportionately affect attendance among this student group, perpetuating the cycle of absenteeism. Moreover, cultural factors and pandemic-related concerns contributed to prolonged absences, as seen in cases where students were kept home for sickness based on precautionary measures rather than actual medical necessity. These findings underscore the need for targeted interventions and support systems to address the underlying issues and improve attendance rates among this vulnerable student population.

reduce chronic absenteeism for socioeconomically disadvantaged students.

Researchers Myung and Hough from Policy Analysis for California Education, at Stanford University found that Between 2019 and 2023, all student subgroups have had large increases in chronic absenteeism, with the highest rates found among historically marginalized student groups. Despite improvements across the board between 2021–22 and 2022-–23, these groups still have much higher rates compared to pre-pandemic levels as well as to the average for all students: students who are in foster care (39 percent chronically absent in 2022–23); socioeconomically disadvantaged students (31 percent), and English learners (28 percent).   While AUSD has supported EL and Foster students in reducing chronic absenteeism, we will continue to support them in goal and action 1.4.   AUSD will focus this action on specific schools that were identified as having low-income students in the red level on the CA dashboard.

Identified schools will hold meetings with low-income students who were chronically absent the previous year. They will address the common reasons for absences at their specific school. These included illness, and unexcused absences). They will educate these families and create a realistic plan with the family to have positive attendance. They will address the common reasons for absences at their specific school. These included illness, and unexcused absences). They will educate these families and create a realistic plan with the family to have positive attendance. These schools will also use the Student Attendance Review Team (SART) at the beginning of the year to document expectations and Initiatives include educating families about new illness protocols to minimize unnecessary absences and ensuring access to healthcare resources through collaboration with the school nurse. Targeted interventions involve assigning teachers to individual students for personalized support, scheduling regular check-ins with families showing increased absences, and conducting preventative Student Attendance Review Team (SART) meetings. These SART meetings bring together parents, teachers, counselors, and other stakeholders to collaboratively address attendance issues and develop personalized intervention strategies.
Furthermore, communication strategies emphasize regular updates to parents, including praise for improvements and addressing concerns in clear, easy-to-understand materials. Translation services are provided to non-English speaking parents during communication points, fostering understanding and respect for their culture. Extended Learning Opportunities (ELOP) and childcare options are explored to minimize

		logistical barriers to attendance, while continual monitoring and follow-ups ensure ongoing support and adjustment of strategies as needed. Strong data protocols are in place to analyze absenteeism rates and reasons, with plans to continue educating families on attendance importance, implementing incentive plans, and offering independent study options. Collaboration between teachers, counselors, nurses, and administrators remains pivotal in addressing chronic absenteeism effectively. We have also asses a transportation action to our plan (3.7).	

| 3.6 | Being a high-performing school district brings other types of challenges. One such challenge is ensuring unduplicated students are not lost in the aggregate of the positive results.   While overall, our EL and low-income students outperform the state on standardized assessments, we still have specific students in these groups who require targeted assistance.   EL students declined 6.2 points in ELA (yellow) and maintained in Math (green). Low-income students maintained in both academic areas (green). Foster Youths fell in the red for suspensions.   The graduation rate (92.5%) of EL students is below the district average (97.5%), while the low-income student rate is just slightly below (97.1%). However, this group declined by 1.3%. Lastly when comparing CAASP scores in these areas these groups to the district average we do note some areas of growth. District students meeting or exceeding the standard for ELA equals 46.66% while only 10.87% of EL and 35.27% of low-income students are in the same group.   When looking at Math, district students meeting or exceeding the standard equals 34.62% while only 9.93% of EL and 22.91% of low-income students are in the same group. Indicating that the district can improve instruction and support for these student groups. | Low-income and Foster students who require additional support will be given priority when providing additional instruction, support, and intervention.   EL students are addressed specifically in gaol 3 action 5.

The Legislative Analyst's Office states that California is failing in all areas to address the barriers to accessing instruction among low-income students.   Their report indicates that by redefining barriers impeding academic success, simplifying systems, and utilizing best practices will address issues related to underperformance.   The Public Policy Institute of California states that ensuring a safety net for children living in economic hardship. The California Trust looks to peer-to-peer support to address the challenges of poverty.   The CDE lists numerous research articles on how to address the impact of poverty on learning.   AUSD has found that intentional relationships with students and families, the utilization of data to identify students and to design interventions, along with progress monitoring and wrap-around services is what works. This action encompasses all of those strategies.

Unduplicated elementary students who are underperforming in Math and English Language Arts will be provided supplemental tier II and tier III interventions. Interventions are designed to increase learning and to address identified gaps in learning. Intervention is provided before and after school as well as pull-out and push-in services. Unduplicated students at the secondary level will be provided access to specially designed supplemental courses to increase learning and to address identified gaps in learning. Blended learning opportunities will also be provided at the high school to address credit recovery needs. Secondary teams will communicate with elementary teams to ensure effective transfer of intervention data and strategies to continue supplemental tier II and tier III interventions for identified students as they matriculate from elementary to middle and middle to high school. Unduplicated students will also receive additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. Communication from teachers will be increased with students and families. The use of school data review teams, intervention teams, and Student Success Teams will be utilized. SST and SART meetings will be used to build partnerships with struggling students. | SD - CA Dashboard Graduation Rate
SD - CA Dashboard for English Language Arts
SD- CA Dashboard for Mathematics
SD - CA Dashboard for Chronic Absenteeism (K-8)
SD - CAASPP Scores in ELA nd Math |
|---|---|---|

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

N/A

Additional Concentration Grant Funding

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

N/A

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

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$98,751,046.00	$7,437,752.00	7.53%	0.00%	7.53%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$99,622,914.00	$30,696,197.00	$13,174,204.00	$10,799,014.00	$154,292,329.00	$124,550,011.00	$29,742,318.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners.	All	No				3 years	$65,014,809	$1,561,833	$57,339,289	$4,825,755	$4,411,598	$0	$66,576,642	0.00%
1	2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.	All	No				3 years	$1,616,583	$232,483	$1,271,151	$503,783	$0	$74,132	$1,849,066	0.00%
1	3	Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. (repeated expenditure, Goal 1, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
1	4	Provide supplemental support for students	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 years	$2,580,846	$65,707	$2,646,553	$0	$0	$0	$2,646,553	0.00%

Goal	Action	Description	Student Group	Contributing	Scope	Unduplicated Student Group(s)	Location	Length of Time	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Percentage
1	5	Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	Student with Disabilities (SWD)	No				3 years	$24,676,025	$5,343,743	$1,122,770	$20,185,341	$42,979	$8,668,678	$30,019,768	0.00%
2	1	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement.	All	No				3 years	$40,976	$25,773	$55,374	$0	$0	$11,375	$66,749	0.00%
2	2	Fully implement the eight components of Safe and Healthy Schools (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	3	Provide robust extra-curricular and co-curricular opportunities for all students.	All	No				3 years	$441,113	$47,789	$488,902	$0	$0	$0	$488,902	0.00%
2	4	Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students.	All	No				3 years	$1,782,868	$358,091	$641,124	$1,198,558	$301,277	$0	$2,140,959	0.00%
2	5	Address Chronic Absenteeism through the implementation of MTSS for attendance.	All, African-American, Hispanic or Latino, Low Income, Student with Disabilities (SWD)	No				3 years	$697,125	$0	$697,125	$0	$0	$0	$697,125	0.00%
2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	Low Income	Yes	Limited	Low Income	Specific Schools, Dana MS, Hugo Reid ES, Longley Way ES and Baldwin Stocker ES	3 years	$2,799,076	$40,900	$2,839,976	$0	$0	$0	$2,839,976	0.00%

Goal	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span							
3	1	Implement the domains of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.	All, English learner (EL), Hispanic or Latino, Student with Disabilities (SWD)	No				3 year	$5,828,886	$317,822	$4,392,159	$0	$1,669,147	$85,402	$6,146,708	0.00%
3	2	Build relationships with all students to understand their goals and learning journey. (repeated expenditure, Goal 1, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Imbed the regular use of data throughout the district. (repeated expenditure, Goal 1, Action 1)	Long-term English learner, Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL), Hispanic or Latino, All, Homeless	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	Long-term English learner, English learner (EL)	No				3 years	$55,306	$15,830	$57,136	$0	$0	$14,000	$71,136	0.00%
3	5	Increase ELA and Math scores for English Learners.	English learner (EL), Long-term English learner	No				3 years	$0	$1,885,686	$1,722,797	$0	$0	$162,889	$1,885,686	0.00%
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	Foster Youth, Low Income	Yes	Limited	Low Income, Foster Youth	All Schools	3 years	$1,818,555	$3,169,928	$999,227	$2,450,000	$0	$1,539,256	$4,988,483	0.00%

3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	Long-term English learner, Foster Youth, Low Income, English learner (EL), Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Tk-6, All Schools	3 years	$815,367	$991,578	$1,460,727	$0	$346,218	$0	$1,806,945	0.00%
4	1	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.	All	No				3 years	$383,397	$483,741	$609,696	$4,500	$15,000	$237,942	$867,138	0.00%
4	2	Maintain competitive total compensation packages for all staff. (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	1	Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile state/federal revenue in future years.	All	No				3 years	$15,999,079	$15,201,414	$23,278,908	$1,528,260	$6,387,985	$5,340	$31,200,493	0.00%
5	2	Continue and improve fiscal practices to minimize the use of district reserves to support ongoing activity. (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	3	Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%

2024-2025 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
$98,751,046.00	$7,437,752.00	7.53%	0.00% - No Carryover	7.53%	$7,946,483.00	0.00%	8.05%	**Total:**	$7,946,483.00
								LEA-wide Total:	$4,107,280.00
								Limited Total:	$3,839,203.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Provide supplemental support for students	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,646,553.00	0.00%
2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	Yes	Limited	Low Income	Specific Schools, Dana MS, Hugo Reid ES, Longley Way ES and Baldwin Stocker ES	$2,839,976.00	0.00%
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	Yes	Limited	Low Income, Foster Youth	All Schools	$999,227.00	0.00%
3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Tk-6, All Schools	$1,460,727.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$120,938,269.00	$124,665,449.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Learner Agency (repeated expenditure, Goal 4, Action 2)	No	$0.00	$0.00
1	2	Student Empowerment (repeated expenditure, Goal 4, Action 2)	No	$0.00	$0.00

1	3	Student Goal Setting (repeated expenditure, Goal 4, Action 2)	No	$0.00	$0.00
1	4	Supplemental Instruction (repeated expenditure, Goal 6, Action 4)	Yes	$0.00	$0.00
2	1	Family Engagement (repeated expenditure, Goal 4, Action 2)	No	$0.00	$0.00
2	2	Safe and Healthy Schools (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00
2	3	Extra/Co Curricular Opportunities	No	$2,069,040.00	$2,068,290.00
3	1	Build Relationships (repeated expenditure, Goal 4, Action 2)	No	$0.00	$0.00
3	2	Data Usage (repeated expenditure, Goal 4, Action 2)	No	$0.00	$0.00
3	3	Engaging Instruction	No	$2,838,881.00	$3,760,634.00
3	4	Arts Education	No	$1,226,115.00	$2,417,407.00
3	5	UDL (repeated expenditure, Goal 4, Action 1)	No	$0.00	$0.00
3	6	Student Support	No	$1,679,550.00	$1,843,590.00
4	1	Professional Development	No	$1,102,150.00	$1,114,601.00
4	2	Staff Pay	No	$79,195,810.00	$79,708,497.00
5	1	Budget Planning	No	$22,562,203.00	$23,501,361.00
5	2	Fiscal Integrity (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00
5	3	Advocacy for Funding (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00
6	1	English Learners	Yes	$1,840,017.00	$1,840,017.00
6	2	Professional Development Regarding Unduplicated Students	Yes	$1,114,938.00	$1,114,938.00
6	3	Increased Support for Unduplicated Students	Yes	$1,157,296.00	$1,199,853.00
6	4	Intervention for Unduplicated	Yes	$6,152,269.00	$6,096,261.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$7,139,432.00	$7,404,180.00	$7,611,766.00	($207,586.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	4	Supplemental Instruction (repeated expenditure, Goal 6, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
6	1	English Learners	Yes	$1,676,343.00	$1,840,017.00	0.00%	0.00%
6	2	Professional Development Regarding Unduplicated Students	Yes	$1,114,938.00	$1,114,938.00	0.00%	0.00%
6	3	Increased Support for Unduplicated Students	Yes	$1,157,296.00	$1,199,261.00	0.00%	0.00%
6	4	Intervention for Unduplicated Students	Yes	$3,455,603.00	$3,457,550.00	0.00%	0.00%

2023-2024 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)
$97,335,586.00	$7,139,432.00	0.00%	7.33%	$7,611,766.00	0.00%	7.82%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,272,826.00	$237,942.00	$176,889.00	$85,402.00		$9,025,955.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.						$74,132.00	$1,849,066.00
1	5	Provide special education support and services to all eligible students with an educational program in their least restrictive						$8,668,678.00	$30,019,768.00

		environment that includes standards-aligned instruction enabling students to meet or exceed state standards.							
2	1	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement.	$11,375.00						$66,749.00
3	1	Implement the domains of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.				$85,402.00			$6,146,708.00
3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.			$14,000.00				$71,136.00
3	5	Increase ELA and Math scores for English Learners.			$162,889.00				$1,885,686.00
3	6	Provide additional instruction, support and intervention for low-income	$1,261,451.00					$277,805.00	$4,988,483.00

		students and foster youth.						
4	1	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.		$237,942.00				$867,138.00
5	1	Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile state/federal revenue in future years.						$5,340.00	$31,200,493.00

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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

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.

    o 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,

    o 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:

    o 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) (California Legislative Information) 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.

  o 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:

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

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

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.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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

- 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.

- o 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.

- 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.

- 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:

  - o 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.

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

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:

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **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.

  o **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.

  o **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%).

  o 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)**

  - o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - o   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)**

  - o   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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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