ABC UNIFIED SCHOOL DISTRICT

June 16, 2026

# LOCAL CONTROL ACCOUNTABILITY PLAN 2024-2027

YEAR THREE

## 2026-2027 School Year




Prepared by Academic Services Division


ENVIRONMENT
ENGAGEMENT
EMPOWERMENT
EVALUATION OF LEARNING
Collaborative Problem Solver
Effective Communicator
Empathetic and Conscientious Leader
ABC
UNIFIED SCHOOL DISTRICT
Unified 1965

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# Glossary of Key Terms and Acronyms

LCAP (Local Control and Accountability Plan): A three-year plan that outlines the District's goals, actions, services, and expenditures to support positive student outcomes.

LCFF (Local Control Funding Formula): California's funding model for K–12 public schools, which gives districts flexibility and resources to improve student outcomes.

S&C (Supplemental and Concentration Funds): Additional funds provided to support English learners, low-income students, and foster youth.

MTSS (Multi-Tiered System of Supports): A framework to provide targeted support to struggling students through academic, behavioral, and social-emotional interventions.

Reclassification: The process by which an English learner is determined to be fluent in English.

IEP (Individualized Education Plan): A legal document developed for each public school child in the U.S. who needs special education.

UDL (Universal Design for Learning): An educational framework that accommodates the needs and abilities of all learners by removing barriers to learning.

CHKS (California Healthy Kids Survey): An anonymous survey measuring student well-being, school climate, and health-related behaviors.

CSPS (California School Parent Survey): A companion to CHKS that captures parent perceptions of school climate and engagement.

SEL (Social-Emotional Learning): The process through which children and adults acquire skills to manage emotions, set goals, show empathy, and make responsible decisions.

PGM 190/191: State codes that refer to programs supporting students experiencing homelessness (190) and students in foster care (191).

EL (English Learner): A student who is learning the English language and whose home language is different than English.

LTEL (Long Term English Learner): A student who has been designated as English learner for more than six years.

LREBG (Learning Recovery Emergency Block Grant): Provides one-time funds for learning recovery initiatives through the 2027-2028 school year.

# ABC Unified School District

## Local Control Accountability Plan - Local Control Funding Formula
## Goals and Actions 2024-2027 Year Three Overview

### Goal 1: Improved Academic Outcomes for All Students

**Action 1.1: Supplemental Instructional Materials - Budget $500,000**
Description: Provides books and curriculum materials to support diverse learners including foster youth, English learners, and long-term English learners, improving access to Tier I and II instruction.

**Action 1.2: Literacy Labs & Writing Support - Budget: $900,000**
Description: Establishes targeted reading and writing labs to improve foundational literacy and support English learners and foster youth.

**Action 1.3: Progress Monitoring & Data Analysis - Budget: $630,000**
Description: Implements tools and professional learning to support data-driven instruction and timely interventions.

**Action 1.4: Math Fluency Programs - Budget: $900,000**
Description: Delivers resources and after-school tutoring focused on math fluency for low-income students.

**Action 1.5: Summer School Programs - Budget: $1,527,700**
Description: Offers summer learning, credit recovery, and academic support for students transitioning across grade spans.

**Action 1.6: Interactive Science, Technology, Engineering, and Math Enrichment (STEM) - Budget: $150,000**
Description: Provides hands-on math and science activities like STEM Olympics and science camps to enhance engagement.

**Action 1.7: Long-Term English Learner (LTEL) Language Development - Budget: $809,400**
Description: Supports long-term English learners through summer and Saturday programs and professional learning.

**Action 1.8: Reclassification & English Language Proficiency Assessments for CA Systems - Budget: $121,000**
Description: Strengthens reclassification systems and English learners progress monitoring through staff support and data analysis.

**Action 1.9: Certificated/Classified Professional Learning & Planning - Budget: $768,056**
Description: Delivers professional learning on Universal Design Learning, English learners Roadmap, and provides structured teacher planning time.

**Action 1.10: Admin Coaching on Instructional Framework - Budget: $75,000**
Description: Equips principals with tools to lead instruction aligned to ABC's Four Pillars.

**Action 1.11: Additional Teaching Staff - Budget: $6,911,674**
Description: Funds teachers to work with small groups of English learners and low-income students at high-needs schools.

## Goal 1: Improved Academic Outcomes for All Students - continued

**Action 1.12: Supplemental Site Funds - Budget: $1,672,159**
Description: Allocates funds to specific high-needs schools for direct student support.

**Action 1.13 (LCFF-Base Fund): Recruit & Train Credentialed Staff - Budget: $182,145,968**
Description: Supports recruitment and development of highly qualified staff.

**Action 1.14 (LCFF-Base Fund): General Admin Functions - Budget: $18,105,500**
Description: Ensures effective operations, financial oversight, and legal compliance.

## Goal 2: Student Connectedness, Well-being, and Safety

**Action 2.1: Mental Health & Well-being Support - Budget: $3,657,571**
Description: Deploys mental health professionals and outreach efforts to support SEL and well-being.

**Action 2.2: Attendance Technical Assistance - Budget: $228,000**
Description: Provides staff development and data tracking systems to reduce chronic absenteeism.

**Action 2.3: Suspension Reduction Supports - Budget: $150,000**
Description: Implements restorative programs, TUPE-aligned interventions, and behavior alternatives.

**Action 2.4: Behavior Support Professional Learning - Budget: $277,812**
Description: Offers PBIS and SEL training for teachers, aides, and administrators.

**Action 2.5: Bullying Prevention - Budget: $100,000**
Description: Launches communication systems and assemblies to address bullying and promote safety.

**Action 2.6: Restorative Practices - Budget: $125,000**
Description: Trains staff and offers parent workshops to build restorative, supportive environments.

**Action 2.7: Equity Officer & Student Voice - Budget: $250,000**
Description: Leads district equity efforts, student forums, and culturally responsive learning.

**Action 2.8: Cultural Celebrations - Budget: $25,000**
Description: Organizes events and showcases that highlight and honor student/family cultural identities.

**Action 2.9: Teen Parent Program - Budget: $50,000**
Description: Supports parenting students at Tracy HS with a small learning community and credit support.

## Goal 2: Student Connectedness, Well-being, and Safety - continued

**Action 2.10: Foster/Homeless Youth Resources - Budget: $300,000**
Description: Provides transportation, case management, and community referrals to support school stability.

**Action 2.11: Family Engagement & PACs - Budget: $150,000**
Description: Runs workshops and ensures parent voice in program development for student success.

**Action 2.12: Access to VAPA, Athletics, College/Career, Enrichment - Budget: $5,449,331**
Description: Expands electives and enrichment activities that connect to school engagement.

**Action 2.13 (LCFF-Base Fund): Recruit, hire, train, and retain fully qualified maintenance staff - Budget: $30,728,000**
Description: Ensures effective operations, maintenance, and ongoing facilities management.

## Goal 3: College and Career Readiness

**Action 3.1: Expand CTE Pathways - Budget: $1,577,010**
Description: Increases student access to career-oriented programs aligned with job market needs.

**Action 3.2: AP Expansion & Support - Budget: $206,084**
Description: Broadens AP access and provides tutoring and guidance for low-income/EL students.

**Action 3.3: Universal PSAT Access - Budget: $20,000**
Description: Provides 9th and 10th graders with free PSATs to guide course selection and scholarships.

**Action 3.4: Early College/Dual Enrollment - Budget: $48,169**
Description: Partners with colleges to offer credit-earning options and support for low-income students.

**Action 3.5: Expand AVID - Budget: $373,396**
Description: Grows AVID elective and training, including targeted long-term English learners, support and college trips.

**Action 3.6: Dual Immersion/Seal of Biliteracy - Budget: $615,201**
Description: Promotes biliteracy and inclusion through language programs and campaign outreach.

**Action 3.7: Credit Recovery Options - Budget: $437,400**
Description: Delivers flexible, tech-based credit recovery for students to graduate on time.

**Action 3.8: College & Career Specialists - Budget: $150,000**
Description: Places specialists at each high school to assist with financial aid, careers, and counseling.

**Action 3.9: College/Career Fairs - Budget: $50,000**
Description: Hosts K-12 college and career events to expose students to post-secondary options.

## Goal 3: College and Career Readiness - continued

**Action 3.10: Academic/Support Counselors - Budget: $1,100,000**
Description: Provides targeted counseling and planning for EL, LTEL, and foster youth.

**Action 3.11: Tech Access & Support - Budget: $1,425,576**
Description: Distributes devices, provides tech help, and trains staff to support digital learning.

## Goal 4: Equitable Access for Students with Disabilities

**Action 4.1 (LCFF Base Fund): Individualized Education Plan Orientation for Families - Budget: $25,000**
Description: Introduces new families to the Individualized Education Plan process to support collaboration and understanding.

**Action 4.2 (LCFF Base Fund): CPI Training - Budget: $50,000**
Description: Trains staff in de-escalation and crisis prevention to improve safety and support.

**Action 4.3 (LCFF Base Fund): Inclusive Education Expansion - Budget: $25,000**
Description: Trains teams on inclusive practices and Universal Design Learning to increase access to general education.

**Action 4.4 (LCFF Base Fund): IEP Technology & Compliance Tools - Budget: $150,000**
Description: Improves staff capacity to create compliant and effective IEP goals using tech.

## Goal 5: Equity Multiplier Focus at Tracy High School

**Action 5.1: Academic Counseling Support - Budget: $55,000**
Description: Adds academic counseling at Tracy HS to improve graduation and credit recovery.

**Action 5.2: Chronic Absenteeism Support - Budget: $15,000**
Description: Engages home visits and attendance tracking to improve student participation.

**Action 5.3: AVID for LTELs and Low-Income - Budget: $15,000**
Description: Implements AVID strategies to improve literacy and reclassification at Tracy HS.

**Action 5.4: Student Well-being Supports - Budget: $11,802**
Description: Establishes student connectedness  programs, resources for community support, and partnerships to foster school belonging.

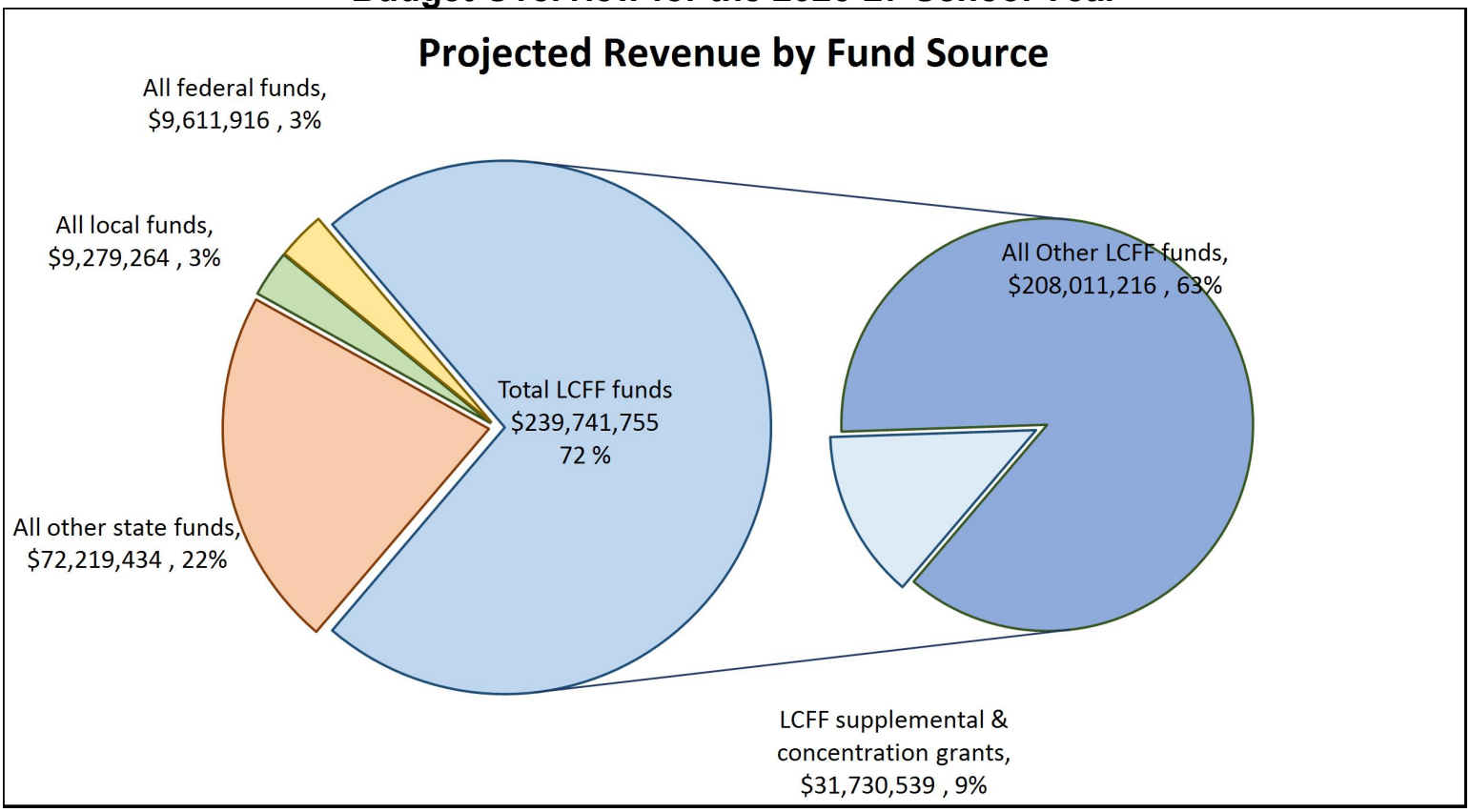
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ABC Unified School District
CDS Code: 19-64212-1930346
School Year: 2026-27
LEA contact information:
Dr. Carol Castro
Assistant Superintendent - Academic Services

(562) 926-5566 ext. 21126

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

## Budget Overview for the 2026-27 School Year




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

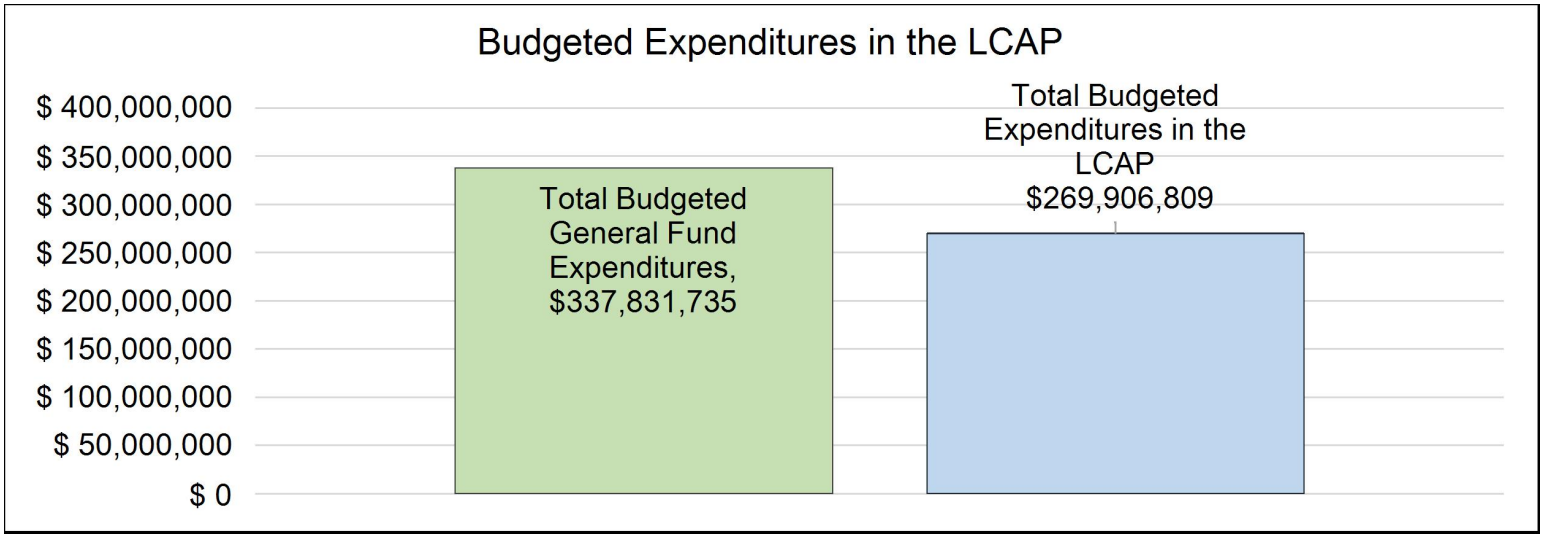
The text description for the above chart is as follows: The total revenue projected for ABC Unified School District is $330,852,369, of which $239,741,755 is Local Control Funding Formula (LCFF), $72,219,434 is other state funds, $9,279,264 is local funds, and $9,611,916 is federal funds. Of the $239,741,755 in LCFF Funds, $31,730,539 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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




This chart provides a quick summary of how much ABC Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ABC Unified School District plans to spend $337,831,735 for the 2026-27 school year. Of that amount, $269,906,809.00 is tied to actions/services in the LCAP and $67,924,926 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

ABC Unified School District plans to spend $337,831,735 for the 2026-2027 school year. Of that amount, $269,906,809 is tied to actions/services in the LCAP and $67,924,926 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

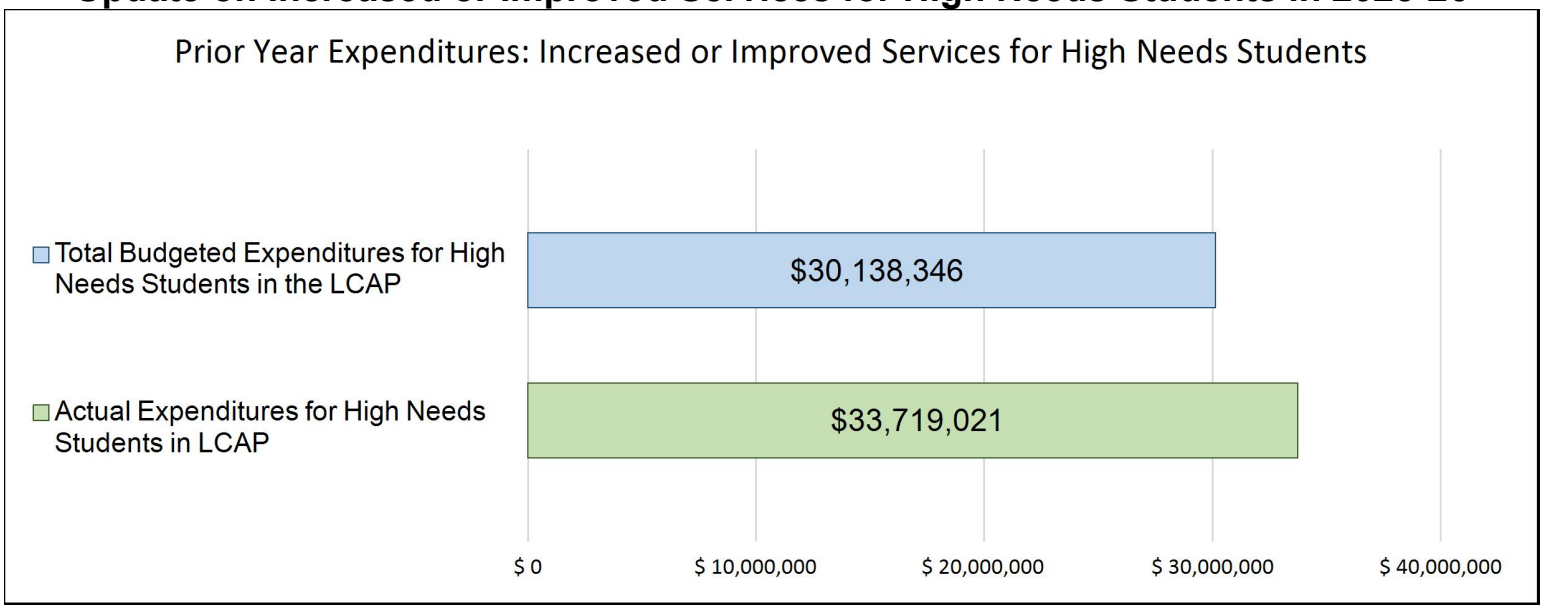
Title I, Title II, Title III, and Title IV, Migrant Education, Special Education IDEA, Carl Perkins Grant, Medi-Cal Billing Option, Expanded Learning Opportunity Program, After School Education and Safety Program, Career Technical Education Incentive Grant Program, Special Education Master Plan...

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

In 2026-27, ABC Unified School District is projecting it will receive $31,730,539 based on the enrollment of foster youth, English learner, and low-income students. ABC Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. ABC Unified School District plans to spend $31,730,539.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




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

The text description of the above chart is as follows: In 2025-26, ABC Unified School District's LCAP budgeted $30,138,346.00 for planned actions to increase or improve services for high needs students. ABC Unified School District actually spent $33,719,021 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,580,675 had the following impact on ABC Unified School District’s ability to increase or improve services for high needs students:

# 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 |
|---|---|---|
| ABC Unified School District | Dr. Carol Castro<br>Assistant Superintendent - Academic Services | carol.castro@abcusd.us<br>(562) 926-5566 ext. 21126 |

# Plan Summary [2026-27]

## General Information

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

ABC Unified School District is in southwestern Los Angeles County and serves students residing in eight cities: Cerritos, Lakewood, Artesia, Hawaiian Gardens, Norwalk, Long Beach, La Palma, and Cypress. The District has a total enrollment of 17,438: 45.0% Hispanic, 21.8% Asian, 9.6% Filipino, 6.6% African American, 4.4% Caucasian, 8.7% two or more races, 0.46% Pacific Islander, 3.2% decline to state and 0.17% American Indian/Alaska Native (Aeries, March 2026). Ten percent of ABC's students are English language learners, with Spanish and Korean as the two largest primary home languages of these students (Dataquest, March 2026). 56.7% of ABC students qualify to receive free or reduced lunch (Aeries & Ellevation, March 2026). The Mission of ABC Unified School District is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and high-quality educational programs in a safe and supportive environment. At ABC Unified, we believe students should be as well-educated as any in the world; all students can be high achievers, and people are the cornerstone of our District, and students are the reason we are here. ABC aims to educate children in grades preschool through twelve as well as adult students. The District consists of 18 elementary schools (two schools are consolidated at the end of 2025-2026), 10 are magnet schools; five middle schools, four are magnet schools; three comprehensive high schools, two are magnet schools; a 7-12th grade academic magnet school, a continuation high school, Head Start and State Preschool programs, infant/children centers, extended-day care, an alternative K-8 school for virtual learning and an adult school. ABC schools have received numerous awards and recognitions for their outstanding achievement.

In 2025-2026, Cerritos High School and Whitney High School received the California Distinguished Schools Award; Whitney High School received the National Blue Ribbon Award, Bragg Elementary received the California Green Ribbon Award; all Middle schools are designated as a Schools to Watch program (CDE).

The LCAP consists of five goals aligned to 39 actions/services. These actions/services aim to increase and improve students' learning outcomes and conditions for learning. ABC received supplemental/concentration funds based on the percentage of unduplicated counts of English learners, foster youth, or socioeconomically disadvantaged students. The actions/services included in the ABC Unified School District LCAP are to serve all students, with many actions focused on the needs of unduplicated student groups. Goal 1 focuses on the academic experiences of students, and the actions are directed toward improving state and local metrics on English Language Arts, Math, Science, and English language development. Goal 2 focuses on connectedness and student perceptions of safety, aligning actions with chronic absenteeism and suspension rates, local metrics, and various educational partner surveys. Goal 3 is focused on enhancing support for College and Career Readiness, with actions supporting graduation rates and the college and career indicator. Goal 4 is specific to the needs of students with disabilities to ensure intentionality in supporting their needs and improving metric indicators. Goal 5 is specific to the needs of Tracy High School, as they are identified as an Equity Multiplier School. Declining enrollment both in ABC Unified and across the state has contributed to challenges in maintaining programs. ABC Unified has been identified as receiving differentiated assistance from Los Angeles County Office of Education specific to the needs of Long-Term English Learners. The plan to support Long Term English Learners can be found in the Reflections section of the LCAP for "Technical Support." These goals are designed to continue to align our district mission and vision with specific programs and supports for our various student populations. Recently, the district sought feedback from educational partners on the qualities and skills they would like to see students graduate within ABC Unified. Figure 1 shows the new ABC USD's Portrait of a Learner, from which all programs and instructional practices are guided.

In addition, the District embarked on the development of a new Strategic Plan for the 2025-2028 school years. This Strategic Plan includes five directions: 1) Accelerate academic outcomes for all; 2) Empower students to be successful; 3) Cultivate systems for employee success; 4) Engage families and communities; 5) Optimize resources for educational excellence. Listening and learning sessions were conducted to gather input from educational partners to develop the directions and priorities for the plan. An alignment with the current three-year LCAP Plan was also part of the development process.

Figure 1: New Portrait of a Student Learner, indicating the skills and abilities we strive to achieve for ABC students from Early Childhood through Adulthood.

See Appendix for Figure 1: New Portrait of a Student Learner, indicating the skills and abilities we strive to achieve for ABC students from early childhood through adulthood.




# Reflections: Annual Performance

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

I. Academics

A comprehensive review of the 2025 California School Dashboard, combined with CAASPP data and local measures, shows that ABC Unified continues to maintain strong overall academic performance. Much like the patterns noted in the 2024–25 reflection summary, districtwide outcomes remain largely stable in the “Green” and “Blue” categories. At the same time, several student groups—particularly Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTELs), and Foster Youth—continue to require targeted academic supports across multiple sites. Bright spots in academic growth include the overall increase in scores for Hispanic students, Low-Income students, and Students with Disabilities. However, the 2025 Dashboard indicates persistent Red performance for specific student groups at both the district and school levels. These identifications, detailed in Appendix Tables IA–IC, informed this reflection and subsequent goal refinement (Tables IV and V). It should be noted that focus school have been identified based on the data from the past two years and these schools include 2 High Schools (Artesia High School and Gahr High School), 4 middle schools (Fedde Middle School, Ross Middle School, Tetzlaff Middle School, and Haskell Middle School), and 8 elementary schools (Aloha Elementary, Burbank Elementary,

Hawaiian Elementary, Niemes Elementary, Nixon Elementary, Palms Elementary, Stowers Elementary, and Willow Elementary). Director-level support from Academic Services is provided at these schools.

Overall, while ABC Unified demonstrates strong systemwide performance and evidence of effective practices, the data clearly indicate that accelerated, more consistent implementation of high-quality Tier I instruction and targeted supports is necessary to ensure equitable outcomes for all student groups.

English Language Arts (ELA) - Priority 2 and 4, Implementation of State Standards and Student/Pupil Achievement

Student performance in ELA remained in the “Green” category, with ABC students scoring 36.9 points above standard and showing a year-over-year increase of 3.5 points. Similar to last year’s analysis, most student groups demonstrated maintenance or slight increases; however, Long-Term English Learners remain an area of significant need (Red Districtwide). Additionally, Students with Disabilities and English Learners continue to have site-level Red identification (see Appendix Table IA).

While districtwide LTELs posted a 1.5-point improvement, the Dashboard shows they are 96.3 points below standard, with Ross Middle School identified as the focus school for this group. Furthermore, Gahr High School has English Learners identified in the “Red” with a significant decline in ELA.

Although SWD are identified in the “Red” at Stowers ES, Haskell MS, Tetzlaff MS, and Gahr HS, this represents marked improvement from the 2024–25 cycle, when eight schools had this student group in the Red. Overall, SWD increased 10.1 points in ELA, demonstrating that focused intervention and instructional adjustments are contributing to progress.

Additional bright spots include Foster Youth and Homeless students, who showed remarkable increases in ELA (+25.4 and +13.1 points, respectively). This reflects intentional supports aligned to LCAP Goal 1 actions and focused site-based intervention during the 2024–25 school year.

Local benchmark data further reinforce these patterns. At the secondary level, overall performance remained stable at approximately 66% of students meeting benchmark expectations, with Long-Term English Learners demonstrating a modest increase of about 3 percentage points. In contrast, Students with Disabilities and Foster Youth showed little to no growth, with slight declines of approximately 1–2 percentage points, indicating limited movement across these groups.

At the elementary level, overall proficiency increased from approximately 59% to 61% (+2.2 percentage points). Students with Disabilities demonstrated a slightly stronger gain of about 4 percentage points, and Foster Youth showed a more notable increase of approximately 6 percentage points. While these gains are encouraging, they are emerging from lower baseline levels and remain insufficient to close existing gaps.

Taken together, these trends indicate that while incremental progress is occurring, growth is not yet accelerating at a rate necessary to significantly improve outcomes for student groups identified for support. The consistency between Dashboard indicators and mid-year

benchmark data suggests a need to further strengthen Tier I literacy practices across classrooms, including small-group instruction, structured language development, and deeper implementation of district literacy initiatives aligned to the ABC Unified Four Pillars of Instruction.

Given that literacy development—particularly for Long-Term English Learners—requires sustained opportunities for academic language development and engagement with grade-level text, continued refinement of integrated and designated ELD, along with targeted intervention and progress monitoring, remains essential to improving outcomes and closing proficiency gaps.

Mathematics - Priority 2 and 4, Implementation of State Standards and Student Achievement

Mathematics performance remained in the “Green” category, with districtwide scores 4.7 points above standard, reflecting growth of 3.1 points. Similar to ELA, Math results were stable from the prior year, with improvement evident for Long-Term English Learners, Homeless Students, Students with Disabilities, and Low-Income students.

However, Foster Youth were identified in the “Red” category for Math, declining 3.3 points and scoring 130.3 points below standard (see Appendix Table IA).

Although districtwide SWD students showed improvements in Math, there are nine specific schools where this group is identified in the “Red,” including Nixon ES, Stowers ES, Fedde MS, Haskell MS, and Tetzlaff MS, with several in this status for a second consecutive year. Additionally, Gahr HS and Haskell MS have multiple groups identified in Red or Orange, including SWD, English Learners, and African American students.

Local benchmark assessments (NWEA and Renaissance Math) show generally positive trends across grade spans, with elementary growth outpacing secondary performance. At the secondary level, overall proficiency has remained stable at approximately 73% of students meeting benchmark expectations, with Low-Income students demonstrating a slight increase of about 1 percentage point. However, this trend is not consistent across all student groups, as Homeless students experienced a notable decline of approximately 9 percentage points, signaling the need for more targeted supports.

At the elementary level, results indicate stronger upward movement, with overall proficiency increasing from approximately 52% to 57% (+4.3 percentage points). Gains were also observed among Homeless students (+3.3 percentage points) and Low-Income students (+2.6 percentage points), reflecting early signs of improved access to grade-level content.

At the site level, there are examples of more accelerated growth among specific student groups. For instance, English Learners demonstrated gains of approximately 5 percentage points at Artesia High School, 8 percentage points at Fedde Middle School, and over 12 percentage points at Haskell Middle School. Similarly, Students with Disabilities showed notable improvement at Haskell Middle School (+9.4 percentage points), although performance for this group remained flat or declined slightly at other sites, including Artesia High School and Fedde Middle School.

Taken together, these trends suggest that while pockets of growth are emerging—particularly at the elementary level and at select secondary sites—progress remains uneven across student groups and campuses. Students with Disabilities and English Learners continue to be disproportionately represented in lower performance bands, including Red, at sites such as Artesia High School, Fedde Middle School, and Haskell Middle School.

Because mathematical proficiency builds cumulatively across grade levels, persistent patterns of underperformance at the same sites indicate the need to intensify targeted math intervention, strengthen conceptual instruction, and expand professional learning on Universal Design for Learning (UDL) to ensure differentiated access for Students with Disabilities and English Learners. Continued focus on Tier I instructional quality, coupled with strategic intervention and progress monitoring, will be essential to accelerating growth and closing achievement gaps.

Science - Priority 4 Student/Pupil Achievement

Science performance for All Students remained in the Green performance level, with students scoring 61.1 points above standard and maintaining overall performance (+0.7).
However, disparities persist among English Learner groups. LTELs are in Orange at 35.7 points. Current EL students declined slightly (-1.3), and Recently Reclassified EL students declined 5 points.
Because science assessments require academic discourse, analytical reading, and written explanation of evidence, persistent gaps among EL groups indicate the need for strengthened content-language integration within science instruction.

English Learner Progress Indicator (ELPI) - Priority 4 Student/Pupil Achievement

The English Learner Progress Indicator remains in the “Yellow” performance level, with 53.1% of EL students demonstrating at least one level of progress.

For the second consecutive year, Long-Term English Learner (LTEL) data continue to reflect persistent challenges. LTEL progress declined by approximately 4.2 percentage points, and this group remains identified in Red districtwide in both ELA and Suspension, indicating ongoing gaps in both academic outcomes and school experience. Additionally, schools such as Elliott Elementary and Willow Elementary continue to be identified in Red for ELPI, underscoring the need for strengthened language development systems.

Preliminary Benchmark 2 (BM2) data show some emerging growth among English Learners at these sites. At Willow Elementary, English Learners reached approximately 18.8% proficiency in ELA and 13.3% in Math, while at Elliott Elementary, proficiency rates were approximately 12.1% in ELA and 22.6% in Math. While these results reflect incremental progress, overall proficiency levels remain low, indicating that growth is not yet sufficient to close gaps or move sites out of Red performance levels.

At the secondary level, Artesia High School—serving the highest concentration of LTEL students—also reports the highest suspension rates for this group, highlighting the intersection between academic outcomes and school climate for LTEL students.

A notable bright spot is the significant decrease in the percentage of students maintaining Level 4 on the ELPAC (from 7.7% to 0.8%), coupled with a prior reclassification rate of 28%, suggesting that systems to move students toward reclassification have strengthened. However, current reclassification rates of approximately 8% indicate the need for continued focus on sustaining and scaling these practices.

Taken together, these trends suggest that while there are signs of improvement in reclassification systems and site-level growth, LTEL students continue to require more consistent access to integrated and designated ELD, grade-level content with academic language supports, and aligned behavioral supports to improve both academic outcomes and overall student experience.

Because ELPI measures language acquisition progress, slower LTEL growth signals the need for stronger academic language integration within content instruction and reinforced reclassification pathways. LCAP actions reflect the focus in this area in Goal 1 as well as the need to focus on ELPAC test task analysis and integration across grade levels.

College and Career Indicator (CCI) - Priority 4 and 7 Course Access

The District remains in the Green performance level for College and Career Readiness, with 67.1% of students meeting Prepared criteria (+2%). Despite this overall strength, Students with Disabilities, Long-Term English Learners, and Foster Youth remain disproportionately represented in the Low and Very Low performance levels, particularly at sites such as Tracy High School and Artesia High School.

Additionally, LTELs and SWD demonstrate the lowest combined A–G and CTE completion rates (6.1% and 8.6%, respectively), indicating persistent scheduling and access barriers that limit equitable participation in college and career pathways.

In response, the District implemented districtwide master scheduling training for secondary administrators, focused on strengthening the design of schedules to expand access to A–G coursework, CTE pathways, and other college and career readiness opportunities. Early indicators show increased CTE participation across student groups, with overall enrollment rising from 41% to 43%, including gains among English Learners and Students with Disabilities.

While these trends reflect progress in expanding access, continued refinement of scheduling practices, counseling supports, and pathway alignment is necessary to ensure that increased participation translates into improved completion rates and readiness outcomes for historically underserved student groups.

Early Assessment Program (EAP) - Priority 4  Student/Pupil Achievement

EAP results for Grade 11 students demonstrate 41% meeting the “Ready” standard in ELA, with an additional 30% classified as “Conditionally Ready” and 28% in Mathematics, with an additional 18% classified as “Conditionally Ready.” Consistent with the detailed analysis in the 2025–2026 reflection, performance gaps remain significant for SWD, ELs, LTELs, Low-Income students, and Foster Youth. Foster Youth and LTELs each performed below district averages by 41 percentage points in ELA and 28 percentage points in Mathematics.

These results reinforce the need to strengthen academic language instruction, expand access to rigorous secondary coursework, and maintain alignment between college-readiness expectations and classroom instruction.

Implementation of State Standards - Priority 2

Professional development and instructional calibration efforts during 2025–26 focused on literacy framework alignment, conceptual mathematics instruction, integrated and designated ELD, and Universal Design for Learning.

ABC Unified's 2025 Local Indicator results reflect Full Implementation (4) or Full Implementation and Sustainability (5) across all major content areas, including English Language Arts and Mathematics (Level 5), and English Language Development, Science, and History–Social Science (Level 4). Standards-aligned instructional materials are available districtwide, and collaborative structures, focused walkthroughs, and job-embedded professional learning systems are in place to support continuous instructional improvement. Leadership teams are actively engaged in identifying and addressing both group and individual professional learning needs. While these ratings indicate strong and sustainable systems for standards-based instruction, persistent Red performance for specific student groups in ELA, Mathematics, ELPI, and CCI suggests that continued refinement of Tier I practices and differentiated supports is necessary to ensure that full implementation translates into equitable outcomes for all students.

Evidence for local indicators includes quantitative data from professional learning participation logs and instructional walkthrough tool results from our learning walks. We also analyzed results from annual needs assessment surveys to validate the effectiveness of our teacher collaboration sessions and professional development offerings for teachers, administrators, and program specialists.

Basic Services (Priority 1)

Teacher assignment data, instructional material sufficiency reports, and facilities inspections indicate that foundational conditions for learning remain stable. ABC Unified meets the standard, with 89.6% of teachers appropriately assigned and fully credentialed—above both the county and statewide averages. Additionally, 0% of students lack access to standards-aligned instructional materials, and there are no reported facilities deficiencies, indicating that foundational conditions for teaching and learning are stable and fully implemented across all sites. These results demonstrate strong structural support systems that enable consistent instructional delivery districtwide.

II. Student Connectedness and Well-Being

As in last year's reflection, student connectedness remains an essential lens for evaluating barriers to learning. Attendance patterns, climate survey data, and site-level wellness indicators reveal positive trends alongside persistent areas of concern for specific student groups. Tables IIC, and IIIC reflect current dashboard information for student attendance and safety.

Chronic Absenteeism - Priority 5 Student Engagement

The 2025 Dashboard reflects continued improvement in attendance, with chronic absenteeism decreasing to 9.9% and the district maintaining a Green performance level. Consistent with prior trends, reductions were observed among Low-Income, English Learner, and Homeless students.

Despite this progress, Foster Youth continue to experience disproportionately high absenteeism (21.9%), remaining well above the district average. In addition, Students with Disabilities and multiple student groups continue to be identified in Red at several sites, including Tetzlaff MS, Haskell MS, Willow ES, and Fedde MS, indicating persistent site-level disparities.

Mid-year monitoring data reinforce these patterns. Foster Youth absenteeism is trending downward to approximately 15.8%, reflecting early impact of targeted supports. However, Students with Disabilities continue to demonstrate elevated rates at key sites, including Tetzlaff MS (42.7%) and Haskell MS (29.6%), while showing improvement at others such as Hawaiian ES and Melbourne ES. English Learners and Hispanic students also show mixed trends, with improvement at some sites (e.g., Elliott ES, Palms ES, Willow ES for ELs) and continued elevated rates at others, including Willow ES, Fedde MS, and Tetzlaff MS.

Taken together, these trends indicate that while overall attendance systems are producing improvement, inconsistent outcomes across student groups and sites point to the need for stronger, more coordinated site-based implementation. Because chronic absenteeism directly limits access to instruction, intervention, and school connectedness, sites with multiple student groups in Red require intensified support.

These findings reinforce the need to continue and strengthen LCAP Goal 2 actions, including coordinated case management, attendance review teams, expanded family communication, and targeted intervention structures. Additionally, the reduction in district-level staffing for attendance support highlights the importance of building site capacity and ensuring consistent implementation of attendance practices across campuses.

Graduation Rate - Priority 5 Student Engagement

ABC Unified maintained a Blue performance level in graduation rate, with a four-year cohort rate of 95.1% (+0.2%), reflecting continued stability above 94% over multiple years. This sustained performance indicates strong overall student persistence through high school completion.

Despite this strength, subgroup disparities persist. Graduation rates for Students with Disabilities (81.8%), Foster Youth (63.6%), White students (83.1%), English Learners (88.5%), Long-Term English Learners (89.0%), and Homeless students (86.5%) remain below the district average. While no student groups are identified in Red, Students with Disabilities and White students are identified in Orange, indicating the need for continued attention.

Extended cohort data show that five-year graduation rates improve outcomes at several sites, including Tracy (Wilbur) High School (71.6%) and Gahr High School (98.4%), suggesting that additional time and targeted supports contribute to increased completion rates.

The District's dropout rate remains low at 0.92%, with approximately 78 students in the 2025 cohort not completing within four years. Continued monitoring of dropout trends—particularly for Foster Youth, Students with Disabilities, and English Learners—remains essential. Because graduation outcomes reflect cumulative access to instruction, credit accrual, attendance, and school connectedness, maintaining high overall rates while reducing subgroup disparities remains a key focus of the 2026–2027 LCAP.

School Climate and Engagement - Priority 6 School Climate and Priority 3 Parental Involvement and Family Engagement

Local survey data continue to highlight the importance of social-emotional learning (SEL), restorative practices, and access to mental health supports. Recent results indicate improvement across several key areas.

Most secondary students reported a 2% to 7% increase in school connectedness, while 6th-grade students showed a slight 3% decrease. Perceptions of safety improved across all grade levels, with increases ranging from 4% to 7%. Additionally, 80% of secondary students report that their school supports their mental health, and access to counselors and therapists increased significantly, with gains between 19% and 32%.

Despite these improvements, overall perceptions have not yet returned to pre-pandemic levels. Because student connectedness and safety influence attendance, engagement, and academic participation, continued focus on strengthening advisory structures, student leadership opportunities, and wellness supports is necessary. Targeted attention will remain on sites with overlapping attendance and suspension concerns, including Willow ES, Aloha ES, Fedde MS, and Tetzlaff MS, where multiple student groups are identified in Red indicators.

Parent engagement and community partnerships remain critical to improving connectedness and will continue to be monitored through local climate survey data. Parent survey results show positive trends, including a 2% increase in agreement that schools promote respect for cultural beliefs and practices, and a 3% increase in agreement that schools seek parent input before making important decisions. Additionally, 94% of parents report that school is a safe place for their child, consistent with the previous year.

III. Safety

Student safety remains a key component of overall well-being. As with the prior year's findings, suspension rates remain low overall but reflect notable subgroup and site disparities.

Suspension Rate - Priority 6 School Climate

ABC Unified maintained a Green performance level in suspension rates, with a districtwide rate of 2.1%, and an expulsion rate of 0.03%. Despite this overall stability, Dashboard results identify persistent disproportionality across student groups and sites (see Appendix Table IIIC).

Districtwide, American Indian students (8.1%, +5.3 points) and Long-Term English Learners (8.7%, +0.7 points) experienced suspension rates significantly above the district average. At the site level, multiple student groups were identified in Red, including African American students at Aloha ES; English Learners at Artesia HS and Tracy HS; Students with Disabilities at Fedde MS and Furgeson ES; and Hispanic and Low-Income students across several elementary and secondary sites, including Melbourne ES, Palms ES, and Tracy HS.

Mid-year monitoring data indicate mixed progress across sites. The overall district suspension rate is currently trending lower at approximately 0.8%, with improvement observed for several student groups, including reductions for American Indian students and Students with Disabilities at select sites. However, elevated suspension rates persist for Long-Term English Learners (6.4%) and for multiple student groups at Tracy High School, as well as for English Learners at Artesia High School (10.4%).

Taken together, these trends indicate that while overall systems are producing stable outcomes, inconsistent implementation of site-level practices continues to contribute to disproportionate outcomes for specific student groups. Because exclusionary discipline reduces access to instruction and weakens school connectedness, these disparities contribute to broader engagement and achievement gaps.

These findings reinforce the need to continue and strengthen LCAP Goal 2 actions, including implementation of restorative practices, PBIS, and alternative programs such as STEP, PATH, and STAY. Focused support is required at sites with repeated Red identification, including Artesia HS, Aloha ES, Willow ES, Haskell MS, and Tracy HS. Ongoing monitoring through Dashboard indicators and disaggregated local discipline data will be essential to ensure improved outcomes and greater consistency across sites.

School Safety and Climate Supports - Priority 6 School Climate

ABC’s continued expansion of technology-based safety tools, visitor management systems, and real-time classroom monitoring platforms has strengthened site-level safety structures. In addition, site-based SEL curriculum, wellness centers, and student leadership initiatives remain essential to building a positive school climate. Student safety perceptions in the 24-25 school year showed improvements from the prior year based on the California Healthy Kids Survey, with 79% of elementary students indicating they felt safe at school and 67% of secondary students feeling safe.

Because structured SEL instruction and proactive behavioral supports strengthen students’ sense of belonging and self-regulation, these efforts are intended to reduce both suspension and chronic absenteeism rates at sites identified in Red. Parent engagement tools and districtwide communication platforms continue to support improved perceptions of safety and connectedness across school communities.

Conclusion Summary Statement

The ABC Unified School District continues to demonstrate strong overall performance in academics, student engagement, and school climate, guided by the strategic implementation of the Local Control and Accountability Plan (LCAP). Districtwide indicators in English Language Arts, Mathematics, College and Career Readiness, Graduation Rate, and Suspension Rate remain in the Green or Blue performance levels. However, persistent disparities for Long-Term English Learners (LTELs), Students with Disabilities, Foster Youth, and specific site-level student groups indicate the continued need for targeted and sustained intervention.

Academics:

Academic performance remains stable, with districtwide ELA and Mathematics results in the Green and measurable growth among Hispanic students, Low-Income students, and Students with Disabilities. Notable improvement was observed in ELA for Foster Youth and Homeless students. However, Long-Term English Learners remain in Red districtwide in ELA and ELPI, and Foster Youth remain in Red in Mathematics. Repeated Red identification at sites such as Ross MS, Fedde MS, Artesia HS, and Haskell MS indicates that intensified Tier I instruction, structured language development, inclusive math practices, and strengthened reclassification systems remain necessary. College and Career Indicator results remain Green overall, yet disparities in A–G and CTE completion for LTELs and Students with Disabilities highlight the need for expanded pathway access and counseling support.

Student Connectedness:

Chronic absenteeism improved to the Green performance level districtwide; however, Foster Youth and Students with Disabilities remain disproportionately impacted at specific campuses. Graduation rates remain high at 95.1% (Blue), though subgroup disparities persist for Students with Disabilities, Foster Youth, English Learners, and White students. These patterns reinforce the importance of early intervention, attendance monitoring, credit recovery structures, and comprehensive counseling supports to ensure timely completion for all students.

Safety:

Suspension rates remain in the Green districtwide, reflecting continued investment in restorative practices, Positive Behavioral Interventions and Supports (PBIS), and trauma-informed approaches. Nevertheless, site-level and subgroup disproportionality—particularly among Students with Disabilities, African American students, and Long-Term English Learners—indicates that further refinement of behavior supports and practices is required. Improvements in student safety perceptions and parent engagement survey results suggest positive momentum in strengthening school climate.

While ABC Unified maintains strong systemic implementation across instructional standards, materials, and professional learning, ongoing inequities necessitate sustained and focused interventions. The District’s identification for Differentiated Assistance related to Long Term English Learners reinforces the need for intensified support structures for vulnerable student groups. Continued expansion of Multi-Tiered Systems of Support (MTSS), data-driven decision-making, strengthened professional learning, and expanded family engagement will remain central to closing achievement and engagement gaps.

Learning Recovery Emergency Block Grant (LREBG) funds remain aligned to the identified needs through extended learning time, targeted literacy and math intervention, professional learning, and credit recovery efforts, as detailed in Table IV. Through strategic resource allocation and continuous improvement, ABC Unified remains committed to ensuring equitable outcomes and inclusive learning environments for all students.

See Appendix for Table X, which aligns Learning Recovery Block Grant funds with LCAP Actions

# Reflections: Technical Assistance

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

ABC Unified continues in Differentiated Assistance based on 2024 California School Dashboard results for the Long-Term English Learner (LTEL) student group, and is eligible for CalPads submission. As a result of the CalPads submission, the Information and Technology department A Red performance level reflects the lowest performance band and occurs when a student group is significantly below standard and demonstrates minimal improvement or declining outcomes. “Maintained” in ELA reflects stagnation rather than acceleration. An increasing suspension rate reflects worsening climate conditions. Under Dashboard criteria, these combined results place LTEL students in the lowest performance band and triggered Differentiated Assistance. Based on the 2024 Dashboard, ABC was identified for DA for FY and while FY didn't meet eligibility per the 2025 dashboard, the work continues to support this student group.

See LTEL students demonstrated table below.

**LTEL students demonstrated:**

| Academic Indicator (ELA): Red | Suspension Rate: Red |
|---|---|
| • 96.3 points below standard<br>• Maintained (+1.5 points) | • 8.7% suspended at least one day<br>• Increased (+0.7%) |

Root Cause Analysis

In collaboration with the Academic Services Division of ABC USD and the County Office of Education, the district analyzed CAASPP, ELPAC, suspension data, walkthrough evidence, and counseling system reviews.

Findings indicated:
1. Inconsistent implementation of Tier I Integrated ELD across content areas.

2. Lack of a shared operational definition of Integrated ELD.
3. Limited literacy acceleration systems for at-risk ELs.
4. Fragmented coordination between instruction, special education, and counseling.
5. Behavioral practices not consistently aligned to restorative approaches.
6. Inconsistent Tier 2 and Tier 3 monitoring structures.

Targeted Site-Based Technical Assistance

Because Fedde Middle School and Artesia High School serve the highest number of LTEL students in the district, two site teams attended the 2026 Los Angeles County Office of Education Differentiated Assistance Convening in February.

At the convening, teams aligned to the district AIM statement, developed by cross-department collaboration held on December 10, 2025, and January 30, 2026 between the Directors of Elementary and Secondary Curriculum, Special Programs, Information and Technology, SELPA, Special Ed, Child Welfare and Attendance, and School Services. The AIM statement and related LCAP Actions are indicated in the table below:

The AIM statement and related LCAP Actions are indicated in the table below:

| AIM Statement | Actions |
|---|---|
| **ABC Unified will implement Tier I Integrated ELD and behavioral instructional practices across all content areas for at-risk EL (Grades 4-6) and LTEL (Grades 7–12) to achieve college and career readiness as measured by the following targets by June 2027:**<br><br>• **Academic:** Decrease 'Not Proficient' scores in ELA from 90.6% to 82% and in Math from 81.4% to 74%.<br>• **Language:** Ensure 58% of LTEL students increase at least one performance level on the annual ELPAC, an increase of 7.6%<br>• **Behavior:** Decrease the suspension rate of LTEL students from 8.1% to 6%. | **Goal 1:**<br>*Priority Actions:* 1.2 - Literacy supports; 1.4 - Math Supports; 1.7 - Extended Learning Time; 1.9 - Embed Professional Learning<br><br>1.5 - Summer School; 1.8 - Language Assessment Center, ELPAC testing, ELPD<br><br>**Goal 2:**<br>*Priority Actions:* 2.2 - Attendance; 2.4 -Behavior Supports (PBIS, Restorative Practices<br><br>2.12 - Access to VAPA, Band, College, and Career<br><br>**Goal 3:**<br>*Priority Actions:* 3.10 Academic/Specialized Support |

| | |
|---|---|
| | 3.1 - CTE-elementary and middle expansion; 3.5 - AVID offerings; 3.4 - Early College offerings,<br><br>**Goal 4:**<br>4.4 Goalbook (refine usage); 4.3 - Inclusion |

Goal 1, Action 1.2 – Clarifying & Strengthening Integrated ELD

The District established a shared definition of Integrated ELD and required focus schools to identify one low-burden, high-impact strategy aligned to that definition, develop fidelity look-fors, align coaching cycles to implementation, and collect walkthrough evidence tied specifically to Integrated ELD visibility.

Artesia High School centered its strategy on focused note-taking and sentence frames to increase linguistic agency. Monitoring includes walkthrough tallies of student use of sentence frames, student interviews, department analysis of writing samples, and correlation to STAR and ELPAC performance. To validate the impact of site-based strategies, ABC Unified implemented a structured Learning Walk protocol at Artesia High School through the Leadership Enrichment Academy, involving a cross-functional team of feeder middle school (Fedde), elementary school, and district leadership. The teams utilized a standardized 'look-fors' tool focused on the 'Learning Process' row of the implementation continuum.

During the Spring 2026 cycle, teams observed that 62% of visited classrooms had moved into the 'Developing' stage of the continuum, characterized by the active use of jigsaw structures and academic sentence frames. However, evidence suggests a 'implementation gap' in teacher prompting, with a focus on task completion rather than verbal explanation. This data will drive our next PDSA cycle, focusing specifically on Accountable Talk—moving from having the 'tools' on the wall to ensuring students 'own' the language during peer discourse.

Fedde Middle School implemented schoolwide academic conversation starters to increase academic vocabulary usage, peer-to-peer discourse, and justification of reasoning using evidence. Monitoring includes participation rates of LTEL students in academic discourse, STAR benchmark growth, observation of academic vocabulary use, and student engagement surveys.

To align with the California EL Roadmap Principle 2 (Intellectual Quality of Instruction), district leadership conducted LTEL Student Shadowing as well as Fedde Middle School, conducting site based LTEL shadowing by their teacher leadership team. By following an LTEL student for a half-day, observers moved beyond 'compliance' to 'experience'. This qualitative data revealed that while Integrated ELD is present at a Foundational level, there is a district-wide need to move students toward the 'Performing' stage where talk drives group discussions (see Four Pillars Continuum in Appendix).

To address this K-12 trajectory, Academic Services has tightened the focus for "feeder" elementary schools (Hawaiian, Furgeson, Willow, Melbourne, and Palms), requiring these sites to continue implementing selected language-rich strategies with a renewed emphasis on Integrated ELD look-fors. Monitoring cycles for these focus schools will now narrow their scope to two critical metrics: the visible presence of the chosen site strategy and the alignment of that strategy to student-driven academic discourse. By aligning district coaching cycles to

specifically target the transition from "Teacher-Led" to "Student-Owned" language, ABC Unified is moving from fragmented site supports to a coherent instructional through-line. This disciplined PDSA cycle ensures that elementary sites build the "Developing" peer-discourse habits necessary for LTELs to move beyond the foundational plateau and successfully navigate the intellectual rigor of secondary coursework.

ABC Unified recognized a significant overlap between the LTEL and Special Education student groups. To ensure dually-identified students receive cohesive support:

- Site administrators will ensure that all teachers, including Special Education teachers, participate in professional development on embedding Integrated ELD instruction for students dually identified. Administrators will communicate that attendance is expected for all teachers, ensuring that instructional strategies are linguistically appropriate and effectively support dually identified students.
- Dual-Progress Monitoring: Site teams review procedures to ensure IEP goals are linguistically appropriate. Service providers are reminded, through monthly site team meetings, that goals must be linguistically appropriate for EL students.

Monitoring & Accountability Structures

To ensure plans move beyond planning:

- Structured learning walks focus on Integrated ELD look-fors.
- Benchmark data (STAR, formative writing samples) is reviewed in leadership cycles.
- Suspension data for LTEL students is reviewed monthly.
- Coaching cycles are aligned to chosen strategies.
- Student voice is incorporated through reflection interviews.
- Develop and implement an ABC USD ‘Integrated Monitoring Team’ to meet quarterly (6-8 weeks) and execute Plan-Do-Study-Act Cycles at the schools. The team will be comprised of Principals from Artesia and Fedde, District Directors, and Special Education leadership, and will analyze the ‘Through-Line’ of evidence: professional learning logs to classroom observation tallies, and finally to monthly suspension and STAR benchmark data.

Goal 2 and 3; Action 2.4 and 3.10
In response to the Red Suspension Indicator (8.7% suspended; increased 0.7%), ABC Unified examined both behavioral practices (Goal 2) and student monitoring systems (Goal 3) to determine whether supports were functioning as a preventative framework or operating in isolation.

Data analysis revealed that while PBIS and counseling supports were in place, implementation lacked systemic alignment and a focus on restorative practices. Behavioral responses were often reactive rather than preventative, and student monitoring systems did not consistently identify LTEL students experiencing emerging academic, attendance, or engagement concerns before escalation occurred.

To address this, the district aligned Action 2.4 (Behavior Supports) and Action 3.10 (Specialized Support Counseling) into a coordinated structure designed to strengthen Tier 1 engagement and Tier 2/3 intervention systems simultaneously.

Under this integrated approach:

- Sites reviewed LTEL suspension data monthly to identify patterns and triggers.
- Administrators recalibrated Tier 1 behavior expectations to align with restorative practices and culturally responsive relationship-building.
- Counselors use eduClimber to identify LTELs, AR-LTELs, and Foster Youth and conduct structured academic review meetings.
- Tier 1, Tier 2, and Tier 3 supports were clearly identified.
- Transcript gaps, attendance trends, and behavioral indicators were reviewed collaboratively.
- District and site teams met to analyze student needs through a whole-child lens (academic, behavioral, social-emotional).
- Collaboration with Special Education case carriers was strengthened for dually identified LTEL students, as evidenced by Special Ed Site Team meetings.

This integration is essential because behavioral incidents are often preceded by academic frustration, language barriers, or unmet social-emotional needs. When LTEL students lack the language tools to engage in grade-level discourse or experience transcript and credit gaps without early intervention, disengagement increases. Disengagement increases the likelihood of disciplinary removal, which further reduces instructional access. By strengthening Tier 1 instructional engagement (Goal 1), aligning restorative behavioral systems (Goal 2), and formalizing structured caseload monitoring and early identification (Goal 3), the district is building a coherent prevention-to-intervention framework.

The intended outcome is a reduction in exclusionary discipline because proactive monitoring, coordinated supports, and restorative responses increase student engagement, instructional access, and on-track progress toward graduation.

To ensure equitable access and increase student engagement, ABC Unified prioritized LTEL students for the following LCAP-funded actions:

- Summer Literacy & CTE Camps: 1:1 recruitment for LTELs to participate in career-focused camps to increase school connectedness.
- Digital Inclusion: Distribution of hotspots and 1:1 devices to bridge the resource gap identified by families and students.
- Counseling for Success: Implementation of 'Hatching Results' lessons specifically designed to help LTEL students navigate credit gaps and graduation pathways.

Summary

LTEL students remain 96.3 points below standard in ELA and have an increasing 8.7% suspension rate. Under the CA Dashboard

methodology, this places ABC Unified in Red status.

Through collaboration with LACOE, targeted site-based action planning at Fedde Middle School and Artesia High School, and disciplined PDSA cycles focused on Integrated ELD implementation and academic discourse strategies, the district is shifting from fragmented supports to coherent instructional systems designed to increase language access within grade-level instruction, accelerate ELA and ELPAC growth, increase engagement, and reduce exclusionary discipline.

# 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.

Not applicable

### *Support for Identified Schools*

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

Not applicable

### *Monitoring and Evaluating Effectiveness*

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

Not applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Students | Philosophy Statement: ABC Unified firmly believes in the intrinsic value of student voice and choice in shaping academic programs that prioritize student wellness and safety. We recognize that students are active participants in their educational journey, and their input is essential in creating learning environments that cater to their diverse needs and preferences.<br><br>Student Voice Forums:<br>ABC Unified hosts student voice forums, also known as empathy interviews, to listen to students' perspectives. These sessions prompt staff to rethink our organizational practices. They help identify gaps in student experiences and opportunities and set a path for promoting equity across the District.<br><br>The primary objective of these student voice forums was to gain deeper insights into how students perceive their interactions with the various programs supported by LCAP and offered by the ABC Unified School District.<br>• When: November and December 2025<br>• How: 233 students participated in World Café Student Voice Forums across elementary, middle, and high schools.<br>• Students represented diverse backgrounds, including low-income students, English learners, students with disabilities, and students experiencing homelessness. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Student Board Representatives Monthly Meetings with Superintendent:<br><br>Each high school has two student representatives in the bimonthly board meetings. Before the board meetings, the Superintendent meets with the representatives to learn about experiences with various programs and services offered by the District.<br>• When: Monthly meetings with the Superintendent<br>• How: Virtual meetings with a total of 10 students<br><br>The Superintendent responded in writing to the students' and parents' feedback through the Educational Partner Guide, which provides specific information on how the input was used to guide the development of the LCAP. |
| Parents and Community Members | Philosophy Statement: ABC Unified recognizes and appreciates the valuable input of families and community members who participate in these forums. The meetings are structured into small group discussions to facilitate meaningful collaboration, allowing staff members to engage directly with parents and community members. Together, they discuss programs and support services related to academics, wellness, and safety, ensuring that decisions reflect the needs and perspectives of all stakeholders.<br><br>District LCAP- PAC:<br><br>Each school appointed a school site representative and another representative to attend this year’s LCAP–PAC meetings. Parents/guardians in this group represent the unduplicated student population in accordance with Ed Code 42238.01 and Ed Code section 52052. Parents/guardians reviewed the District’s progress in each of the State’s Priorities and provided feedback on continuing and new actions and services. Members consist of school site representatives as well as representatives from other parent advisory |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | committees, including Black Family Circle and Hispanic Latino Family Circle.<br>• When: 3 meetings a year on the following dates - November 13, 2025, February 19, 2026, and April 22, 2026.<br>• How: Meetings were held at Artesia High School. Childcare, translation services, and light snacks and refreshments were available.<br><br>District Strategic Planning Meetings:<br><br>Committee members consist of appointees from the ABC Board of Education, bargaining members, management, student representatives, a Board member liaison, and the Assistant Superintendent of Academic Services. This committee monitors the District's progress toward implementing the District's Strategic Plan. This plan is aligned with the Eight State Priorities and the LCAP plan; therefore, this committee also develops, reviews, monitors, and supports the implementation of the LCAP. The Committee met in person, reviewed the District's progress in each State's Priorities, and provided feedback on continuing and new actions and services.<br>• When: Monthly meetings on the fourth Tuesday of every month from September 2025 until May 2026<br>• How: Meetings were held at the District Office. Each meeting was focused on an LCAP goal, and data was presented with opportunities for input from committee members.<br><br>District DELAC Committee:<br><br>Each school identified 1-2 representatives and an alternate to attend this year's EL LCAP – PAC meetings. Parents in this group represent the unduplicated student population in accordance with Ed Code, 42238.01, and Ed Code section 52052. The committee representatives were reflective of the site ELAC and District DELAC committee members.<br>• When: 6-7 Meetings throughout the year;<br>• DELAC Meetings:10/16/25, 1/22/26, 3/19/26<br>• EL LCAP Meetings:11/13/25, 2/19/26, 4/22/26 |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | • How: In person<br><br>District Black Family Circle Parent Advisory Committee:<br><br>The Black Family Circle is a district parent advisory committee composed of parents of African American students, site teachers and counselors, and the Equity Officer. Parents meet in person monthly from September to May. A volunteer subcommittee of the Black Family Circle was invited to the LCAP-PAC quarterly meetings.<br>• When: 1/15/26, 2/23/26,3/25/26, 5/7/26<br>• How: In person<br><br>Community Advisory Committee:<br><br>The Community Advisory Committee (CAC) is a Special Education Local Plan Area (SELPA) requirement under the Individuals with Disabilities Education Act (IDEA); Ed Code Part 30, Chapter 2, Article 7. CAC is the community voice for families of students with disabilities and assists in advising the SELPA Governing Board, SELPA Administrator, and Special Education Administration in the SELPA Local Plan, annual priorities, and parent education. The CAC Board, which includes the Co-chairs, Vice-Chair, Secretary, and Member-At-Large, and SELPA Director. The CAC Board meets quarterly throughout the school year and hosts quarterly parent workshops.<br><br>The Superintendent responded in writing to the students' and parents' feedback through the Educational Partner Guide, which provides specific information on how the input was used to guide the development of the LCAP. |
| Teachers and Classified Staff | Philosophy Statement: ABC Unified views the partnership with ABC AFT as integral to the mission of providing high-quality education to every student. Together, labor and administrator partners are committed to fostering a culture of collaboration, respect, and continuous improvement that ensures the success and well-being of |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | all members of our school community.<br><br>Employee Group Input Meeting:<br><br>The executive boards from the employee groups (ABCFT, CSEA, and AFSCME) and the management association attended the in-person LCAP meetings. Employee groups reviewed the District's progress in each of the State's Eight Priorities and provided feedback on continuing and new actions and services.<br>• When: Surveys and in-person meeting on May 6, 2026<br>• How: The meeting was held in person at the District Office, and small group discussions were held to gather input from classified and certificated staff.<br><br>Teacher Surveys by Levels (Elementary and Secondary):<br><br>Teachers were provided surveys to gather input on professional learning needs, understanding of the MTSS structures, classroom instructional, and curriculum needs based on identified student groups (Socioeconomically Disadvantaged, English Learner, and Students with Disabilities).<br>• When: January to February<br>• How: Surveys were provided via email, and staff were given time during department or site staff meetings to complete the survey.<br><br>A Partnership of Administrators and Labor (PAL) Advance:<br><br>Teacher union representative members and the ABC AFT executive team work in partnership with ABC administrators to work on common goals for the following school year. This meeting is typically held in the Spring in order to reflect on the current year and begin planning the following school year. LCAP draft is provided at this time for input and final review.<br>• When: May 7, 2026<br>• How: In-person meeting held after school hours (4:00-6 pm) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Empathy Interviews:<br><br>These small group discussions were held with the Assistant Superintendent of Academic Services with a focus on specific student groups, grade levels, and schools to uncover possible challenges. This year, the focus was on Special Ed classrooms.<br>When:<br>• November 18, 2025 - Burbank Elementary<br>• November 19, 2025- Hawaiian Elementary<br>• November 20, 2025- Gonsalves Elementary<br>• November 20, 2025- Willow Elementary<br>• November 21, 2025- Melbourne Elementary<br><br>How: Small in-person one-hour sessions that include up to 8 teachers and the union rep. |
| District and Site Administrators | Philosophy Statement: ABC Unified acknowledges the critical importance of strong educational leaders and administrators in guiding decision-making processes and shaping the direction of our district. We recognize that educational leaders bring a wealth of knowledge, expertise, and experience to the table, making them invaluable assets in the pursuit of educational excellence.<br><br>Leadership Enrichment Academy:<br><br>Monthly principals and district leaders, which include the SELPA Director, and focuses on aspects of the LCAP Plan. Principals share their progress toward implementing specific LCAP actions/services, provide feedback on District-wide LCAP initiatives, examine data based on the LCAP metrics, discuss the LCAP updates and progress, and provide input regarding expanding/revising or new LCAP ideas. Administrators reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services.<br>• When: Monthly from September to May |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | • How: In-person monthly meetings held all day to review district LCAP goals<br><br>Superintendent's Quarterly Directors Meeting:<br><br>The Superintendent held monthly meetings with Cabinet members and extended representatives of sites and specialized programs, such as the Equity Officer. The LCAP and related actions and services are included on the agenda. Monthly, these meetings focus on a different goal, reviewing data, and working on improvement science practices to monitor progress towards goals. Principal representatives from each level attend Cabinet, which aids in a site-level perspective on the implementation progress of the LCAP Actions and Services. Cabinet members reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services.<br>• When: November 3 2025; February 2, 2026; and April 20, 2026<br>• How: In-person quarterly meetings held in three-hour increments |
| Equity Multiplier Fund School - Tracy High School | Staff Survey:<br><br>Staff were provided with a survey to gather input on ways to improve learning conditions for Tracy HS students.<br>• When: March 20, 2026<br>• How: Google form explained and provided at a staff meeting.<br><br>School Site Council:<br><br>Administration worked with the school site council to gather input on the needs of Tracy HS students in order to improve academic outcomes and graduation rates.<br>• When: March 23, 2026 |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | • How: School Site council members met to discuss the requirements of the Equity Multiplier Funds and gathered recommendations on recommended activities.<br><br>Leadership Team Meetings:<br><br>District-supported site leadership team meetings were held as a collaborative data analysis process to determine both short-term and long-term programming recommendations. The leadership team consisted of site administrators, union representatives, department leads, and classified staff, as well as the District Supervisor of College and Career programs and the District Counselor for Academic Supports.<br>• When: October 9, 2025, October 24, 2025, March 27, 2026<br>• How: Full-day subs were provided at two of the meeting days, and one was held after school hours. |

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

GOAL 1 — ACADEMICS

In response to educational partner feedback related to academics, English learner progress, and student engagement, ABC Unified will continue to strengthen academic supports and expand opportunities for all students, with a focus on English learners, foster/homeless youth, low-income students, and students with disabilities.

Students shared that they are most engaged when learning includes hands-on activities and real-world connections, while families and PAC feedback emphasized the need for expanded tutoring, writing support, and access to technology. Parents also highlighted the importance of culturally relevant materials and stronger communication around academic supports. (Source: Student Voice Forum Findings; California School Parent Survey; PAC Feedback)

To address these needs, the District will:

- Expand tutoring, literacy, and math support programs, including small group instruction and targeted intervention
- Increase access to summer school, credit recovery, and extended learning opportunities
- Strengthen English learner supports, including ELD instruction and reclassification pathways
- Expand access to college and career readiness programs such as AVID, dual enrollment, and CTE pathways
- Provide culturally relevant instructional materials and resources for use at school and home

- Increase hands-on enrichment opportunities in STEM, arts, and project-based learning
- Continue professional learning for teachers focused on English learners, literacy, math, and differentiated instruction
- Improve use of data and progress monitoring systems to better identify and support student needs

GOAL 2 — CONNECTEDNESS & WELL-BEING

In response to educational partner feedback related to student connectedness, well-being, and school climate, ABC Unified will continue to strengthen systems that support safe, inclusive, and supportive school environments.

Students shared that they feel most connected when they have strong relationships with teachers and peers and opportunities to participate in school activities. Families reported positive perceptions of school safety, while PAC feedback emphasized the importance of culturally inclusive environments and equitable practices across schools. (Source: Student Voice Forum Findings; California School Parent Survey; PAC Feedback)

To address these needs, the District will:
- Continue mental health services and expand access to counseling and wellness supports
- Strengthen PBIS, restorative practices, and behavior support systems
- Increase professional learning focused on inclusive practices and positive school culture
- Expand student activities, leadership opportunities, and culturally affirming events
- Improve attendance supports, including outreach and interventions for students experiencing chronic absenteeism
- Increase family engagement opportunities and communication through workshops and advisory groups
- Continue targeted supports for foster youth, homeless youth, and English learners

GOAL 2 — SAFETY

In response to feedback related to student safety and discipline, ABC Unified will continue to strengthen systems that promote safe and consistent school environments.

Students reported feeling generally safe at school, though some expressed concerns about bullying and exclusion. Families emphasized the importance of clear communication and consistent enforcement of school rules, and PAC feedback highlighted the need for culturally responsive approaches to student behavior and safety. (Source: Student Voice Forum Findings; California School Parent Survey; PAC Feedback)

To address these needs, the District will:
- Strengthen supervision and campus safety measures
- Expand bullying prevention and digital safety education
- Improve communication systems for school safety incidents
- Implement consistent behavior and discipline practices across school sites
- Provide professional learning on behavior intervention and culturally responsive practices

GOAL 3 — COLLEGE & CAREER

In response to educational partner feedback related to college and career readiness, ABC Unified will continue to expand opportunities that prepare students for success beyond high school.

Students shared that programs such as AVID, CTE pathways, and career-focused electives help them explore future goals, while also expressing interest in more real-world learning opportunities. Families and PAC feedback emphasized the need for earlier exposure to college and career pathways and clearer communication about available programs. (Source: Student Voice Forum Findings; California School Parent Survey; PAC Feedback)

To address these needs, the District will:

- Expand Career Technical Education pathways and industry-aligned programs
- Increase access to dual enrollment and early college opportunities
- Provide more career exploration opportunities, including field trips and internships
- Strengthen counseling and academic planning supports for all students
- Expand access to college and career programs for English learners, foster youth, and low-income students

GOAL 4 — SPECIAL EDUCATION

In response to educational partner feedback related to inclusive practices and support for students with disabilities, ABC Unified will continue to strengthen systems that ensure equitable access to learning.

Students emphasized the importance of supportive relationships and inclusive environments, while families expressed appreciation for IEP supports and requested stronger communication and opportunities for engagement. Educators identified a need for additional training to support diverse learners. (Source: Student Voice Forum Findings; Special Education Parent Survey; Professional Learning Surveys)

To address these needs, the District will:

- Expand inclusive instructional practices and Universal Design for Learning
- Continue family workshops and supports to strengthen understanding of the IEP process
- Provide professional learning for staff on supporting students with disabilities
- Improve coordination of services to ensure access to academic and behavioral supports
- Increase opportunities for students with disabilities to participate in schoolwide programs and activities

GOAL 5 — EQUITY MULTIPLIER AT TRACY HS

Based on educational partner feedback Tracy High School will continue to prioritize equitable outcomes for all students by focusing on increasing graduation rates and expanding access to wellness resources.

Parents and staff emphasized that academic counseling support and outreach was a factor that increased the success of their students. This increased the frequency and quality of information parents received regarding student performance in between grade reporting periods. Parents and students also emphasized the need for wellness support and resources. Both groups emphasized that check-ins and supports had a positive impact on students. (Source: Parent Survey, Student Survey, Staff Survey, Parent Meetings).

To address these needs, Tracy High School will:

- Continue to provide an academic counselor
- Increase counselor meetings with students and parents
- Expand access to the wellness center resources

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Ensure improved academic outcomes for all students by implementing ABC's four pillars of the instructional framework (environment, engagement, evaluation of learning, and empowerment), as well as tiered academic support practices across grade spans. ABC Unified commits to supporting student growth towards achieving grade-level goals as indicated by local/state assessments, ultimately ensuring students graduate on-time. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA), English Language Development (ELD), and Math, specifically to the needs of various student groups in ABC Unified.

Key data points include:

- 64% of all students in grades 3-8 and 11 met or exceeded standards in English Language Arts (ELA) on state assessments. However, subgroups were well below the district average: 53% of low-income (LI) students, 36% of Homeless (HOM) students, 24% of Students with Disabilities (SWD), 15% of English Learner (EL) students, and 12% of Foster Youth.
- The percentage of English Learners and Foster Youth meeting grade level in ELA declined on state assessments from the prior year.
- 52% of all students in grades 3-8 and 11 met or exceeded standards in Math on state assessments. However, subgroups were below the district average: 38% of Low-Income students, 24% of Homeless Students, 20% of Students with Disabilities, 13% of English Learner students, and 11% of Foster Youth
- SWD scores an average of 80.5 points lower than their grade-level peers on state assessments for ELA and Math.
- 2% of EL students in grades 5, 8, and 11 met or exceeded standards in Science, and only 47% of all students scored met or exceeded standards in science overall.
- 37% of EL students scored at proficiency level 3 on ELPAC summative results.
- 56% of EL students are progressing towards English language proficiency (ELPI).

- The local benchmark assessments, as described in the Measuring and Reporting Results section below, also reflect the need for additional support in Math and ELA.

During the LCAP development process, educational partners identified the need to:

- Offer actions or services related to support programs for Math and Literacy Initiatives, focusing on the needs of English Learners, Foster/Homeless Youth, Low-Income Students, and students with disabilities.
- Provide professional learning for support staff and teachers, with a focus on English Learners' language development, and Math
- Increase learning opportunities for low-income students, English learners, foster/homeless youth, and students with disabilities.
- Improve access to supplemental materials for low-income students
- Increase student's hands-on experiences through small group instruction and additional academic program supports
- Provide students the opportunity to attend summer school, prioritizing services for foster/homeless youth, English learners, and low-income students.
- Increase funds for culturally and linguistically diverse reading materials for students at school sites
- Improve transparency of data analysis and multiple measures used to identify students' needs
- Implement small group support and instruction through additional staff members at school sites with the highest needs.
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history day, and band.
- Improve technology integration by taking a balanced approach to using supplemental software programs, such as IXL, Nearpod, Kami, and others, to support academic achievement in math and ELA.
- Provide foster youth and homeless students with learning resources to be used at home.

We are continuing with this goal based on the 2024 CA Dashboard, as there is evidence of some progress with outcome disparities. However, a significant gap remains between the progress of specialized groups such as Foster Youth, English learners, Long-Term English learners, and Low-Income students, as compared to all students. Our educational partner groups have emphasized the need to address this disparity.

Notes:
The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
Unless otherwise noted, baseline data is from the 2022-2023 School Year.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | Williams Credentialing Report | In 2023-2024, 99% of teachers will be appropriately | In 2024-2025, 99% of teachers will be appropriately | In 2025-2026, 98% of teachers will be appropriately | In 2026-2027, 100% of teachers will be | -1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | |
| #2 | Williams Instructional Materials Report | In 2023-2024, 100% of schools met the Williams instructional requirements through site visits and surveys. | In 2024-2025, 100% of schools met the Williams instructional requirements through site visits and surveys. | In 2025-2026, 100% of schools met the Williams instructional requirements through site visits and surveys. | In 2026-2027, 100% of classrooms will meet Williams instructional materials reporting requirements. | Maintained |
| #3 | District Benchmark ELA Elementary | In Spring 2024, 62.1% of 2nd-6th grade students were proficient in reading using a local district benchmark.<br>English Learner: 11%<br>Foster Youth: 55%<br>Homeless: 44%<br>Low Income: 55%<br>Students w/Disabilities: 28%<br>African American: 53% | In Spring 2025, 61.9% of 2nd-6th grade students were proficient in reading using a local district benchmark.<br>English Learner:13.7%<br>Foster Youth: 23%<br>Homeless: 35.8%<br>Low Income: 51.5%<br>Students w/Disabilities: 29.3%<br>African American: 52.4% | In Spring 2026, 61.2% of 2nd-6th grade students were proficient in reading using a local district benchmark.<br>English Learner: 12.3%<br>Foster Youth: 22.7%<br>Homeless: 20%<br>Low Income: 50.8%<br>Students w/Disabilities: 30.7%<br>African American: 54.2% | In Spring 2027, 68% of 2nd-6th grade students will be proficient in ELA<br>English Learner: 20%<br>Foster Youth: 61%<br>Homeless: 60%<br>Low Income: 61%<br>Students w/Disabilities: 34%<br>African American: 59% | Overall: -0.9%<br>English Learner: +1.3%<br>Foster Youth: -32.3%<br>Homeless: -24%<br>Low Income: -4.2%<br>Students w/Disabilities: +2.7%<br>African American: +1.2% |
| #4 | District Benchmark Math Elementary | In Spring 2024, 58.4% of 2nd-6th grade students were proficient | In Spring 2025, 54.0% of 2nd-6th grade students | In Spring 2026, 56.4% of 2nd-6th grade students | In Spring 2027, 64% of 2nd-6th grade students will | Overall: -2.0%<br>English Learner: +8.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | in math using a local district benchmark.<br>English Learner:16%<br>Foster Youth: N/A<br>Homeless: N/A<br>Low Income: N/A<br>Students w/Disabilities: 25%<br>African American: 33% | were proficient in math using a local district benchmark.<br>English Learner: 22.1%<br>Foster Youth: 14.8%<br>Homeless: 15.9%<br>Low Income: 42.2%<br>Students w/Disabilities: 26.1%<br>African American: 40.4% | were proficient in math using a local district benchmark.<br>English Learner: 24.5%<br>Foster Youth: 27.3%<br>Homeless: 33.7%<br>Low Income: 53.1%<br>Students w/Disabilities: 29%<br>African American: 43.4% | be proficient in math.<br>English Learner: 25%<br>Foster Youth: N/A<br>Homeless: N/A<br>Low Income: N/A<br>Students w/Disabilities: 30%<br>African American: 40% | Students w/Disabilities: +4.0%<br>African American: +10.4% |
| #5 | District Benchmark ELA Secondary | In Spring 2024, 66.4% of 7th-12th grade students were proficient in ELA using a local district benchmark.<br>English Learner: 8.9%<br>Foster Youth: 24.1%<br>Homeless: 39.1%<br>Low Income: 42.9%<br>Students w/Disabilities: 27.1% | In Spring 2025, 67.8% of 7th-12th grade students were proficient in ELA using a local district benchmark.<br>English Learner: 8.6%<br>Foster Youth: 40.7%<br>Homeless: 44.1%<br>Low Income: 58.6%<br>Students w/Disabilities: 29.2% | In Spring 2026, 65.3% of 7th-12th grade students were proficient in ELA using a local district benchmark.<br>English Learner: 5.6%<br>Foster Youth: 36.4%<br>Homeless: 41.5%<br>Low Income: 58.1%<br>Students w/Disabilities: 27.3%<br>Long Term English Learners: 12.5% | In Spring 2027, 72% of 7th-12th student will be proficient in ELA.<br>English Learner: 20%<br>Foster Youth: 30%<br>Homeless: 45%<br>Low Income: 50%<br>Students w/Disabilities: 30% | Overall: -1.1%<br>English Learner: -3.3%<br>Foster Youth: +12.3%<br>Homeless: +2.4%<br>Low Income: +15.2%<br>Students w/Disabilities: +0.2% |
| #6 | District Benchmark Math Secondary | In Spring 2024, 56% of 7th-12th grade students were proficient in math | In Spring 2025, 71.2% of 7th-12th grade students | In Spring 2026, 73% of 7th-12th grade students | In Spring 2027, 62% of 7th-12th grade students will | Overall: +17%<br>English Learner: +5.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | using a local district benchmark.<br>English Learner: 20.3%<br>Foster Youth: 25.6%<br>Homeless: 32.5%<br>Low Income: 48.6%<br>Students w/Disabilities: 21.6%<br>Hispanic: 42.9% | were proficient in math using a local district benchmark.<br>English Learner: 25.7%<br>Foster Youth: 25.0%<br>Homeless: 45.3%<br>Low Income: 61.9%<br>Students w/Disabilities: 28.9%<br>Hispanic: 57.8% | were proficient in math using a local district benchmark.<br>English Learner: 25.7%<br>Foster Youth: 37.5%<br>Homeless: 40%<br>Low Income: 66.3%<br>Students w/Disabilities: 34.5%<br>Long Term English Learners: 18.6%<br>Hispanic: 59.2% | be proficient in Math.<br>English Learner: 40%<br>Foster Youth: 25%<br>Homeless: 55%<br>Low Income: 55%<br>Students w/Disabilities: 27%<br>Hispanic: 48% | Foster Youth: +11.9%<br>Homeless: +7.5%<br>Low Income: +17.7%<br>Students w/Disabilities: +12.9%<br>Hispanic: +16.3% |
| #7 | District Benchmark Science | In Spring of 2025, 49.3% of elementary students and 76.35% of secondary students were proficient in science using a local district benchmark | N/A | N/A | In Spring of 2027, 54% of elementary students and 78% of secondary students were proficient in science using a local district benchmark | N/A |
| #8 | CAASPP ELA | According to DataQuest, CAASPP ELA data from 2022-2023, 64% of students met or exceeded standards.<br>English Learner:15%<br>Foster Youth: 12%<br>Homeless: 36%<br>Low Income: 53% | According to DataQuest, CAASPP ELA data from 2023-2024, 63.5% of students met or exceeded standards.<br>English Learner: 13.09%<br>Foster Youth: 11.54% | According to DataQuest, CAASPP ELA data from 2024-2025, 64.96% of students met or exceeded standards.<br>English Learner: 12.55% | In 2026-2027, 69% of students will meet or exceed the standard for CAASPP ELA.<br>English Learner: 23%<br>Foster Youth: 20%<br>Homeless: 42%<br>Low Income: 60% | Overall: +0.96%<br>English Learner: -2.45%<br>Foster Youth: +14.93%<br>Homeless: -2.3%<br>Low Income: +1.23%<br>Student w/Disabilities: +2.55% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Student w/Disabilities: 24%<br>African American: 61% | Homeless: 28.4%<br>Low Income: 53.26%<br>Student w/Disabilities: 24.55%<br>African American: 64% | Foster Youth: 26.93%<br>Homeless: 33.70%<br>Low Income: 54.23%<br>Student w/Disabilities: 26.55%<br>African American: 51.71% | Students w/Disabilities: 28%<br>African American: 58% | African American: -9.29% |
| #9 | CAASPP Math | According to DataQuest, CAASPP Math data from 2022-2023, 52% of students met or exceeded standards.<br>English Learner: 13%<br>Low Income: 38%<br>Foster Youth: 11%<br>Homeless: 24%<br>Students w/Disabilities: 20%<br>Hispanic: 49%<br>African American: 38.7% | According to DataQuest, CAASPP Math data from 2023-2024, 52.9% of students met or exceeded standards.<br>English Learner: 13.84%<br>Low Income: 41.86%<br>Foster Youth: 1.54%<br>Homeless: 23.6%<br>Students w/Disabilities: 21.36%<br>Hispanic: 49%<br>African American: 45% | According to DataQuest, CAASPP Math data from 2024-2025, 53.07% of students met or exceeded standards.<br>English Learner: 14.74%<br>Low Income: 41.33%<br>Foster Youth: 11.54%<br>Homeless: 26.00%<br>Students w/Disabilities: 22.56%<br>Hispanic: 50.98%<br>African American: 31.83% | In 2026-2027, 58% of students will meet or exceed the standard for CAASPP Math.<br>English Learner: 20%<br>Foster Youth: 44%<br>Homeless: 18%<br>Low Income: 30%<br>Students w/Disabilities: 23%<br>Hispanic: 55%<br>African American: 58% | Overall: +9.3%<br>English Learner: +1.74%<br>Foster Youth: +0.54%<br>Homeless : +2.00%<br>Low Income: +3.33%<br>Student w/Disabilities: +2.56%<br>Hispanic: +1.98%<br>African American: -6.87% |
| #10 | California Science Test (CAST) | According to DataQuest, CAST data from 2022-2023, 47% of 5th, 8th, and HS students taking the | According to DataQuest, CAST data from 2023-2024, 47% of 5th, 8th, and HS | According to DataQuest, CAST data from 2024-2025, 47.36% of 5th, 8th, and HS | In 2026-2027, 53% of students will meet or exceed the standard for CAASPP Science. | Overall: +0.36%<br>English Learner: +0.41%<br>Low Income: +0.77% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | CAST met or exceeded the standards.<br>English Learner: 2%<br>Low Income: 34.29%<br>Foster Youth: 0%<br>Homeless: 30.77%<br>Students w/Disabilities: 13.73% | students taking the CAST met or exceeded the standards.<br>English Learner: 3.05%<br>Low Income :35.84%<br>Foster Youth: 25%<br>Homeless: 17.94%<br>Students w/Disabilities: 13.83% | students taking the CAST met or exceeded the standards.<br>English Learner: 2.41%<br>Low Income : 35.06%<br>Foster Youth: 18.18%<br>Homeless: 20.51%<br>Students w/Disabilities: 19.41% | English Learner: 12%<br>Low Income: 40%<br>Foster Youth: 10%<br>Homeless: 40%<br>Students w/Disabilities: 25% | Foster Youth: +18.18%<br>Homeless: -10.26%<br>Students w/Disabilities: +5.68% |
| #11 | 11th grade EAP Assessment for ELA and Math | According to DataQuest, in 2022-2023 the percentage of students proficient in ELA was 72.47% and in Math was 48.43%. | According to DataQuest, in 2023-2024 the percentage of students proficient in ELA was 68.65% and in Math was 46.71%. | According to DataQuest, in 2025-2026 the percentage of students proficient in ELA was 71.01% and in Math was 46.53%. | In 2026-2027, 2026, the percentage of students proficient in ELA will be 48.6% and in Math will be 35.4%. | ELA: -1.46%<br>Math: -1.9% |
| #12 | English Learner Progress Indicator | According to the California Dashboard in 2022-2023, the English Language Progress Rate was 56.2% a 2% decrease from 2021-2022. | According to the California Dashboard in 2023-2024, the English Language Progress Rate was 54.9% a 1.3% decrease from 2022-2023. | According to the California Dasboard In 2024-2025, the English Learner Progress rate was 53.1% | In 2026-2027, the English Learner Progress Rate will be 63% and increase of 7%. | -3.1% |
| #13 | Reclassification Rate | According to CALPADS data in 2022-2023, 26.5% of EL students reclassified. | According to CALPADS data in 2023-2024, 14.58% of EL | According to CALPADS data in 2024-2025, the Reclassification rate was 28.27% | In 2026-2027, reclassification rates will maintain 25% or above | +1.77% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | students reclassified. | | | |
| #14 | LTEL percentage | According to DataQuest in 2022-2023, the LTEL percentage was 8.6%. | According to DataQuest in 2023-2024, the LTEL percentage was 8.0%. | According to DataQuest in 2024-2025, the LTEL rate was 8.0% | In 2026-2027, the LTEL percentage will reduce to 6%. | -0.6% |
| #15 | A-G rates | According to DataQuest in 2022-2023, 58.6% of students graduated with A-G completion:<br>English Learner: 25.9%<br>Low Income: 50.4%<br>Foster Youth:14.3%<br>Homeless: 15.0%<br>Students w/Disabilities: 11.6% | According to DataQuest in 2023-2024, 58.8% of students graduated with A-G completion:<br>English Learner: 17.7%<br>Low Income: 50.1%<br>Foster Youth: N/A<br>Homeless: 9.6%<br>Students w/Disabilities: 11.6% | According to DataQuest in 2024-2025, 60.0% of students graduated with A-G completion:<br>English Learner: 23.4%<br>Low Income: 52.0%<br>Foster Youth: 27.3%<br>Homeless: 16.2%<br>Students w/Disabilities: 13.5% | In 2026-2027, 68% of students will graduate with A-G completion:<br>English Learner: 35%<br>Low Income: 64%<br>Foster Youth: 35%<br>Homeless: 35%<br>Students w/Disabilities: 30% | Overall: +1.4%<br>English Learner: -2.5%<br>Low Income: +1.6%<br>Foster Youth: +13.0%<br>Homeless: +1.2%<br>Students w/Disabilities: +1.9% |
| #16 | College and Career Indicator (CCI) | According to the California Dashboard 2022-2023, 60.8% of students are CCI prepared.<br>English Learner: 23.9%<br>Low Income: 52.1%<br>Foster Youth: 7.7%<br>Homeless: 10.5%<br>Students w/Disabilities: 13.8%<br>Hispanic: 41.6% | According to the California Dashboard 2023-2024, 63.1% of students are CCI prepared.<br>English Learner: 19.2%<br>Low Income: 55.4%<br>Foster Youth: N/A<br>Homeless: 13.7% | According to the California Dashboard In 2024-2025, 67.1% of students are CCI prepared.<br>English Learner: 30.7%<br>Low Income: 58.9%<br>Foster Youth: 36.4% | In 2026-2027, 68% of students will be identified as CCI prepared.<br>English Learner: 30%<br>Low Income: 60%<br>Foster Youth: 12%<br>Homeless: 15%<br>Students w/Disabilities: 17%<br>Hispanic: 48% | Overall: +6.3%<br>English Learner: +6.8%<br>Low Income: +6.8%<br>Foster Youth: +28.7%<br>Homeless: +20.1%<br>Students w/Disabilities: +5.9%<br>Hispanic: +11.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Students w/Disabilities: 14.3%<br>Hispanic: 47.9% | Homeless: 30.6%<br>Students w/Disabilities: 19.7%<br>Hispanic: 53.3% | | |
| #17 | Graduation Rate | According to the California Dashboard 2022-2023, 94.6% of students graduated.<br>English Learner: 92.2%<br>Low Income: 93.3%<br>Foster Youth: 71.4%<br>Homeless: 75%<br>Students w/Disabilities: 86.2% | According to the California Dashboard 2023-2024, 94.8% of students graduated.<br>English Learner: 88.2%<br>Low Income: 93.8%<br>Foster Youth: N/A<br>Homeless: 80.8%<br>Students w/Disabilities: 84.1% | According to the California Dashboard In 2024-2025, 95.1% of students graduated.<br>English Learner: 88.5%<br>Low Income: 94.1%<br>Foster Youth: 63.6%<br>Homeless: 86.5%<br>Students w/Disabilities: 81.8% | In 2026-2027, the graduation rate will be 98%<br>English Learner: maintain 92% or higher<br>Low Income: maintain 93% or higher<br>Foster Youth: 85% or higher<br>Homeless: 85% or higher<br>Students w/Disabilities: 90% or higher | Overall: +0.5%<br>English Learner: -3.7%<br>Low Income: +0.8%<br>Foster Youth: -7.8%<br>Homeless: +11.5%<br>Student w/Disabilities: -4.4% |
| #18 | Walkthrough data on ABC's Four Instructional Pillars | 87.2% of site principals and union members surveyed indicated that the Learning Walk Continuum form was helpful in staff receiving feedback regarding the Four Pillars implementation. | N/A | In 2025-2026, site principals continued to use the Learning Walk continuum shifting from foundational phase of implementation to developing level to align with the 4 pillars of the Instructional Framwork in ABC USD. At least 4 | In 2026-2027, 92% of site principals and union members that utilize the Learning Walk Continuum will find the feedback helpful in regards to the Four Pillars implementation. | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | districtwide visits were conducted. | | |

# Goal Analysis [2025-26]

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

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

The 2025–2026 implementation of Goal 1 was guided by the District's identified root cause of inconsistent Tier I instruction across school sites. The primary strategy focused on strengthening Tier I instructional practices at a minimum of 60% of school sites, with the expectation that improved core instruction would result in measurable gains in English Language Arts (ELA), mathematics, and the English Learner Progress Indicator (ELPI). Efforts were prioritized for student groups identified in Red on the California Dashboard, including Long-Term English Learners, Foster Youth, and Students with Disabilities.

Progress monitoring included structured literacy walkthroughs, benchmark assessments, math coaching cycles, professional learning participation, and English Learner progress and reclassification data. Mid-year and end-of-year evidence indicate that Tier I implementation strengthened at many sites; however, variability persists across grade spans and content areas. While benchmark data shows incremental improvement for several student groups, the rate of acceleration varies, indicating that implementation structures are in place but not yet consistently applied with sufficient depth to produce equitable outcomes.

Although all actions were implemented, differences in execution occurred due to limited coaching capacity, inconsistent use of data systems at secondary sites, and variability in progress monitoring structures. These factors contributed to uneven implementation across sites and limited the district's ability to fully achieve consistent Tier I instructional practices.

I. Academic Foundational Supports in Literacy (Actions 1.1, 1.2, 1.3)

Implementation Summary: All actions were fully implemented and focused on strengthening Tier I literacy instruction through expanded access to instructional materials, structured literacy training, and improved progress monitoring systems aligned to the district instructional framework.

Evidence of Implementation:

- 8,700 students accessed supplemental books through the Diversity Book Fair (Action 1.1)
- 1,120+ TI-84 calculators distributed across two years (Action 1.1)
- 200 teachers trained in structured literacy (Action 1.2)
- 71 coaching cycles completed across 10 sites (Action 1.2)
- 52% of K–2 teachers implementing structured literacy practices (Action 1.2)

- Expanded use of data dashboards and data chat protocols (Action 1.3)

See Table I: Successes and Implementation Challenges for Actions 1.1, 1.2, and 1.3 below.

*Table I: Successes and Implementation Challenges for Actions 1.1, 1.2, and 1.3)*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Increased equitable access to instructional materials for unduplicated pupils.<br>• Increased use of structured literacy practices in K–2 classrooms.<br>• Fidelity of implementation of foundational skills best practices across grade levels and schools.<br>• Development of centralized EL Roadmap and ELPAC support systems.<br>• Creation of data walls and improved access to student data dashboards.<br>• Increased implementation of Data Chat protocols at the school level (school-wide, grade-level teams, individual teachers with coach support). | • Fidelity of implementation (monitoring and support) of structured literacy practices.<br>• Develop and implement clear indicators for designated and integrated ELD instruction and establish processes to gather implementation data during ELA instruction.<br>• Limited coaching capacity to scale K–2 practices into grades 3–6.<br>• Data utilization inconsistencies at the secondary level.<br>• Need for clearer communication regarding calculator distribution and instructional purpose.<br>• Progress monitoring is primarily limited to EL specialists rather than content teachers.<br>• Progress monitoring is inconsistent due to a lack of collaboration time for elementary teachers. |

II. Math and STEM Programs (Actions 1.4 and 1.6)

Implementation Summary: All actions were fully implemented and focused on strengthening consistency in Tier I mathematics instruction by expanding coaching support, increasing the use of data-informed instructional practices, advancing curriculum alignment to the California Math Framework, and broadening access to STEM opportunities for student groups identified in need of additional support. While implementation was completed across sites, variability in coaching capacity and consistency of data use continue to impact the depth of instructional shifts.

Evidence of Implementation:
- 45 math coaching cycles completed to support instructional practice (Action 1.4)
- Math Task Force professional learning received an average rating of 4.34/5, with 86% of participants rating sessions as effective (Action 1.4)
- STEM engagement events expanded to include 9th grade and a broader focus on career-connected learning (Action 1.6)
- Participation in Math Framework professional learning and task force activities included 18 of 19 elementary schools and 7 of 10 secondary schools (Action 1.4)

See Table II: Successes and Implementation Challenges for Actions 1.2 and 1.4 below.

*Table II: Successes and Implementation Challenges for Actions 1.2 and 1.4*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Increased teacher engagement in the curriculum adoption process.<br>• Positive professional learning survey feedback.<br>• Improved inclusion of EL-focused rubric items in materials review.<br>• Expanded career-connected STEM exposure. | • Limited math coaching capacity.<br>• Inconsistent use of benchmark data to inform instruction.<br>• Limited evidence that IXL/NWEA data translates into instructional shifts.<br>• After-school intervention effectiveness is not systematically monitored. |

III. Summer School Programs - Action 1.5

Implementation Summary: All actions were fully implemented and focused on expanding access to academic support beyond the traditional school day and year. Implementation included credit recovery, dual enrollment, Career Technical Education experiences, and targeted intervention programs designed to accelerate progress in English Language Arts, mathematics, and graduation outcomes. While participation increased across grade spans, continued attention to equitable access for English learners and students with disabilities remains an area for ongoing focus.

Evidence of Implementation:

- 1,262 elementary students participated in academic support programs, including 64% students with disabilities, 30% English learners, and 73% low-income students
- 1,824 secondary students participated, including 21% students with disabilities, 11% English learners, and 67% low-income students
- 12,810 high school credits were completed through credit recovery and intervention programs
- 1,353 dual enrollment credits were earned by high school students

See Table III: Successes and Implementation Challenges Summer School below.

*Table III: Successes and Implementation Challenges Summer School.*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • High participation among Low-Income (70%), Students with Disabilities (21%), and EL students (11%).<br>• 51 CTE certifications earned.<br>• 21 summer graduates supported. | • Recruitment challenges for EL original credit.<br>• Limited formalized system to measure long-term academic impact.<br>• Attendance inconsistencies. |

| | |
|---|---|
| • Increased high school offerings for original credit (ex. Physical Education, and CTE) | • Low PE credit completion. |

IV. Extended Learning for English Learners & Reclassification - Actions 1.7 and 1.8

Implementation Summary: All actions were fully implemented and focused on addressing identified gaps for English Learners (EL) and Long-Term English Learners (LTELs) by strengthening designated and integrated English Language Development (ELD) practices, expanding extended learning opportunities, and improving systems for progress monitoring and reclassification. While systems for ELD implementation and progress monitoring have expanded, continued refinement is needed to ensure consistent use of data and alignment between designated and integrated ELD practices across sites.

Evidence of Implementation:

- 96.5% usage rate of upgraded ELA and mathematics curriculum supporting EL access to core instruction
- 66% of English Learner Program Designees (ELPDs) utilized Tools for Teachers and interim assessment item tools to support progress monitoring (Actions 1.3, 1.7, 1.8)
- 38 secondary administrators and teachers participated in three EL Reflective Learning Walk sessions to strengthen instructional practices (Action 1.7)
- Reclassification rate of 8.02%, reflecting implementation of updated monitoring and support systems (Actions 1.7, 1.8)
- The revamped AMPLiFY Program was successfully implemented through the Migrant Education Saturday School, serving 302 English learners in grades K–8 across 15 Saturday sessions.

See Table IV: Successes and Implementation Challenges Actions 1.7 and 1.8 below.

*Table IV: Successes and Implementation Challenges Actions 1.7 and 1.8*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Increased staff readiness for ELPAC administration.<br>• Strong participation in EL professional development.<br>• Student voice forums specifically for LTEL students inform programming adjustments.<br>• Reestablished English Learner Program Designee structure to ensure that there is a site designated lead for ELPAC and EL Reclassification processes | • Attendance inconsistencies in Saturday programs.<br>• Limited secondary collaboration between EL counselors and content teachers.<br>• Designated ELD monitoring systems still developing. |

V. Professional Learning & Leadership Coaching - Actions 1.9 and 1.10

Implementation Summary: All actions were fully implemented and focused on strengthening consistency in Tier I instructional practices by

expanding job-embedded professional learning, structured literacy training, instructional coaching, and leadership development aligned to district academic priorities. While participation and access to professional learning increased across sites, continued focus on monitoring the impact of professional learning on classroom practice will be necessary to ensure consistent implementation.

Evidence of Implementation:

- 200 K–3, RSP, and Primary SDC teachers trained in structured literacy (Action 1.9)
- Learning walks conducted across 10 schools to establish baseline data on implementation of evidence-based practices (Action 1.9 and 1.10)
- 42 teachers from 7 high-needs schools participated in six days of Writing Across the Curriculum training (Action 1.9)
- 87% of principals report improved instructional practices (Action 1.9)
- Four professional learning sessions delivered for elementary principals including Student-centered coaching, structured literacy, TK Learning Foundations, and Writing Across the Curriculum. (Action 1.10)
- 365 substitute days provided to support teacher collaboration and planning (Action 1.9)
- High engagement in professional learning, with 92% of Ed Tech Symposium participants rating sessions as “Good” or “Excellent” (Action 1.9)
- Adoption of instructional technology tools expanded, including 1,028 SchoolAI users, 279 Brisk Teaching users, and 2,300 Adobe Express users (Action 1.9 and 1.10)

See Table V: Successes and Implementation Challenges Professional Learning and Leadership Coaching below.

*Table V: Successes and Implementation Challenges Professional Learning and Leadership Coaching.*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • High participation in professional learning.<br>• Strong leadership engagement.<br>• Expansion of MTSS Tier I training.<br>• Learning walks systems set into place and expectations around Tier I practices are embedded.<br>• Increased alignment of professional learning for administrators | • Consistent structured literacy practices across all sites.<br>• System for monitoring implementation impact<br>• Teacher requests for additional collaboration time.<br>• Diminished coaching support |

VI. Additional Teaching Staff & Concentration Funds - Actions 1.11 and 1.12

Implementation Summary: All actions were fully implemented and focused on strengthening Tier I instruction at high-need school sites by deploying additional teaching staff and strategically allocating concentration funds to provide smaller group instruction, targeted intervention, and enhanced academic support for student groups identified in Red on the California Dashboard. While staffing and funding allocations were implemented as planned, continued attention to role clarity and consistency of instructional practices is needed to maximize impact across sites. Declining enrollment has disproportionately impacted school sites and adding teaching staff to sites in order to retain highly

qualified teachers will be necessary in the 2026-2027 school year.

Evidence of Implementation:

- Additional teachers deployed to high-need school sites to support small-group instruction and targeted intervention (Action 1.11)
- Concentration funds allocated to Artesia High School, Aloha Elementary School, and other identified high-need sites to expand academic supports (Action 1.12)

See Table VI: Successes and Implementation Challenges: Additional Teaching Staff below.

*Table VI: Successes and Implementation Challenges: Additional Teaching Staff*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Increased small-group instruction.<br>• Improved instructional consistency at supported sites. | • Role clarity of intervention specialists.<br>• Clarity of consistent classroom practices. |

VII. Recruitment, Training, and Administrative Supports – Actions 13 & 14

Implementation Summary: All actions were fully implemented and focused on maintaining high-quality district operations through the recruitment, hiring, training, and support of credentialed teachers, classified staff, and administrative systems. The District prioritized attracting and retaining qualified personnel to ensure students had access to effective instruction and supportive learning environments across all school sites. In addition, general administrative functions supported compliance monitoring, budget oversight, human resources operations, professional development coordination, and communication with educational partners. While staffing and operational systems were implemented as planned, continued attention to staff retention, recruitment in high-need areas, and consistency in onboarding and professional learning will be necessary to sustain effectiveness and address ongoing workforce challenges.

Evidence of Implementation:

- Recruitment and hiring efforts were conducted to attract highly qualified credentialed teachers and classified personnel (Action 13)
- Professional learning and training opportunities are provided to support staff development and instructional effectiveness (Action 13)
- Williams credentialing reports are utilized to monitor teacher assignments and compliance (Action 13)
- Administrative oversight provided for budget management, human resources, compliance requirements, facilities, and educational partner communication (Action 14)
- Ongoing coordination of district operational systems to support school site implementation and continuity of services (Action 14)
- See Table VII: Successes and Challenges for Recruitment, Training and Supports below.

See Table VII: Successes and Challenges for Recruitment, Training and Supports below.

*Table VII: Successes and Challenges for Recruitment, Training and Supports*

| Successes | Implementation Challenges |
| --- | --- |
| • Maintained credentialed staffing across school sites.<br>• Continued professional development opportunities for certificated and classified staff.<br>• Sustained district operations supporting compliance, budgeting, and personnel management. | • Recruitment challenges in hard-to-fill positions.<br>• Retention challenges with a high number of temporary or interim positions across the district.<br>• Variability in onboarding and training, especially for temporary positions.<br>• Increasing operational demands due to school consolidations. |

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

1.11: Additional Teaching Staff
Estimated Actual Expenditures for Goal 1 differed moderately from Budgeted Expenditures due to the reallocation of funds from Goal 2, Action 2.9, to support additional instructional math intervention under Goal 1, Action 1.11. The adjustment was necessary to address staffing and implementation needs that emerged during the school year and ensured continuity of Tier I instructional support.

1.4 Math Supports
The material difference between budgeted and actual resulted from three instructional coaching vacancies that remained unfilled for part of the fiscal year. While professional learning sessions continued, reduced coaching capacity limited the number of job-embedded support cycles provided at certain sites. Despite this variance, core professional development sessions were fully implemented, and services to unduplicated pupils were maintained through site-based collaboration structures.

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

Summary of Effectiveness:

Early implementation evidence across Goal 1 actions indicates overall stabilization with emerging conditions for acceleration, particularly in foundational literacy and extended learning. Findings indicate strengthened implementation structures and moderate subgroup growth; however, the extent to which Tier I consistency has translated into accelerated outcomes varies by content area and student group. While gains in benchmark performance and professional learning participation reflect progress toward the implementation target, persistent Red identification for some student groups (LTEL and EL) suggests the need for continued refinement and deeper implementation
.
Academic Literacy Supports (Actions 1.1, 1.2, 1.3) —Partially effective

Foundational literacy actions (Actions 1.1, 1.2, and 1.3) have increased access and strengthened early reading instruction, with approximately 8,700 students accessing supplemental texts and a majority of students meeting benchmark expectations (68.8% K–1, 65%

Grade 2, 61.3% Grades 3–6). Professional learning and coaching (200 teachers trained; 71 coaching cycles) have begun to build instructional capacity, with 52% of K–2 teachers implementing structured literacy practices. These results indicate early progress because increased access to aligned materials and structured literacy practices is improving consistency in foundational skills instruction. However, effectiveness remains limited because implementation fidelity varies across sites, progress monitoring systems are not consistently applied, and language development supports are not fully integrated into core instruction for English learners and Long-Term English Learners. Specifically, Action 1.2 has shown partial effectiveness. Writing outcomes remain particularly constrained due to inconsistent implementation of writing supports, low participation in writing interventions such as Writing Centers, and the absence of clearly defined grade-level expectations and common assessments, as reflected in teacher and parent feedback.

Mathematics & STEM Programs (Actions 1.4 & 1.6) — Partially Effective

Mathematics and STEM actions (Actions 1.4 & 1.6) demonstrate partial effectiveness. While benchmark performance remains stable (56.5% of Grades 1–6 and 75.2% of secondary students meeting benchmark) and participation among Long-Term English Learners is high, proficiency levels remain low (7.1%–26.6%). This indicates that Action 1.4 specifically has partial effectiveness since increased access to instruction has not yet translated into improved outcomes because Tier I instructional practices, use of data to inform instruction, and coaching supports are not implemented consistently across sites. Educator feedback reinforces this need, with 40.7% of teachers and 50% of principals identifying number sense and math fluency as areas requiring additional support, while student and parent input highlights the need for more engaging, hands-on learning experiences and family workshops.

Summer / Extended Learning (Action 1.5) — Effective

Extended learning opportunities (Action 1.5) are effective in increasing access and improving credit attainment. Participation expanded across grade spans (1,262 elementary and 1,824 secondary students), resulting in 12,810 credits earned, 1,353 dual enrollment credits, 51 CTE certifications, and 21 additional graduates. These outcomes demonstrate effectiveness because expanded learning time provides students with additional opportunities to recover credits and remain on track toward graduation. However, inconsistent attendance, challenges in recruiting English learners for original credit, and the absence of a formal system to measure long-term academic impact limit the ability to determine sustained effectiveness over time.

EL Progress Monitoring & Reclassification (Actions 1.7 & 1.8) — Effective but not yet consistent.

English learner progress monitoring and reclassification actions (Actions 1.7 & 1.8) have strengthened systems and expanded access to supports through enhanced data tools, increased use of dashboards, and expanded programming such as AMPLiFY, which significantly increased participation. These actions are improving system capacity because expanded data systems and programming provide more opportunities to support language development. However, effectiveness is limited because implementation of designated and integrated ELD practices is inconsistent across sites, alignment between EL specialists and content teachers remains uneven, and reclassification rates (8.02%) indicate that accelerated outcomes have not yet been realized. Attendance variability in supplemental programs due to external factors has also limited consistent participation.

Professional Learning & Leadership Coaching (Actions 1.9 & 1.10) — Effective

Professional learning and leadership coaching (Actions 1.9 & 1.10) are effective in building instructional capacity and shared expectations, as demonstrated by high participation rates, expanded learning walks, and increased administrator engagement. These actions are strengthening system coherence because they are building a common understanding of effective Tier I instructional practices. However, the impact on student outcomes is limited because professional learning is not yet consistently translated into classroom practice, and variability in implementation across sites reduces overall effectiveness.

Additional Staffing & Concentration Supports (Actions 1.11 & 1.12) — Effective

Additional staffing and concentration supports (Actions 1.11 & 1.12) are effective in increasing access to services for unduplicated pupils through the deployment of additional staff at high-need sites. These actions improve access because they provide more targeted academic and intervention support. However, evidence of impact on student outcomes remains limited due to variability in how staffing is implemented across sites and the lack of consistent measures to evaluate effectiveness.

Recruitment Training and Support (Action 1.13 and 1.14) - Effective

Recruitment, training, and administrative support functions (Actions 13 & 14) are effective in maintaining districtwide systems that support student access to qualified staff, compliant operations, and stable instructional environments. These actions increase access to services for unduplicated pupils because they support the recruitment and retention of credentialed teachers and classified personnel who are prepared to address diverse academic, behavioral, and social-emotional student needs. In addition, administrative oversight supports the coordination of staffing, budgeting, compliance, professional development, and communication systems necessary to sustain student services across all school sites. Evidence of effectiveness includes the District’s ability to maintain appropriately credentialed staff assignments and operational continuity as measured through Williams credentialing reports and other compliance monitoring tools. However, continued monitoring is needed to determine the extent to which staffing stability, professional learning, and administrative systems contribute to measurable improvements in student outcomes across student groups.

Overall Conclusion

Overall, Goal 1 actions demonstrate progress in expanding access, building systems, and increasing instructional capacity; however, effectiveness remains uneven because implementation is not yet consistent across sites, data systems are not fully leveraged to inform instruction, and key instructional components—particularly writing, mathematics fluency, and integrated language development—are not yet coherently implemented across the system.

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.

Changes to Actions 1.2 and 1.4 Based on Partial Effectiveness (Goal 1)

A review of LTEL benchmark data across English Language Arts (ELA) and mathematics indicates that Actions 1.2 and 1.4 were limited in effectiveness because implementation structures did not consistently support access, engagement, or instructional alignment to student needs.

Across benchmark windows (Initial > Benchmark 1 > Benchmark 2), multiple schools demonstrated minimal growth, inconsistent progress, or regression, particularly at Fedde Middle School and Artesia High School, as well as several elementary feeder schools. These results indicate that prior actions did not result in sustained improvement because supports were not consistently embedded during the instructional day and were not systematically aligned to student-level data.

Action 1.2 – Targeted Literacy Supports / Targeted Writing Instruction

Action 1.2 was determined to be partially effective because after-school writing support centers resulted in low student participation, particularly among English learners, lacked consistent instructional structures across sites, and were constrained by limited staff capacity to provide high-quality instruction.

As a result, Action 1.2 has been revised to focus on Targeted Literacy Supports and Targeted Writing Instruction embedded during the instructional day.

Changes include:

- Implementation of targeted writing instruction during the school day rather than reliance on after-school programs
- Professional learning for high-need elementary schools to strengthen foundational literacy instruction
- Targeted writing professional learning for secondary content teachers, particularly at Fedde Middle School and Artesia High School, to address academic language and writing across content areas
- Expansion of in-school tutoring supports aligned to identified literacy needs
- These changes increase and improve services for unduplicated pupils because students will receive consistent, structured literacy and writing instruction during the instructional day, rather than optional supports that limited access and participation. This leads to improved outcomes because instruction is directly aligned to identified gaps in writing and academic language development as measured by CAASPP ELA, local benchmarks, and writing assessments.

LREBG Alignment: Secondary literacy tutors and instructional support to ensure consistent implementation of targeted writing instruction.

Action 1.4 – Math Support Programs

Action 1.4 was determined to be partially because sites did not consistently use data to adjust instruction, which created a disconnect

between assessment results and classroom practice and limited the ability to address student learning gaps.

As a result, Action 1.4 has been revised to focus on math fluency development and data-driven instruction aligned to the California Math Frameworks.

Changes include:
- Implementation of Math Frameworks training for all K–12 teachers, with a focus on using data to guide instructional decisions
- Continued and expanded math coaching support at targeted schools, including Artesia High School, Fedde Middle School, Furgeson Elementary, and Willow Elementary
- Development of school-wide math fluency plans and integration of instructional resources (e.g., manipulatives, online tools)
- Alignment of ELOP after-school tutoring with core math instruction
- Expansion of targeted math tutoring during the instructional day

These changes increase and improve services for unduplicated pupils because teachers will use real-time student data to identify and address gaps in math fluency and conceptual understanding, ensuring instruction is responsive to student needs. This leads to improved outcomes because students receive targeted support aligned to the skills measured in CAASPP and local benchmark assessments, resulting in stronger progression toward grade-level achievement.

LREBG Alignment: Math coaches and expanded math tutoring to support implementation of data-driven instructional practices at high-need schools.

Action 1.6 has not been modified, but has an LREBG alignment for STEAM Elementary Events.

Refinements to Action 1.3: Progress Monitoring

Although deemed effective, activities associated with action 1.3 will be modified to increase support for teachers through grade- and content-level-specific data analysis for formative and summative assessments. A current barrier for elementary teachers is the loss of embedded collaboration time to review student progress, which is essential for ensuring the growth of Long-Term English Learners. Additional hourly pay will be provided for all teachers to work in grade-level or content-level teams in addition to planning support days.

Summary

The revisions to Actions 1.2 and 1.4 address the root causes of limited effectiveness by shifting from optional, inconsistently implemented supports to embedded, structured, and data-driven instruction, with prioritized support at identified high-need schools. These changes ensure that unduplicated pupils, particularly LTEL students, receive consistent access to targeted literacy and math instruction aligned to identified needs, which is expected to result in measurable improvements in student outcomes. In addition to the changes described above, several actions that were determined to be effective, including Action 1.3, have been refined to strengthen implementation, including adjustments to instructional materials, progress monitoring systems, professional learning, and extended learning opportunities to better align with identified

student needs and educational partner feedback.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Supplemental Instructional Materials | District staff will work with all school sites to determine supplemental materials needs through instructional materials committees focused on improving access to diverse text, monitoring the use of supplemental programs, and determining which programs or materials best meet the needs of their student populations. These materials are focused on increasing access to core content and language development to improve Tier I and Tier II academic support. Results from state testing (CAASPP ELA and Math), local benchmark metrics, and parent and student survey results specific to the diversity of material offerings will be monitored to analyze the effectiveness of this action.<br><br>Action activities include:<br>• Provide free books for students at designated schools and a backpack program for Foster Youth<br>• Curriculum development committees for ELA and Math<br>• Supplemental materials to support English language learners, Foster Youth, LTELs (i.e. calculators, ELD materials)<br>• LREBG funds: Curriculum and programs specific to the needs of newcomers and long-term English learners, specific to the designated ELD needs. | $800,000.00 | Yes |
| **1.2** | Targeted Literacy Support | District staff will coordinate with school sites to provide the needs of specific unduplicated student groups to improve literacy skills by implementing targeted literacy support in elementary schools and targeted writing support in secondary. Literacy support for elementary students includes using additional instructional materials and appropriate learning | $2,200,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | software to ensure students read by 3rd grade and upper grades supports includes a focus on the development of comprehension skills. Targeted writing support in secondary schools will focus on professional learning for secondary content teachers with tutoring support embedded in the school day to increase equitable access and participation of unduplicated student groups. Results from CAASPP ELA, local benchmark metrics, learning walks and common writing assessments at specific grade levels will be used to identify UDP student needs and monitor progress.<br><br>Action activities include:<br>• Support needed for reading and writing activities without reliance on after hours programming<br>• Monitor implementation fidelity at target school sites through school site learning walks<br>• Comprehensive ELD (designated and integrated) professional learning<br>• Professional learning for high needs schools (Artesia High School, Fedde Middle School, and Elementary feeder schools)<br>• LREBG: Implementation Coaches to support designated schools<br>• LREBG: Intervention teachers at high-needs elementary schools<br>• LREBG: Literacy tutors | | |
| **1.3** | Progress monitoring and data analysis | School sites will be provided professional learning on progress monitoring tools via student information systems and additional platforms that monitor support for students. ABC Unified will implement a more comprehensive progress monitoring system tailored to the specific needs of underserved student groups, including periodic benchmark assessments, common formative assessments, and interim assessments in ELA, Math, and Science. Data analysis of the results will provide timely information to adjust instruction and support services, specifically for English Learners, Foster Youth, and students with disabilities. Results from CAASPP, local benchmark metrics, and teacher and administrator-local indicator results specific to the usage of monitoring tools will be used to measure effectiveness. | $630,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Action activities include:<br>• Use of STAR ELA and Math for benchmarks<br>• Provide structured collaboration time for grade-level and content-level teacher teams to analyze formative and summative assessment data.<br>• Data analysis professional learning for teachers and administrators<br>• Use of multiple data analysis, progress monitoring and data visualization platforms to monitor student progress<br>• Convene a district committee focusing on equitable grading practices and consistency in monitoring student progress | | |
| **1.4** | Math support programs to build fluency with math facts and number sense | District staff will work with school sites to develop school-wide support plans to build fluency with math facts. Students need to build fluency to tackle complex, conceptual problems as they progress through grade level. ABC Unified will combine in-person support programs with the integration of interactive technology tools and data-tracking apps to support and identify the changing needs of low-income students struggling with math fluency. School sites will use benchmark and formative assessment data to provide targeted math fluency intervention and adjust instruction during the instructional day. Results from CAASPP and CAA Math and local indicators, such as quarterly benchmarks, will be utilized to monitor progress toward grade-level achievement.<br><br>Action activities may include:<br>• Provide additional materials/resources (i.e. online programs, manipulatives)<br>• Alignment of ELOP-funded tutoring programs with math instruction<br>• Curriculum guide development (i.e. pacing, math frameworks training)<br>• Math Frameworks training for all teachers K-12 to include use of data to drive instructional decisions consistent with best practices as identified in the frameworks; | $1,300,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • LREBG: Math coaches for high-needs school sites (coaching cycles, staff professional development, co-plan/co-teaching opportunities)<br>• LREBG: Expand math tutoring support | | |
| **1.5** | Summer school programs | District staff will collect progress and report cards from schools to help students who need extra support, such as low-income, foster, homeless, and English learners. The elementary Summer Learning Academy will help low-income students review standards and learn new things for the next school year. Secondary summer programs will offer credit recovery, original credit, and help students transition to the next grade level. High school transition programs will support students in English and math, provide enrichment, and explore career options with emotional support. Programs like Multilingual Academic Support (MAS summer program) and Math Acceleration will help English Learners and students needing math support. Grades 9-12 can access online credit recovery with help from experts to finish courses. The district will use A-G rates, College and Career indicators, Graduation rates, and Summer school data to track progress and ensure students are on track.<br><br>Action activities include:<br>• Programs to prepare students for middle and high school<br>• Grade-level support programs for elementary and middle school<br>• Acceleration programs in Math<br>• Credit recovery opportunities<br>• Programs to address course of study conflicts<br>• Programs designed for language development for English learners<br>• Implement a formalized measurement tool/system to monitor program effectiveness for elementary.<br>• Implement a Summer Writing program/camp for elementary students | $1,527,700.00 | Yes |
| **1.6** | Interactive math and science enrichment experience for | The District will coordinate with school sites to provide hands-on learning opportunities that engage students and foster a deeper understanding of mathematical and scientific concepts. By tailoring these experiences to the | $200,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | elementary and middle school students | diverse needs of ABC Unified's student populations, the district seeks to address learning gaps and promote academic success. Additionally, including interactive elements aims to make learning more accessible and enjoyable, encouraging active participation and sustained interest in math and science. Results from CAASPP Math and Science, participation surveys and monitoring of student participation (by group) will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• 6th grade Interactive Science Camp<br>• Host Math or Science events at elementary and middle schools featuring hands-on math and science activities for targeted student populations (ELs/LTELs, SWD, FY) and parent workshops | | |
| **1.7** | Language development extended learning for long-term English learners | District staff will coordinate support for teachers and staff on how to better meet the academic needs of Long Term English Learners (LTEL) to achieve reclassification. Language development support may require additional time within and beyond the school day for English learners to continue to improve their language skills as well as develop their home language. The effectiveness of this action will be measured by results from the ELPAC, EL reclassification rates, English Learner Progress Indicator (Dashboard), as well as teacher and administrator-local indicator results specific to professional learning.<br><br>Action activities include:<br>• Language Excels Summer Program<br>• Development of between-the-bell high dosage support experiences and support specific to the needs of LTELs<br>• Professional learning for teachers and administrators<br>• LREBG funds: Additional EL teachers to support language development at select middle and high schools (Artesia HS, Haskell MS, Ross MS, and Fedde MS) based on the CA Dashboard results for Long Term English Learners at select school sites. | $1,109,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.8** | Systems of support for reclassification and ELPAC | District staff will work with all school sites to support English learners on ELPAC, reclassification, progress monitoring of language acquisition, and data analysis.. The Language Assessment Center will support English learners in administering the initial and summative ELPAC, AltELPAC (for students with disabilities). The effectiveness of this action will be measured by results from the ELPAC, EL reclassification rates, English Learner Progress Indicator (Dashboard), as well as teacher and administrator-local indicator results specific to professional learning.<br><br>Action activities include:<br>• Language Assessment Center staff and support for ELPAC testing<br>• District support for sites to develop EL Site Teams to monitor the progress of English Learners<br>• District-wide EL-specific data chat protocol for progress monitoring | $121,000.00 | Yes |
| **1.9** | Professional learning for certificated and classified staff and planning time for teachers | District staff will coordinate with school sites to provide professional learning and additional planning time to develop and implement lessons that reflect the new learning. Professional learning will focus on integrated ELD strategies using the English Learner Roadmap and expand Universal Design for Learning strategies to support and enhance the MTSS structures in the district to emphasize Tier 1 instructional strategies. Teachers can collaborate with colleagues regarding lesson plans designed for student group needs and provide on-time intervention support. Vertical planning time will also be provided to teachers at critical transition grades (6th, 8th, and 9th) to ensure continuous student learning in core subject areas. We will continue to emphasize Tier 1 instructional strategies. Structured follow-up coaching at designated school sites. Classified staff will be trained on the ABC Instructional Frame in order to better support and engage students in the classroom. Follow-up coaching support and structured planning time will support consistent implementation of Tier 1 instructional strategies and increased student engagement. Results from CAASPP ELA and Math, classroom walkthroughs, and teacher-local indicator results specific to planning and collaboration time will be used to monitor the effectiveness of this action. | $868,056.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Action activities include:<br>• Student-centered coaching support<br>• Culturally affirming and universal design for learning strategy implementation<br>• EL Roadmap Principles integration in daily lessons | | |
| **1.10** | Coaching support for administrators on implementing the ABC Instructional Framework | The District recognizes the critical role of instructional leadership in improving classroom instruction and will provide coaching to principals and district leaders in ABC's Four Pillars of the instructional framework. This coaching will equip leaders with the skills and strategies needed to effectively support and mentor teachers in implementing best practices. Leaders can better guide teachers in creating engaging and effective learning environments by aligning leadership practices with the instructional framework. Additionally, ongoing coaching will allow leaders to provide targeted feedback and support tailored to the specific needs of teachers and students. Classroom walk-throughs, survey results, and CAASPP Math and ELA indicators as well as local benchmarks, will measure the effectiveness of this action.<br><br>Action activities include:<br>• Monthly Leadership enrichment meetings that include data analysis and learning walks for instructional practices<br>• LREBG: Additional mentoring for new principals and administrators | $125,000.00 | Yes |
| **1.11** | Additional teaching staff at high-needs elementary and secondary school sites | Additional elementary, middle, and high school teachers are assigned to small instructional groups of students who are English learners and or students from low-income backgrounds, who will be taught ELA/ELD, math, social science, and science at their instructional level and provide students with the additional support needed to master grade-level standards in the core subject areas. Results of CAASPP ELA and Math assessments, benchmark scores, and literacy progress monitoring data will be used to measure effectiveness. | $6,911,674.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.12** | Supplemental concentration funds at specific high needs sites | Supplemental concentration funds are distributed to specific sites with high needs for students who are low-income, English learners, foster and homeless youth at Artesia High School, Fedde Middle School, Aloha Elementary, Furgeson Elementary, and Hawaiian Elementary School. | $1,672,159.00 | Yes |
| **1.13** | Recruit, hire, and train highly qualified credentialed teachers and related classified personnel | The District will work to attract skilled educators who can effectively support student learning and development. By prioritizing the recruitment of qualified and diverse personnel, the district seeks to maintain a high standard of instructional quality across all schools. Additionally, comprehensive training programs will be implemented to support professional growth and ongoing development for both teachers and classified staff. Ultimately, this action contributes to the district's goal of providing students with access to high-quality education and supportive learning environments. The results of William's credentialing reports will be used to monitor the effectiveness of this action. | $182,145,968.00 | No |
| **1.14** | General Administrative functions and other duties | The District will ensure compliance with state and federal regulations, oversee budget allocation and financial management, manage human resources, including hiring and professional development, maintain facilities and infrastructure, and facilitate effective communication with educational partners. | $18,105,500.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Ensure student connectedness, well-being, and sense of safety by improving students' perceptions of caring adult relationships, meaningful school participation, and school safety (physical & mental) through positive and inclusive learning environments that consistently and proactively implement systemic tiered behavioral and mental health supports for students from diverse backgrounds. Additionally, ABC Unified will improve student attendance rates and enhance family/community engagement and empowerment practices as reflected in measurable indicators such as chronic absenteeism, graduation rate, suspension rate, and local metrics. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a clear need to continue supporting student connectedness and student safety, focusing on chronic absenteeism, suspension rates, graduation rates, and local qualitative metrics such as the California Healthy Kids Surveys and California School Parent Surveys.

Key data points include:

- The District’s overall graduation rate declined by 1.2%, with the following subgroups also indicating a decline in on-time graduation: homeless students (-14.7), Low-Income students (-2.4), African American students (-0.7), Asian students (-0.9), Filipino students (-2.6), Hispanic students (-1.9), and White students (-5.4).
- 15.3% of ABC Unified students in grades K-8 are chronically absent. Absenteeism rates are notably elevated among Students without permanent housing (56.9%), Foster youth (30.1%), English Learners (17.3%), African American students (21.5%), Hispanic students (20.6%), Pacific Islanders (18.7%), Students with Disabilities (23.2%), Students with two or more races (16.2%), and White students (18.3%).
- All schools in ABC Unified (30) have an unduplicated student group (UDP) as either red or orange, indicating little progress in increasing attendance rates.

- 1.9% of ABC Unified students are suspended. These rates are elevated for the following student groups: English Learners (3.2%, Foster Youth (7.0%), Homeless Youth (6.7%), Socioeconomically Disadvantaged students (2.7%), Students with Disabilities (3.9%), African American students (3.5%) and Hispanic students (2.8%)
- Specific school sites (identified in red on the CA Dashboard) indicate a need for additional support for all student groups with behavior strategies.
- Baseline data from 2022-2023 indicates variances in perceived safety among students, staff, and parents. The following indicates the rating of perceived safety: 63% of students, 85% of staff, and 93% of parents.
- EL parent surveys from 2023-2024 indicate only 80% of EL parents perceive their child feels safe at school.
- Baseline data from the 2023 California Healthy Kids Survey indicates school connectedness decreases from elementary to middle to high school. The following are the percentages of students who feel connected to schools most of the time: 69% for 6th-grade students, 58% for 7th-grade students, 56% for 9th-grade students, and 53% for 11th-grade students.
- The Middle School California Parent survey indicates that 58% of ABC Unified students can identify a caring adult relationship as a support system at their school (an increase over the last three year of 6%)
- Title I and EL parent surveys from 2023-2024 indicate only 58.94% of English learners and Low-Income families understand how to offer input in the school's decision-making process.

During the LCAP development process, educational partners identified the need to:

- Strengthen monitoring systems for foster and homeless youth, ensuring access to essential services and tracking progress effectively.
- Enhance student support services through the presence of Mental Health Professionals, prioritizing the needs of low-income students and those in foster or homeless situations.
- Implement professional development on behavior management and positive behavior support systems, supported by behavior management specialists to cater to student needs.
- Foster a culture of inclusivity and respect for diversity through professional learning opportunities for all staff, emphasizing the school community's specific needs.
- Enhance family-school partnerships through targeted outreach, including home visits and workshops tailored to the needs of foster youth, English learners, and low-income families.
- Increase staff presence for supervision during lunch, breaks, and restroom periods to ensure student safety and provide resources to school sites to inform their decision-making on student safety, focusing on the needs of diverse student groups.
- Introduce a program educating students about social media risks and privacy protection to prevent cyberbullying and other online dangers, as well as improved communication structures utilizing technology resources
- Establish teen mentoring initiatives like Project Kinship at secondary schools to deter at-risk behaviors such as gang involvement and substance abuse.

The District plans to improve student connectedness and students' experiences of a positive and safe school environment through actions that address and support the needs of specific student groups to thrive in inclusive, welcoming environments.

We are continuing with this goal based on the 2025 CA Dashboard, as there is evidence of some progress with outcome disparities. However, a significant gap remains between the progress of specialized groups such as Foster Youth, English learners, Long-Term English

learners, and Low-Income students, as compared to all students. Our educational partner groups have emphasized the need to address this disparity, and ABC has been identified as in Differentiated Assistance specific to Long Term English Learners in the area of suspension.

Notes:
The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
Unless otherwise noted, baseline data is from the 2022-2023 School Year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | Attendance Rates | According to CALPADS, the District attendance rate for 2022-2023 was 93.8%.<br>English Learner: 91.7%<br>Foster Youth: 92.1%<br>Homeless: 67.8%<br>Low Income: 92.7%<br>Students w/Disabilities: 91.3% | According to CALPADS, the District attendance rate for 2023-2024 was 94.1%.<br>English Learner: 92.5%<br>Foster Youth: 91.6%<br>Homeless: 85.5%<br>Low Income: 93.2%<br>Students w/Disabilities: 91.9% | According to CALPADS, the District attendance rate for 2024-2025 was 93.75%.<br>English Learner: 91.6%<br>Foster Youth: 92.3%<br>Homeless: 67.9%<br>Students w/Disabilities: 91.6%<br>Low Income: 92.8% | In 2026-2027, the District attendance rate will be 96%.<br>English Learners: 93%<br>Foster Youth: 94%<br>Homeless: 85%<br>Low Income: 94%<br>Students w/Disabilities: 93% | Overall: +2.05%<br>English Learners: -0.10%<br>Foster Youth: +0.20%<br>Homeless: +0.10%<br>Low Income: +0.10%<br>Students w/Disabilities: +0.30% |
| #2 | Chronic Absenteeism Rates | According to California Dashboard, the District chronic absenteeism rate for 2022-2023 was 16.3%.<br>English Learner: 23.9%<br>Foster Youth: 26.6%<br>Homeless: 56.5%<br>Low Income: 21.6%<br>Students w/Disabilities: 26.4% | According to California Dashboard, the District chronic absenteeism rate for 2023-2024 was 11.1%.<br>English Learner: 13.5%<br>Foster Youth: 30.6% | According to California Dashboard, the District chronic absenteeism rate for 2024-2025 was 9.9%.<br>English Learner: 11%<br>Foster Youth: 21.9% | In 2026-2027, the District chronic absenteeism rate will be 10%:<br>English Learners: 15%<br>Foster Youth: 25%<br>Homeless: 30%<br>Low Income: 15%<br>Students w/Disabilities: 20% | Overall: -6.4%<br>English Learner: -12.9%<br>Foster Youth: -4.7%<br>Homeless: -29.4%<br>Low Income: -8.7%<br>Students w/Disabilities: -9.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | African American: 21.5%<br>Hispanic: 20.6%<br>White: 18.3%<br>Two or More Races: 16.2% | Homeless: 38%<br>Low Income: 14.5%<br>Students w/Disabilities: 19.1%<br>African American: 20.2%<br>Hispanic: 14.9%<br>White: 11.2%<br>Two or More Races: 12% | Homeless: 27.1%<br>Low Income: 12.9%<br>Students w/Disabilities: 16.7%<br>African American: 15.5%<br>Hispanic: 13.9%<br>White: 10.7% | African American: 10%<br>Hispanic: 10%<br>White: 10%<br>Two or More Races: 10% | African American: -6%<br>Hispanic: -6.5%<br>White: -7.6% |
| #3 | Middle School Dropout Rate | According to DataQuest, the middle school dropout rate for 2022-2023 was 0.2%. | According to DataQuest, the middle school dropout rate for 2023-2024 was 0.27%. | According to DataQuest, the middle school dropout rate for 2024-2025 was 0.12%. | In 2026-2027, the middle school dropout rate will be 0%. | -0.08% |
| #4 | High School Dropout Rate | According to DataQuest, the high school drop out rate for 2022-2023 was 5.4%. | According to DataQuest, the high school drop out rate for 2023-2024 was 5.2%. | According to DataQuest, the high school drop out rate for 2024-2025 was 4.9%. | In 2026-20276, the middle school dropout rate will be less than 1%. | -0.5% |
| #5 | Graduation Rate | According to California Dashboard, the Graduation rate for 2022-2023 is reported at 94.5% (4 year cohort)<br>English Learner: 92.8%<br>Foster Youth: 60.0%<br>Homeless: 73.7%<br>Low Income: 93.2%<br>Students w/Disabilities: 85.7%<br>Hispanic: 91.3% | According to California Dashboard, the Graduation rate for 2023-2024 is reported at 94.3% (4 year cohort)<br>English Learner: 88.2%<br>Foster Youth: N/A<br>Homeless: 78.8%<br>Low Income: 93.1% | According to California Dashboard, the Graduation rate for 2024-2025, the graduation rate is reported at 95.1%<br>English Learner: 88.5%<br>Foster Youth: 63.6%<br>Homeless: 86.5% | In 2026-2027, the Graduation rate will be 98%.<br>English Learner: maintain 92% or higher<br>Foster Youth: 85% or higher<br>Homeless: 85% or higher<br>Low Income: maintain 93% or higher | Overall: +0.6%<br>English Learner: -4.3%<br>Foster Youth: +3.6%<br>Homeless: +12.8%<br>Low Income: +0.9%<br>Students w/Disabilities: -3.9%<br>Hispanic: +2.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Students w/Disabilities: 84.1%<br>Hispanic: 91.6% | Low Income: 94.1%<br>Students w/Disabilities: 81.8%<br>Hispanic: 93.9% | Students w/Disabilities: 90% or higher<br>Hispanic: 97.6% | |
| #6 | Suspension Rates | According to California Dashboard, the suspension rate for 2022-2023 was 1.9%.<br>English Learner: 3.9%<br>Foster Youth: 11.1%<br>Homeless: 2.1%<br>Low Income: 2.7%<br>Students w/Disabilities: 4.4%<br>African American: 3.5%<br>Hispanic: 2.8% | According to California Dashboard, the suspension rate for 2023-2024 was 1.9%.<br>English Learner: 3.5%<br>Foster Youth: 11.5%<br>Homeless: 9.8%<br>Low Income: 2.7%<br>Students w/Disabilities: 4%<br>African American: 4.2%<br>Hispanic: 2.9% | According to California Dashboard, the suspension rate for 2024-2025 was 2.1%.<br>English Learner: 3.4%<br>Foster Youth: 8.1%<br>Homeless: 3.8%<br>Low Income: 2.7%<br>Students w/Disabilities: 4%<br>African American: 4.9%<br>Hispanic: 2.8% | In 2026-2027, the suspension rate will be 1.0%<br>English Learners: 1.5%<br>Foster Youth: 4%<br>Homeless: 1.5%<br>Low Income: 1.5%<br>Students w/Disabilities: 1.5%<br>African American: 1.5%<br>Hispanic: 1.5% | Overall: 0.2%<br>English Learners: -0.5%<br>Foster Youth: -3.0%<br>Homeless: +1.7%<br>Low Income: maintained<br>Students w/Disabilities: -0.4%<br>African American: +1.4%<br>Hispanic: maintained |
| #7 | Expulsion Rates | According to CALPADS, the expulsion rate for 2022-2023 was 0.1% | According to CALPADS, the expulsion rate for 2023-2024 was 0.05% | According to CALPADS in 2024-2025, the expulsion rate was .03%. | In 2026-2027, the expulsion rate will be .05%. | -0.07% |
| #8 | Williams Report on Safety | According to the 2023-2024 Williams Report, 100% of the facilities inspected were safe, clean and functional. | According to the 2024-2025 Williams Report, 100% of the facilities inspected were safe, clean and functional. | According to the 2025-2026 Williams Report, 100% of the facilities inspected were safe, clean and functional. | In 2026-2027, 100% of facilities inspected will be deemed safe, clean and functional on the Williams Report. | maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #9 | Parent Perception of Safety (California School Parent Survey-CSPS) | According to the 2023-2024 CSPS, 92% of parents reported the school is a safe place for their child. | According to the 2024-2025 CSPS, 94% of parents reported the school is a safe place for their child. | According to the 2025-2026 CSPS, 94% of parents reported the school is a safe place for their child. | In 2026-2027, 95% of parents will report that the school is a safe place for their child on the CSPS. | 2% |
| #10 | Student Perception of Safety (California Healthy Kids Survey-CHKS) | According to the 2023-2024 CHKS, students reported they feel safe at school.<br>77% of 6th grade students<br>61% of 7th grade students<br>62% of 9th grade students<br>63% of 11th grade students | According to the 2024-2025 CHKS, students reported they feel safe at school.<br>79% of 6th grade students<br>67% of 7th grade students<br>64% of 9th grade students<br>69% of 11th grade students | According to the 2025-2026 CHKS, students reported they feel safe at school.<br>82% of 6th grade students<br>73% of 7th grade students<br>66% of 9th grade students<br>68% of 11th grade students | In 2026-2027, students reporting feeling safe at school on the CHKS will be:<br>84% of 6th grade students<br>68% of 7th grade students<br>69% of 9th grade students<br>70% of 11th grade students | +5% of 6th grade students<br>+12% of 7th grade students<br>+4% of 9th grade students<br>+5% if 11th grade students |
| #11 | Staff Perception of Safety | Based on 2023-2024 District Staff Survey data: 90% agreed that ABC is a safe place to work. | Based on 2024-2025 District Staff Survey data: 88% agreed that ABC is a safe place to work. | Based on 2025-2026 District Staff Survey data: 89% agreed that ABC is a safe place to work. | In 2026-2027, 95% will agree that ABC is a safe place to work on the District Staff Survey. | -1% |
| #12 | Student Perception of Connectedness (California Healthy Kids Survey-CHKS) | According to the 2023-2024 CHKS, students reported feeling connected in school.<br>72% of 6th grade students<br>60% of 7th grade students<br>56% of 9th grade students | According to the 2024-2025 CHKS, students reported feeling connected in school.<br>75% of 6th grade students<br>63% of 7th grade students | According to the 2025-2026 CHKS, students reported feeling connected in school.<br>74% of 6th grade students<br>69% of 7th grade students | In 2026-2027, students reporting feeling connected in school on the CHKS will be:<br>80% of 6th grade students<br>66% of 7th grade students | +2% of 6th grade students<br>+9% of 7th grade students<br>+6% of 9th grade students<br>+4% of 11th grade students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 56% of 11th grade students | 55% of 9th grade students<br>59% of 11th grade students | 62% of 9th grade students<br>60% of 11th grade students | 62% of 9th grade students<br>62% of 11th grade students | |
| #13 | Parent Input in Decision Making (California School Parent Survey-CSPS) | According to the 2023-2024 CSPS, 85% of parents reported they are invited to participate in decision making. | According to the 2024-2025 CSPS, 76% of parents reported they are invited to participate in decision making. | According to the 2025-2026 CSPS, 79% of parents reported they are invited to participate in decision making. | In 2026-2027, 90% of parents will report they are invited to participate in decision making on the CSPS. | -6% |
| #14 | Parent Participation in Programs for Unduplicated Pupils (California School Parent Survey-CSPS) | According to the 2023-2024 CSPS, 88% of parents feel welcome to participate. | According to the 2024-2025 CSPS, 89% of parents feel welcome to participate. | According to the 2025-2026 CSPS, 90% of parents feel welcome to participate. | In 2026-2027, 90% (or higher) of parents will report they feel welcome to participate on the CSPS. | +2% |
| #15 | Student Perception of Having a Caring Adult (California Healthy Kids Survey-CHKS) | According to the 2023-2024 CHKS, students reported having a "caring adult" to reach out to:<br>65% of 6th grades students<br>58% of 7th grade students<br>55% of 9th grade students<br>59% of 11th grade students | According to the 2024-2025 CHKS, students reported having a "caring adult" to reach out to:<br>69% of 6th grades students<br>61% of 7th grade students<br>55% of 9th grade students<br>64% of 11th grade students | According to the 2025-2026 CHKS, students reported having a "caring adult" to reach out to:<br>66% of 6th grades students<br>64% of 7th grade students<br>60% of 9th grade students<br>65% of 11th grade students | In 2026-2027, students reporting having a "caring adult" to reach out to on the CHKS will be:<br>75% of 6th grade students<br>68% of 7th grade students<br>65% of 9th grade students<br>69% of 11th grade students | +1% of 6th graders<br>+8% of 7th graders<br>+5% of 9th graders<br>+6% of 11th graders |

# Goal Analysis [2025-26]

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

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

The District's identified root cause guided the 2025–2026 implementation of Goal 2: inconsistent Multi-Tiered Systems of Support (MTSS) for behavior across school sites, which resulted in reduced student connectedness, as outlined in the Goal 2 Driver Diagram. The primary strategy focused on strengthening Tier I behavioral practices, expanding mental health and counseling services, reducing suspensions, and increasing student engagement through inclusive programming. Efforts were prioritized for student groups identified in Red on the California Dashboard, including Long-Term English Learners and American Indian students in Suspension Rate, as well as the persistent Red identification at Artesia High School over three consecutive years.

Progress monitoring included analysis of MTSS practices that include a whole-child approach: suspension and discipline data, MTSS implementation reviews, counseling service logs, mental health professional service logs, attendance monitoring systems, student voice data, case reviews, and participation in engagement programs. While key systems and supports were implemented across sites, suspension data indicate that inconsistent Tier I behavioral practices and inconsistent implementation of positive behavior supports and restorative practices continue to affect specific student groups. Although chronic absenteeism does not reflect Red identification for any student group districtwide, continued monitoring is necessary to sustain progress and prevent regression.

Though there were plans to fund staffing for two attendance coordinators to support attendance efforts across the District. At the moment, there is only one coordinator in place, limiting the potential impact of District support. Additionally, though not funded through the LCAP, the Supervisor of Child Welfare and Attendance position is vacant for the foreseeable future. This vacancy impacts the supervision and support of the attendance coordinator.

I. Support for Students' Mental Health and Well-being (Actions 2.1, 2.4, 2.6, and 2.9)

Implementation Summary:

Actions 2.1 and 2.4 were fully implemented, while Actions 2.6 and 2.9 were partially implemented. The district advanced its behavioral framework by strengthening Multi-Tiered System of Supports (MTSS) structures with a focus on system coherence, service clarity, and equitable outcomes for Long-Term English Learners (LTELs), American Indian students, and Foster Youth. Implementation efforts prioritized clarifying expectations for Social-Emotional Learning (SEL), Mental Health, Behavior, and Teen Parent services; standardizing documentation practices; and delivering evidence-based professional learning to align behavioral systems across sites.

Partial implementation of Action 2.6 reflects the early stages of a two-year partnership to integrate PBIS and Restorative Practices, including training, coaching, and fidelity monitoring structures. While foundational systems have been established, full implementation requires consistent site-level application and monitoring. For the purposes of this school year, mentoring programs were the focus of this action.

Action 2.9 was also partially implemented, as review of the Teen Parent Program identified the need for more consistent monitoring,

documentation, and standardized service delivery across sites. As a result, the program is being restructured under Health Services to improve alignment of academic, behavioral, and social-emotional supports.

These actions directly address the identified root cause of inconsistent behavioral systems by strengthening Tier I, II, and III supports; however, variability in site-level implementation continues to impact overall system effectiveness.

Evidence of Implementation:

- 100% participation of Mental Health Professionals in monthly district MTSS meetings supporting case review, coordination, and system alignment
- 3,497 Tier II and 814 Tier III interventions were documented in the Student Information System, with full participation in updated reporting processes
- Implementation of 1,258 Tier I push-in lessons and 3,201 student connectedness activities to expand universal supports
- Districtwide professional learning delivered to 100% of elementary principals and over 175 certificated staff on Tier I behavioral supports and de-escalation strategies
- 50 individualized consultations and 36 Positive Behavior Management Plans developed to support targeted student needs
- Establishment of a two-year partnership to operationalize restorative practices within PBIS and MTSS frameworks
- Initiation of Teen Parent Program restructuring, including transition to Health Services oversight and development of standardized practices

See Table I: Successes and Implementation Challenges for Actions 2.1, 2.4, 2.6, and 2.9 below.

*Table I: Successes and Implementation Challenges for Actions 2.1, 2.4, 2.6, and 2.9*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Achieved 100% participation of Mental Health Professionals in monthly MTSS meetings, improving coordination and service alignment<br>• Expanded Tier I supports through push-in lessons and student connectedness activities across all sites<br>• Documented a high volume of Tier II and III interventions with full staff participation in reporting systems<br>• Increased staff capacity through professional learning, with strong participant feedback and intent to implement | • Need to establish fidelity monitoring systems and feedback cycles to ensure consistent implementation of Tier I supports<br>• Inconsistent site-level implementation of universal supports limits the effectiveness of the MTSS framework.<br>• Mental Health Professionals require stronger administrative and site-level support to implement preventative Tier I practices<br>• Continued suspension disproportionality for LTEL, American Indian students, and Foster Youth indicates Tier I practices are not consistently applied |

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| • Developed individualized behavior plans with evidence of improved student outcomes when implemented with fidelity.<br>• Established a two-year restorative practices partnership to build long-term system capacity and accountability<br>• Initiated restructuring of the Teen Parent Program to standardize supports and improve coordination under Health Services | • Artesia High School remains in Red for suspensions for three consecutive years, indicating a need for deeper implementation of trauma-informed and restorative practices<br>• Restorative practices are in early implementation stages and have not yet demonstrated measurable impact on suspension outcomes<br>• Lack of standardized procedures and consistent monitoring has resulted in uneven implementation of Teen Parent services |

II. Improving Attendance and Reducing Chronic Absenteeism (Action 2.2)

Implementation Summary: Action 2.2 was partially implemented and focused on strengthening targeted attendance monitoring systems for Long-Term English Learners (LTEL), Foster Youth, and Homeless Youth through the development of subgroup-specific tracking tools and structured site-level improvement cycles. The district prioritized building systems to identify students in need of Tier II and Tier III attendance interventions and support continuous improvement at sites identified for targeted assistance. While this work continued under the leadership of the Coordinator of Pupil Support Services and Attendance, a reduction from two coordinators to one limited the level of district support available to sites.

Evidence of Implementation:
- 18 quarterly PDSA cycles implemented at sites identified for attendance-focused technical assistance (Action 2.2).
- Ongoing district support for home visits, SART meetings, and SARB processes to address chronic absenteeism.
- Development and implementation of EduClimber tracking tools to monitor attendance for LTEL, Foster Youth, and Homeless students.
- As of March 5, 2026, chronic absenteeism is tracking at 9.5%, compared to 9.9% in the prior year.

See Table II: Successes and Implementation Challenges for Actions 2.2 and 2.3 below.

*Table II: Successes and Implementation Challenges for Actions 2.2 and 2.3*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Established a focused monitoring approach prioritizing LTEL, Foster Youth, and Homeless Youth. | • Reduction in the staffing of the Coordinator of Pupil Support Services & Attendance, thus limiting district-level staffing capacity to provide real-time monitoring and coaching across |

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| • Strengthened site-level accountability through continued quarterly PDSA cycles.<br>• Increased collaboration between district attendance leadership and site administrators.<br>• Maintained districtwide status with no student groups identified in Red for Chronic Absenteeism. | all sites. A vacancy in the Supervisor of Child Welfare and Attendance, which supports the coordinator.<br>• Variability in site-level attendance supports between sites.<br>• Need for stronger alignment between attendance tracking systems and broader MTSS behavioral supports. |

III. Reducing Suspension/Expulsions and Bully Prevention Strategies (Actions 2.3 and 2.5)

Implementation Summary: All actions were fully implemented and focused on strengthening Tier II behavioral interventions and improving reporting systems to reduce reliance on suspension for substance-related incidents and ensure timely and consistent responses to bullying reports. These actions were designed to shift discipline practices toward intervention and structured support within the MTSS behavioral framework. While systems to support Tier II interventions and reporting have been established, continued focus on implementation consistency and monitoring will be necessary to ensure that intervention-based responses are applied effectively across all sites.

Evidence of Implementation:

All middle schools (5) and high schools (5) identified and trained designated staff to implement TUPE curriculum as a Tier II intervention for tobacco and drug use.

A survey of secondary school administrators indicated that PATH and STAY interventions indicated a need to refine the referral system and implementation model of these programs for greater effectiveness. There was a perceived lack of consistency in referral and implementation of services from site to site.

See Table III: Successes and Implementation Challenges for Actions 2.3 and 2.5 below.

*Table III: Successes and Implementation Challenges for Actions 2.3 and 2.5*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Increased reliance on Tier II intervention rather than automatic suspension for substance-related incidents.<br>• Clearer structure for substance-use response aligned to MTSS. | • Some sites bypassed Tier II interventions and continued using suspension for substance-related incidents.<br>• Limited administrator buy-in to revised PATH and STAY processes. |

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| • Functioning anti-bullying reporting system with timely resolution of reported incidents.<br>• Improved ability to assign and monitor site-level follow-up due to updated reporting tools.<br>• Continued effort to build administrator feedback loops around intervention systems. | • Staffing shortages impacting reporting capacity and monitoring.<br>• Reporting inconsistencies between Aeries and Gaggle platforms.<br>• Need for stronger accountability to ensure intervention precedes removal from campus. |

IV. Strengthening Student Voice and Authentic Family Partnerships(Actions 2.7, 2.8 and 2.11)

Implementation Summary: All actions were fully implemented and focused on strengthening authentic relationships, culturally responsive engagement structures, and student voice systems to improve student connectedness and trust across school communities. These actions were designed to elevate student perspectives, expand family partnerships, and strengthen site-level engagement systems within the district's MTSS framework.

Evidence of Implementation:

- 233 students participated in World Café Student Voice Forums across elementary, middle, and high schools, representing diverse student groups including English Learners, students with disabilities, and students experiencing homelessness
- High levels of family satisfaction in culturally responsive engagement structures, including:
- 96.2% of families rated Black Family Circle meetings as "Excellent."
- 75% of families rated Hispanic/Latino Family Circle meetings as "Excellent."
- 100% of Parent Liaisons reported Communities of Practice (CoPs) as effective in strengthening family engagement
- Four elementary schools achieved 100% data confirmation completion rates through targeted Parent Liaison outreach.
- Community Engagement Initiative (CEI) teams maintained full participation and identified site-specific problems of practice grounded in data.
- Implementation of student-centered initiatives, including the Voices United Student Advocacy Conference and Camino Al Éxito mentoring program

See Table IV: Successes and Implementation Challenges for Actions 2.7, 2.8, and 2.11 below.

*Table IV: Successes and Implementation Challenges for Actions 2.7, 2.8, and 2.11*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Created structured, inclusive spaces for student voice across grade spans. | • Limited visible follow-through on student suggestions may impact sustained engagement. |

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|---|---|
| • Students reported feeling heard, valued, and comfortable sharing perspectives through a new structured Collaboration World Cafe format<br><br>• High family satisfaction ratings in culturally responsive family engagement circles.<br><br>• Strengthened school–family communication through Parent Liaison outreach.<br><br>• Improved family responsiveness to data confirmation efforts through intentional follow-up.<br><br>• Increased capacity of Parent Liaisons through Communities of Practice.<br><br>• Clear identification of relationship-building as a system improvement priority through CEI processes.<br><br>• Implementation of new student-centered and student-led initiatives like the Voices United Student Advocacy Conference and Camino Al Éxito mentoring program. | • School consolidation may introduce attendance and engagement challenges.<br><br>• Budget reductions resulted in 4 of 7 Parent Liaisons serving two sites, limiting capacity for consistent outreach.<br><br>• Staffing inconsistencies at select sites impacted liaison continuity.<br><br>• Families may disengage if concerns are not addressed or if time constraints limit participation.<br><br>• CEI metric tool score of “1” in Strong Relationships & Authentic Partnerships indicates need for deeper systems alignment.<br><br>• Need for stronger evidence linking engagement efforts to reductions in suspension disproportionality. |

V. Homeless and Foster Youth Resources (Action 2.10)

Implementation Summary: Action 2.10 was partially implemented. There is evidence that our MTSS supports for these students is moving from beyond compliance to coordinated care. There was improvement in identification and needs-assessment practices, as well as an enhanced service-tracking system that improved the monitoring of supports and the allocation of resources for Homeless and Foster Youth. An increase in collaboration among Mental Health Professionals (MHPs), counselors, nurses, and site administrators to ensure a whole-child approach is noted in our Student Information System. This approach has strengthened the protection of students’ rights, ensuring equitable access to essential district resources. Moving forward, the focus will remain on maintaining high-level consistency across the district and on auditing site-level delivery to ensure these strengthened supports translate into long-term student success, with a focus on improving attendance, academic acceleration and behavior interventions.

Evidence of Implementation:

- Provided ongoing specialized training for all district mental health providers on legal protections and rights for Homeless and Foster Youth, including county resource alignment and case-based learning; targeted training was also delivered to counselors and secretaries to ensure compliance with student rights.

- Implemented comprehensive needs assessments each grading period for all identified Homeless Youth to guide service planning and ensure timely delivery of supports.
- Fulfilled 42 individualized service requests (as of mid-February), including school supplies, hygiene kits, and clothing, to reduce barriers to attendance and support student engagement.
- Developed and implemented a standardized coding system in the Student Information System to document interventions for Homeless and Foster Youth, ensuring services are trackable, reportable, and aligned to MTSS monitoring.
- Strengthened site-level accountability by expanding administrator and counselor access to data systems to monitor intervention delivery and track student progress toward identified goals.

See Table V: Successes and Implementation Challenges for Actions 2.10 below.

*Table V: Successes and Implementation Challenges for Actions 2.10*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Strengthened the structured trimester/quarterly Comprehensive Needs Assessment cycle for Homeless Youth.<br>• Strengthened compliance systems through staff training on Homeless and Foster Youth rights.<br>• Improved service tracking through new identification codes.<br>• Increased collaboration and coordination between district and site staff.<br>• Fulfilled individualized service requests for students through the ABC Community Center.<br>• Strengthened site-level accountability through accessibility to data systems that support site monitoring. | • Fidelity monitoring and feedback cycles need to be strengthened and include cueing systems to prompt and remind all staff of expectations, as compliance with CNAs has been inconsistent.<br>• Limited evidence directly linking services provided to measurable improvements in attendance or discipline.<br>• Coordination across multiple staff roles requires stronger monitoring and systemic alignment.<br>• Need for clearer data demonstrating academic and behavioral outcomes for Homeless and Foster Youth.<br>• Increased understanding of trauma-informed practices as it relates to Foster Youth and Homeless experiences.<br>• Inconsistent depth and synthesis of student historical data hinders the ability to design truly effective, individualized support plans. |

VI. Student Supports at Sites (Action 2.12 and 2.13)

Implementation Summary: Actions 2.12 and 2.13 were fully implemented. There is evidence that the District expanded access to a broad

course of study and improved school conditions to support student engagement, particularly for unduplicated pupils. There was increased availability of VAPA, electives aligned with college and career pathways, and physical education and athletic opportunities, supported by site-based decision-making through the SPSA process. In addition, improvements in maintenance staffing and facility operations contributed to safer and more welcoming school environments, which supported student participation in school programs. Increased coordination between site administrators, counselors, and program staff is evident in the alignment of course offerings and expanded learning opportunities to students' interests and needs.

This approach strengthened access and participation for unduplicated pupils by reducing barriers to engagement and increasing opportunities for connection to school. Moving forward, the District will continue to refine site-level implementation and ensure consistent access to programs and well-maintained facilities across all schools.

Evidence of Implementation:

- Expanded access to VAPA, band, college and career-aligned electives, and physical education/athletics through site-based scheduling and program development aligned to student interest and need.
- Implemented SPSA-driven allocation of supplemental and concentration funds to target supports and increase access for low-income, foster youth, English learner, and homeless students.
- Recruited, hired, and retained maintenance staff to support safe, clean, and operational school environments across sites.
- Maintained routine maintenance systems and response protocols to ensure facilities supported daily instruction and extracurricular programming.
- Expanded site-level monitoring and decision-making through administrator and staff collaboration to align resources, staffing, and program offerings to student needs.

See Table VI: Successes and Implementation Challenges for Actions 2.12 and 2.13 below.

*Table VI: Successes and Implementation Challenges for Actions 2.12 and 2.13*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Expanded access to electives, VAPA, athletics, and enrichment opportunities across sites<br>• Increased alignment of site spending to student needs through SPSA processes<br>• Improved coordination among site staff to align programs with student interests<br>• Stabilization of maintenance staffing and consistent facility operations | • Variability in implementation across sites due to staffing availability<br>• Master scheduling constraints limited the expansion of some courses and programs<br>• Facility capacity constraints impacted program expansion at some sites |

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.

Action 2.2 - Attendance
There was a material difference between the budgeted and estimated actual expenditures for A/S 2.2 due to strategic hiring delays, with the Coordinator of Pupil Services and the Supervisor of CWA being filled by interim positions. The combination of staffing vacancies resulted in the partial implementation of Action 2.2, yet it still had successful outcomes in regard to effectiveness.

Action 2.6 - Restorative Practices
There was a material difference between the budgeted expenditures and the estimated actual expenditures for A/S 2.6 due to training availability in the area and the number of administrators available to participate. We will use this funding next year for administrator training. The funding was reallocated to district personnel to improve mentorship programs across the district.

Action 2.9 - Teen Parent Program
There is a variance in the use of funds for the Teen Parent Program due to low enrollment and program participation. Since the program is voluntary, by January of 2026, only two students were enrolled, and to date, no students are active in the program. Therefore, the action was modified to shift staffing toward Action 1.11 to directly support school sites (the Teen Parent Program teacher was a middle school math credentialed teacher, and there was a need for Intervention support at a middle school in the district).

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

Overall, implementation of Goal 2 actions demonstrates system stabilization with emerging improvements in attendance and student connectedness; however, actions have been less effective in reducing suspension disproportionality for Long-Term English Learners, American Indian students, and Foster Youth. Districtwide MTSS behavioral systems have expanded, including increased Tier II and Tier III interventions, professional learning, and strengthened system alignment. Despite these implementation gains, inconsistent Tier I behavioral implementation and variability in site-level fidelity continue to limit measurable improvements for student groups identified in Red.

I. Support for Students' Mental Health and Well-being (Actions 2.1, 2.4, 2.6, and 2.9) - Partially Effective

Actions related to mental health services, behavioral professional learning, restorative practices, and system alignment (Actions 2.1, 2.4, 2.6, and 2.9) demonstrate partial effectiveness. Evidence includes 3,497 Tier II and 814 Tier III interventions, full participation of mental health professionals in alignment meetings, and over 175 staff trained, along with the establishment of a restorative practices partnership and revised Teen Parent Program oversight. These actions partially addressed the identified need for inconsistent behavioral supports by increasing access to intervention systems and staff capacity, thereby providing structured supports for students experiencing behavioral and social-emotional challenges. However, effectiveness remains limited because Tier I behavioral practices are not consistently implemented across sites and restorative and trauma-informed practices lack fidelity. This limits impact because students—particularly Long-Term English Learners, Foster Youth, and American Indian students—do not consistently receive preventative Tier I supports, resulting in continued

reliance on reactive interventions and persistent suspension disproportionality. Additional limitations include staffing changes and a lack of procedural clarity at specific sites, including Tracy High School.

The Teen Parent Program (Action 2.9) demonstrates partial effectiveness, with only 2 students participating and insufficient documentation of services and outcomes. This limits the ability to determine impact because there is not enough evidence to show that academic and attendance supports are improving outcomes for participating students.

II. Improving Attendance and Reducing Chronic Absenteeism (Action 2.2) - Effective

Actions focused on attendance monitoring systems (Action 2.2) demonstrate strong effectiveness. Chronic absenteeism improved from 9.9% to 9.5%, with no student groups identified in Red. Targeted site improvements were observed at five of six focus schools, including Aloha ES (19.8%), Melbourne ES (7.8%), Palms ES (16.4%), Fedde MS (16.3%), and Artesia HS (18.2%), while Willow ES remained stable at 19.7%. These actions are effective because they addressed the identified need for inconsistent attendance monitoring by implementing structured Plan-Do-Study-Act (PDSA) cycles and targeted data monitoring, which increased schools' ability to identify attendance barriers early and respond with timely supports. This leads to improved attendance outcomes because consistent data use enables earlier intervention before absenteeism becomes chronic, particularly for low-income students and other unduplicated pupils who are more likely to experience systemic attendance barriers. However, sustainability remains a concern due to reduced staffing and developing site-level capacity, and full implementation of the districtwide data system (EduClimber) has not yet occurred.

III. Reducing Suspension/Expulsions and Bully Prevention Strategies (Actions 2.3 and 2.5) - Partially Effective

Actions designed to reduce suspension and address bullying (Actions 2.3 and 2.5) demonstrate partial effectiveness. While improvements in reporting systems and increased use of Tier II interventions for substance-related incidents have been observed, there has not been a measurable reduction in suspension rates for Long-Term English Learners, and disproportionality persists for multiple student groups. Survey data indicate that 75% of students report that bullying is not allowed, and perceptions of safety have increased across grade spans, including 82% of elementary students (+4 percentage points), 73% of middle school students (+7 percentage points), and 66% of high school freshmen (+7 percentage points). However, these improvements have not translated into reduced suspension outcomes. This is occurring because implementation of Tier I and Tier II behavioral strategies remains inconsistent, and some sites continue to rely on suspension as a primary response. Limited administrator buy-in and inconsistent use of intervention models further contribute to gaps between intended and actual practice. As a result, exclusionary discipline practices continue to disproportionately impact unduplicated student groups, including repeated suspension patterns for Foster Youth.

IV. Strengthening Student Voice and Authentic Family Partnerships(Actions 2.7, 2.8 and 2.11) - Effective

Actions focused on student voice and family engagement (Actions 2.7, 2.8, and 2.11) demonstrate effectiveness in improving connectedness and engagement. Evidence includes 233 students engaged in forums, 108 students participating in mentoring programs, with 73.1% reporting high program value and 72.2% reporting increased confidence as a result of participating in these programs. Parent survey data indicate that 91% of families report perceptions that school sites respect cultural beliefs (+2%) and 92% report that adults care about students (+1%), with increased "strongly agree" responses among English Learners (+5%), Hispanic/Latino families (+8%), and African

American families (+3%). These actions are effective because they provide structured opportunities for relationship-building, student voice, and culturally responsive engagement, which increases students' sense of belonging and connection to school. This is particularly important for unduplicated pupils because stronger relationships and cultural affirmation increase engagement and trust in school systems. However, there is limited evidence that these improvements have translated into reductions in suspension disproportionality or other behavioral outcomes, indicating that engagement strategies are not yet broadly reaching across members of the District.

V. Homeless and Foster Youth Resources (Action 2.10) - Partially Effective

Actions supporting Homeless and Foster Youth (Action 2.10) demonstrate partial effectiveness, with mixed impacts across grade levels. Local benchmark data indicate that all elementary students identified as Foster and Homeless demonstrated growth in ELA and Math, as measured by the STAR Student Growth Percentile, resulting in fewer students scoring below grade level across elementary grades. This suggests early impact because increased monitoring and targeted supports are improving access to foundational instruction for younger students. In contrast, middle and high school cohorts demonstrate minimal and inconsistent growth in academic benchmarks, indicating that current monitoring and intervention systems are insufficient to drive academic progress at the secondary level. While the implementation of monthly pick-up and drop-off reports has strengthened School Services' ability to engage with site liaisons and reinforce the connection between attendance and student success—creating a stronger accountability loop—attendance data indicate that approximately 30% of Foster and Homeless Youth continue to meet criteria for chronic truancy. Additionally, disciplinary data reveal a disconnect between student behavioral needs and current practices, as repeated high school suspensions for Foster Youth occur without documented evidence of prior preventative interventions, indicating a reactive rather than supportive approach. Although comprehensive needs assessments have been completed, 42 community service requests fulfilled, and new tracking systems implemented, these efforts have not consistently translated into improved outcomes because interventions are not systematically applied and Tier I supports are not consistently implemented across sites. As a result, students do not receive coordinated, proactive support across attendance, academics, and behavior, which limits progress for Foster and Homeless Youth, particularly at the secondary level.

VI. Student Supports at School Sites (Actions 2.12 and 2.13) - Effective

Actions 2.12 and 2.13 were effective in increasing student engagement and improving school climate for unduplicated pupils, as evidenced by improvements in attendance rates, reductions in chronic absenteeism, and increases in College and Career Indicator (CCI) outcomes and CHKS measures of school connectedness and safety. Connectedness in secondary schools increased by 4%, and school safety metrics increased by 9%. These actions were effective because expanded access to VAPA, electives, athletics, and enrichment opportunities increased participation in school-based programs, while maintaining safe, clean, and well-functioning facilities reduced barriers to engagement and strengthened students' sense of belonging. Increased engagement and connectedness resulted in improved attendance and fewer behavioral incidents, which are reflected in attendance and CHKS data, and contributed to improved college and career readiness outcomes as measured by CCI.

Overall, the district has made progress in establishing foundational systems, including expanded MTSS structures, improved data systems, and increased opportunities for student engagement. However, inconsistent Tier I behavioral implementation, variability in site-level fidelity, and limited accountability structures remain the primary barriers to accelerating outcomes for Long-Term English Learners and other

disproportionately impacted student groups. Strengthening Tier I implementation and aligning engagement, intervention, and accountability systems will be necessary to move from system stabilization to measurable improvement in student outcomes.

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

Based on analysis of implementation and effectiveness, the LEA will modify and refine several actions within Goal 2 to address the primary barrier of inconsistent Tier I behavioral implementation and variability in site-level fidelity, which has limited the impact of MTSS systems on reducing suspension disproportionality for Long-Term English Learners, American Indian students, and Foster Youth.

Changes to Actions 2.1, 2.4, 2.6, and 2.10 Based on Partial Effectiveness

The LEA will implement substantive modifications to Actions 2.1, 2.4, and 2.6 to strengthen Tier I behavioral systems. These changes include establishing clear districtwide expectations for universal behavioral supports and “low-burden, high-impact” social-emotional practices, along with implementing formal fidelity-monitoring systems using the Tiered Fidelity Inventory (TFI) and the Integrated MTSS Fidelity Rubric (IMFR). Additionally, site-based PBIS and Restorative Practices teams will be strengthened through structured coaching, actionable tools, and partnership support to ensure consistent implementation across all sites. These changes are substantive because they introduce new accountability structures and redefine expectations for Tier I implementation, which were previously inconsistent across classrooms and schools.
The LEA will also substantively modify Action 2.10 to shift toward a more integrated, whole-child service delivery model for Foster Youth and students experiencing homelessness. This includes designating Mental Health Professionals as primary site liaisons, implementing structured Student Success Team (SST) cycles that integrate attendance, academic, and behavioral data, and establishing consistent case management and progress monitoring practices. These changes are substantive because they restructure how services are coordinated and delivered, ensuring proactive and timely interventions for students with the greatest needs.

Refinements to Action 2.2, 2.3, 2.5, 2.7, 2.8, 2.9, and 2.11
The LEA will refine Action 2.2 by strengthening attendance-monitoring systems to include tracking of adult actions and by expanding site-level capacity to independently implement PDSA cycles, with a focus on Foster Youth and Long-Term English Learners. This refinement builds on an already effective system but addresses sustainability and consistency challenges.

The LEA will refine Actions 2.3 and 2.5 by increasing professional learning and monitoring for administrators on the consistent use of Tier II interventions and “other means of correction” (e.g., STEP, PATH, STAY, TUPE) in lieu of suspension. Additional monitoring of suspension decision-making will be implemented to improve alignment between district policy and site-level practice. There will also be restructuring of additional security at sites and a focus on site-based supports and other means of correction (removal of Project Kinship) with the reduction of LREBG funds.
The LEA will refine Action 2.9 by standardizing procedures and strengthening monitoring of the Teen Parent Program, including improved documentation and alignment of academic, attendance, and behavioral supports. Budget reductions reflect the program's current enrollment and capacity.

The LEA will also refine Actions 2.7, 2.8, and 2.11 to better align student voice and family engagement efforts with MTSS behavioral systems, ensuring that improvements in connectedness more directly contribute to reductions in exclusionary discipline and improved student outcomes.

LREBG funded aligned LCAP actions include:

- 2.10: Provide dedicated assistance to the ABC Community Resource Center to ensure seamless service integration.
- 2.12: The increased implementation of courses related to VAPA, band, College and Career topics, and physical education before, after school, and during summer sessions.

Summary of Changes

Collectively, these modifications and refinements are designed to address the gap between system development and site-level implementation by strengthening Tier I practices, increasing accountability for fidelity, and integrating data systems to support proactive, coordinated interventions. These changes are expected to improve outcomes because consistent Tier I implementation and aligned systems ensure that students—particularly those in disproportionately impacted groups—receive timely, preventative supports rather than reactive interventions.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Support for Students' Mental Health & Well-being | To improve school connectedness outcomes that support student achievement for low-income students, the District's mental health professionals (MHPs) will provide a tiered support that encompasses social-emotional competencies and overall mental health and well-being, with a focus on site-based brief interventions and external service coordination when deemed necessary. The following metrics will be used to monitor the success of this action: The California Healthy Kids Survey - mental health and access to counselors/therapists items, and the California School Parent Survey. Tier II and III support data are tracked through our Student Information System (AERIES) and the EduClimber platform, and the volume of referrals through Care Solace and the District's Outside Agency Referral Program. | $3,657,571.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Activities will include:<br>• Reorganize MHP assignments based on student needs and site data<br>• Provide Tier I connectedness activities (e.g., lunch groups, student engagement opportunities)<br>• Deliver lessons on stress management, wellness, and social-emotional skills<br>• Strengthen Student Success Team (SST) collaboration to coordinate supports<br>• Host parent workshops on mental health and well-being<br>• Increase communication about available mental health resources through newsletters and outreach<br>• Provide and document comprehensive MTSS interventions, including universal (whole-group), targeted (small-group), individual supports, and crisis intervention. | | |
| **2.2** | Technical assistance to school staff on attendance improvement | The District's Coordinator of Pupil Support Services and Attendance will work with school administrators to form attendance improvement teams at each school. A district-wide attendance improvement system will be communicated to school sites. These teams will receive training on best practices for improving attendance, including creating multi-tiered support systems and implementing attendance review processes. The Coordinator will collaborate with the administrative professional staff of Child Welfare and Attendance to provide monthly data on students at risk of chronic absence and offer training for school secretaries on attendance accounting. Additionally, home visits will be conducted for at-risk students, and interventions will be coordinated for those who do not respond positively to initial support. These efforts aim to ensure all students and families receive the necessary support for regular school attendance, with specific attention given to certain schools and student groups identified for additional assistance. Coordinators will work with the Academic Services and School Services departments to improve the coordinated monitoring of Foster Youth and LTEL students. Results from monthly attendance, student connectedness metrics, and chronic absenteeism rates will be used to monitor the effectiveness of this action. | $228,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Action activities may also include:<br>• Home visits<br>• Attendance campaigns<br>• Parent and student meetings regarding attendance<br>• Resources for families for student well-being to remove barriers to attendance<br>• Improve the coordinated monitoring of Foster Youth and LTEL students | | |
| **2.3** | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | The District will provide professional learning to school site staff on interventions for positive behavior support systems. Trained teachers will provide interventions for students needing other means of correction in lieu of suspension. The STEP/PATH/STAY curriculum and program structure will be reviewed and modified. A teacher will help students work through conflicts and learn about staying away from drugs, alcohol, and tobacco. An anonymous reporting system will be in place at all schools so students can report any issues they see. These actions ensure that students avoid violence and drugs while reducing suspensions and expulsions and ultimately reporting higher feelings of safety at school. Suspension, expulsion rates, and perceptions of safety by staff, students, and parents will measure the effectiveness of this action.<br>Action activities may include:<br>• TUPE implementation<br>• Restructure STEP/PATH/STAY Programs<br>• Train administrators on District-supported Tier II and Tier III other means of correction<br>• Develop data collection systems to monitor program effectiveness beyond suspension data | $150,000.00 | Yes |
| **2.4** | Evidence-based professional learning on Behavior Supports for classified and certificated staff | To foster an inclusive, positive, and productive classroom environment conducive to student achievement for students from low-income backgrounds, the district will build the capacity of the staff in the area of classroom management and behavior interventions through the direct support from Board Certified Behavior Analysts (BCBA). The following | $277,812.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | metrics will be used to monitor the success of this action: Discipline and Suspension Data. The California Healthy Kids Survey - connectedness items. Tier II and Tier III behavior support data tracked through our Student Information System (AERIES) and the EduClimber platform. Volume of referrals by sites to our Behavior Support System, and attendance rates.<br><br>Activities will include:<br>• Provide targeted classroom support through Behavior Aides and trained paraprofessionals with a gradual release model<br>• Offer behavioral consultation to strengthen Tier I classroom management and develop Positive Behavior Management Plans<br>• Monitor discipline and intervention data quarterly to adjust supports<br>• Deliver professional learning on classroom management, behavior strategies, de-escalation, and PBIS/Restorative Practices | | |
| **2.5** | Bullying prevention program and communication system | The District will support a comprehensive bullying prevention program and communication system to create a safe and inclusive learning environment for students. By incorporating technology solutions tailored to students' diverse needs and experiences, the district aims to foster a more equitable educational environment. The district's proactive approach aims to create a safer and more supportive school environment for students to feel safe, supported, and empowered to succeed regardless of their background. The addition of cyber safety assemblies for middle school students. The effectiveness of this action will be measured by suspension rates, attendance rates, and CHKS survey results specific to bullying.<br>Action activities include:<br>• Online reporting systems<br>• Digital Citizenship Education<br>• Anonymous Feedback Tools<br>• Cyber safety assemblies for middle school students | $100,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.6** | Restorative training and program implementation | To enhance school safety and foster a culture conducive to student achievement, the District will provide comprehensive professional learning for all site staff. This training will focus on integrating Positive Behavior Interventions and Supports (PBIS) with Restorative Practices to shift away from punitive, exclusionary discipline and reduce overall suspension and expulsion rates. School Services will continue to support the integration of Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) with an alignment to the district's existing MTSS framework. The following metrics will be used to monitor the success of this action: Discipline and Suspension Data. The California Healthy Kids Survey - connectedness items. Tier II and Tier III behavior support data are tracked through our Student Information System (AERIES) and the EduClimber platform. PBIS-TFI (Tiered Fidelity Inventory) and IMFR Integrated MTSS Fidelity Rubric) data.<br><br>Activities will include:<br>• Provide professional learning on PBIS, Restorative Practices, and classroom behavior strategies for all staff<br>• Establish and support site-based PBIS/Restorative Practices teams<br>• Define and implement districtwide Tier I behavioral expectations and SEL practices<br>• Monitor implementation using TFI and IMFR to improve fidelity across sites<br>• Review discipline and intervention data regularly to guide adjustments<br>• Provide family workshops to build understanding of PBIS and Restorative Practices | $125,000.00 | Yes |
| **2.7** | Equity Officer | The Equity Officer will collaborate with various district departments and site administrators to provide welcoming school environments where students from low-income backgrounds thrive, feel safe, and are encouraged to engage in their school community. The Equity Officer will ensure that the District supports equitable practices and policies that create positive learning conditions for students to excel academically and graduate from | $250,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | high school prepared for post-secondary opportunities. Results from the California Healthy Kids Survey and California School Parent Survey on student connectedness, safety, and measures regarding diversity in representation will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• Monthly reports on activities to the Board of Education<br>• Support for Black Family and Hispanic Latino Family Circles and Student Alliance groups (i.e., Hispanic Latino Student Advisory Committee, Black Student Unions, etc.)<br>• Professional learning on fostering welcoming environments for students and families<br>• Student voice forums and empathy interviews | | |
| **2.8** | Community Culturally Affirming celebrations and activities | The District will work with school sites to organize events that celebrate the diverse cultures of students and their families. Students and parents will be supported in participating and sharing their cultural traditions with the school community through various activities, including the ABC Parent/Community Showcase. These activities will provide opportunities for learning about different cultures and promoting inclusion and understanding among students and families to create a more supportive and inclusive school environment. Results from the California School Parent Survey and ratings on student connectedness will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• Celebrations and student activities focused on cultural pride<br>• National Heritage Month activities<br>• Student-led Conferences and activities (e.g., Voices United, Camino Al Éxito) | $25,000.00 | Yes |
| **2.9** | Teen Parent Program | At Tracy High School's Teen Parent Program, teachers in alternative learning communities support students who are teen parents. These students often come from low-income backgrounds, face housing instability, or are in foster care. The program offers academic classes and | $50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | parenting support in a small, supportive community. Its goal is to remove barriers to regular attendance and help students earn the credits needed to graduate on time. By providing a focused environment tailored to their needs, the program aims to support teen parents in achieving academic success while balancing their responsibilities as parents. Graduation rates, college and career indicators, and California Healthy Kids Survey results on caring adults will be used to measure the effectiveness of this action.<br>• Monitor attendance and academic progress regularly to ensure timely support and interventions<br>• Strengthen Student Success Team (SST) collaboration among administrators, counselors, and Mental Health Professionals to coordinate services<br>• Provide targeted academic and parenting supports within a structured, supportive environment | | |
| **2.10** | Homeless and Foster Youth Resources | To improve school connectedness, engagement, and increase academic outcomes and graduation rates for homeless and foster youth, District Mental Health Professionals (MHPs) will serve as primary site liaisons to provide and coordinate targeted, multi-tiered supports. MHPs will ensure the timely delivery of "whole-child" interventions by: Facilitating access to transportation, basic needs, and community-based resources. Providing direct social-emotional counseling and managing referrals through Care Solace and the District's Outside Agency Referral Program. Partnering with academic counselors, nurses, behavior specialists, school psychologists, teachers, and administrators to ensure comprehensive student support. The following metrics will be used to monitor the success of this action: Discipline and Suspension Data. Attendance Rates. The California Healthy Kids Survey - connectedness items. Tier II and Tier III behavior support data tracked through our Student Information System (AERIES) data and the volume of referrals through Care Solace and the District's Outside Agency Referral Program.<br><br>Activities will include:<br>• Deliver and document MTSS supports using Aeries, TherapyNotes, and EduClimber | $400,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Participate in Student Success Team (SST) meetings to coordinate whole-child supports<br>• Conduct regular check-ins with students to monitor attendance and address academic and social-emotional needs<br>• Review student progress quarterly, including needs assessments and tracking attendance and graduation<br>• Monitor discipline and intervention data monthly to guide adjustments<br>• Provide ongoing coaching to support trauma-informed practices in classrooms<br>• LREBG: Provide dedicated assistance to the ABC Community Resource Center to ensure seamless service integration. | | |
| **2.11** | Family Engagement Workshops and Parent Advisory Committees | District and site staff will ensure regular, two-way communication with parents, providing updates on student learning and involving families in activities to support foster and low-income students' social-emotional, behavioral, and academic success. The school district aims to increase parent engagement by offering workshops and activities that promote involvement in school life. The California Healthy Kids Survey will be given annually to 6th, 7th, 9th, and 11th students to monitor the effectiveness of resources and programs. Parents and caregivers will also be able to participate in the California School Parent Survey, which assesses their feelings of being welcomed and valued in the school community. Parent Advisory Committees will meet regularly to review support systems for specific student groups to collaborate with the district on structures and resources that would best serve the needs of families and students. Results from CSPS and CHKS and attendance at workshops or PAC meetings will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• Workshops for families that focus on various topics, with a focus on discipline procedures and support for alternative behavior correction<br>• Implementation of CHKS and CSPS surveys<br>• Educational Partners Guide<br>• Regularly scheduled meetings for Parent Advisory Committees | $175,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.12** | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | Site allocations for supplemental/concentration funds for elementary and secondary schools will support low-income, homeless, foster youth, and English learner students. Activities will be specifically aligned to access a broad course of study specific to Visual and Performing Arts (VAPA), Band, Elective offerings aligned with CTE Pathways or College goals, and Physical education/athletic program offerings that would enhance and remove barriers to participation in school sports programs. Schools will develop a School Plan for Student Achievement (SPSA) and utilize a process to ensure that their supplemental and concentration site funds are used to address their unduplicated pupils. Plans must specify the targeted support based on local assessments and community surveys. Teachers will have access to industry-standard instructional materials, helping students better prepare for related career options, to enrich their educational experiences, and keep them interested and engaged in school activities. College and career indicators, attendance rates, suspension rates, chronic absenteeism, and connectedness metrics on CHKS will measure the effectiveness of this action.<br><br>Action activities include:<br>• Adjusted schedules personalized to students' needs<br>• Availability of intramural sports for EL students through flex scheduling<br>• Variety of course offerings based on student interest<br>• LREBG: Additional funds to support before- and after-school and summer course offerings | $6,949,331.00 | Yes |
| **2.13** | Recruit, hire, train, and retain fully qualified maintenance staff | The District will recruit, hire, train, and retain fully qualified maintenance staff to enhance student safety and pride in the school environment. This involves recruiting skilled individuals, staff training, and ensuring they stay on the job. The district aims to create a safe and inviting atmosphere where students feel connected and proud of their school by having a highly skilled maintenance staff. | $30,728,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Ensure that all TK-12 students will attain college and career readiness through access to a diverse array of courses and experiences aligned with a college and career continuum that facilitates exploration and deepens their understanding of the breadth of post-secondary opportunities available to them. ABC Unified strives to enhance student readiness for their future endeavors as measured by metrics such as college and career indicator, Career Technical Education pathway completion, and the completion of post-secondary plans, in addition to local metrics regarding course access. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The California School Dashboard data analysis indicated a need to enhance student experiences to understand college and career options, improving enrollment in Career Technical Education programs, AP Enrollment, and Early College opportunities.

Key data points include:

- The District's overall graduation rate declined by 1.2%, with the following subgroups also indicating a decline in on-time graduation: homeless students (-14.7), Low-Income students (-2.4), African American students (-0.7), Asian students (-0.9), Filipino students (-2.6), Hispanic students (-1.9), and White students (-5.4).
- 60.8% of all students have met College and Career indicator requirements. However, the rates for specific student groups are 23.9% for English Learners, 13.8% for students with Disabilities, and 10.5% for homeless youth.
- 21.1% of graduating seniors in 2023 completed one CTE pathway and A-G requirements, with lower rates for English learners (8%), Low-income students(17%), Students with Disabilities (5%), and Foster/Homeless youth (3%)
- Low enrollment in Advanced Placement courses of specific student groups, notably only 20% of low-income students
- 8% of students are completing either one or two college credit courses (Dual enrollment or CTE)
- California Parent Survey results indicate that only 62% of parents feel that the school has done a good job of helping students plan for college or career.
- Low enrollment in AVID by English learners, foster youth, and homeless students

- California Healthy Kids Survey indicates a low rating for Academic Motivation, with the following percentages of students that agree or strongly agree: 84% of 6th-grade students, 64% of 7th-grade students, 65% of 9th-grade students, 66% of 11th-grade students

During the LCAP development process, educational partners identified the need to:

- Offer Advanced Placement and Dual Enrollment opportunities across school sites, including Early College Programs, to support various student needs and increase access for low-income students to post-secondary education
- Implement credit recovery programs to support specific student groups struggling with grade-level standards while prioritizing access for English Learners, Hispanic students, Foster/Homeless Youth, Low Income, and Students with Disabilities.
- Expand allocated funds for Dual Language Immersion programs at various school sites to increase access for English learners and low-income students.
- Broadening offerings of college and career readiness programs, such as AVID, workability, career-related internships, and Career Technical Education experiences to increase access for low-income students
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history, civics and band.
- Improve site-based scheduling and course access policies by offering additional classes outside of the school day or adjusting the master schedule to improve the opportunity for Physical Education and Elective offerings.
- Offer a college and career fair with various university offerings, including community colleges, trade schools, historically black colleges, and private and public universities.
- Add EL counselors full-time to schools with high needs for English learners and LTEL.
- Increase the availability of academic counselors, including EL counselors, at schools to support low-income, EL, foster, and homeless youth in staying on track with academic plans.

We are continuing with this goal based on the 2024 CA Dashboard, as there is evidence of some progress with outcome disparities. However, a significant gap remains between the progress of specialized groups such as Foster Youth, English learners, Long-Term English learners, and Low-Income students, as compared to all students. Our educational partner groups have emphasized the need to address this disparity.

The District plans to improve students' experiences of college and career programs and will measure progress towards this goal using the metrics identified below.

Notes:
The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
Unless otherwise noted, baseline data is from the 2022-2023 School Year.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | PSAT for 9th and 10th grade | In Fall of 2024 and Spring of 2025, 64% of 10th graders met/exceeded benchmarks in reading and writing and 35% in math and 70% of 9th graders met/exceeded benchmarks in reading and writing and 47% in math. | N/A | In Fall of 2025, 65% of 10th graders met/exceeded benchmarks in reading and writing and 41% in math and 60% of 9th graders met/exceeded benchmarks in reading and writing and 42% in math. | In Fall of 2026, 68% of 10th graders will meet/exceed benchmarks in reading and writing and 39% in math and 74% of 9th graders will meet/exceed benchmarks in reading and writing and 51% in math. | 10th Grade:<br>Reading and writing: +1%<br>Math: +6%<br>9th Grade:<br>Reading and writing: -10%<br>Math: -5% |
| #2 | 11th grade EAP Assessment for ELA and Math | According to DataQuest, in 2022-2023 the percentage of students proficient in ELA was 72.47% and in Math was 48.43%. | According to DataQuest, in 2023-2024 the percentage of students proficient in ELA: 68.65%<br>Math: 36.19% | According to DataQuest, in 2025-2026 the percentage of students proficient in ELA was 71.01% and in Math was 46.53%. | In 2026-2027, the percentage of students proficient in ELA: 48.6%<br>Math: 35.4% | ELA: -1.46%<br>Math: -1.9% |
| #3 | College and Career Indicator (CCI) | According to the California Dashboard 2022-2023, 60.8% of students are CCI prepared.<br>English Learner: 23.9%<br>Low Income: 52.1%<br>Foster Youth: 7.7%<br>Homeless: 10.5%<br>Students w/Disabilities: 13.8%<br>Hispanic: 41.6% | According to the California Dashboard 2023-2024, 63.1% of students are CCI prepared.<br>English Learner: 19.2%<br>Low Income: 55.4%<br>Foster Youth: N/A<br>Homeless: 13.7%<br>Students w/Disabilities: 14.3% | According to the California Dashboard In 2024-2025, 67.1% of students are CCI prepared.<br>English Learner: 30.7%<br>Low Income: 58.9%<br>Foster Youth: 36.4%<br>Homeless: 30.6% | In 2027, 68% of students in grade 12 will be identified as prepared for College and Career.<br>English Learner: 30%<br>Foster Youth: 12%<br>Homeless: 15%<br>Low Income: 60%<br>Students w/Disabilities: 17%<br>Hispanic: 48% | Overall: +6.3%<br>English Learner: +6.8%<br>Low Income: +6.8%<br>Foster Youth: +28.7%<br>Homeless: +20.1%<br>Students w/Disabilities: +5.9%<br>Hispanic: +11.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Hispanic: 47.9% | Students w/Disabilities: 19.7%<br>Hispanic: 53.3% | | |
| #4 | A-G completion | According to DataQuest in 2022-2023, 58.6% of students graduated with A-G completion:<br>English Learner: 23.9%<br>Low Income: 50.4%<br>Foster Youth:14.3%<br>Homeless: 15.0%<br>Students w/Disabilities: 11.6% | According to DataQuest in 2023-2024, 58.8% of students graduated with A-G completion:<br>English Learner: 17.7%<br>Low Income: 50.1%<br>Foster Youth: N/A<br>Homeless: 9.6%<br>Students w/Disabilities: 11.6% | According to DataQuest in 2024-2025, 60.0% of students graduated with A-G completion:<br>English Learner: 23.4%<br>Low Income: 52.0%<br>Foster Youth: 27.3%<br>Homeless: 16.2%<br>Students w/Disabilities: 13.5% | In 2026-2027, 68% of students in ABC Unified will graduate with A-G completion.<br>English Learner: 35%<br>Foster Youth: 35%<br>Homeless: 35%<br>Low Income: 64%<br>Students w/Disabilities - 30% | Overall: +1.4%<br>English Learner: +0.5%<br>Low Income: +1.6%<br>Foster Youth: +13.0%<br>Homeless: +1.2%<br>Students w/Disabilities: +1.9% |
| #5 | CTE completion | According to the California Dashboard 2022-2023 there were 695 CTE pathway completers.<br>English Learner - 4%<br>Foster Youth - 0.3%<br>Homeless - 1%<br>Low Income - 57%<br>Students w/Disabilities - 11.4% | According to the California Dashboard 2023-2024 there were 665 CTE pathway completers.<br>English Learner - 1.7%<br>Foster Youth - 0.5%<br>Homeless - 0.5%<br>Low Income - 56.1%<br>Students w/Disabilities - 2.1% | According to the California Dashboard 2024-2025 there were 667 CTE pathway completers.<br>English Learner - 1.2%<br>Foster Youth - 0.3%<br>Homeless - 0.3%<br>Low Income - 58.9%<br>Students w/Disabilities - 8.7% | In 2026-2027, CTE Pathway Completion Rates will be<br>English Learner - 37%<br>Foster Youth - 29%<br>Homeless - 16%<br>Low Income - 40%<br>Students w/Disabilities: 30% | Overall: -28 completers<br>English Learner: -2.8%<br>Foster Youth: maintained<br>Homeless: -0.2%<br>Low Income: +1.9%<br>Students w/Disabilities: -2.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #6 | CTE completion plus A-G | According to the California Dashboard 2022-2023, 24.5% completed at least one CTE Pathway and A-G Requirements.<br>English Learner: 7.2%<br>Foster Youth: 7.1%<br>Homeless: 10%<br>Low Income: 19.9%<br>Students w/Disabilities: 5.5% | According to the California Dashboard 2023-2024, 25.6% completed at least one CTE Pathway and A-G Requirements.<br>English Learner: 3.0%<br>Foster Youth: N/A<br>Homeless: 5.8%<br>Low Income: 21.0%<br>Students w/Disabilities: 5.8% | According to the California Dashboard 2024-2025, 25.1% completed at least one CTE Pathway and A-G Requirements.<br>English Learner: 10.4%<br>Foster Youth: 18.2%<br>Homeless: 8.1%<br>Low Income: 20.8%<br>Students w/Disabilities: 6.8% | In 2026-2027, 31% will complete at least one CTE Pathway and A-G Requirements.<br>English Learner: 14%<br>Foster Youth: 12%<br>Homeless: 15%<br>Low Income: 23%<br>Students w/Disabilities: 10% | Overall: +0.6%<br>English Learner: +3.2%<br>Foster Youth: +11.1%<br>Homeless: -1.9%<br>Low Income: +0.9%<br>Students w/Disabilities: +1.3% |
| #7 | AP Enrollment | In 2023-2024 36.8% of students were enrolled in an AP course.<br>English Learner: 7.9%<br>Foster Youth: 17.6%<br>Homeless: 5.9%<br>Low Income: 27.3%<br>Students w/Disabilities: 0% | In 2024-2025 37.8% of students were enrolled in an AP course.<br>English Learner: 7.31%<br>Foster Youth: 16.0%<br>Homeless: 26.67%<br>Low Income: 28.2%<br>Students w/Disabilities: 6.04% | In 2025-2026 40.24% of students were enrolled in an AP course.<br>English Learner: 7.03%<br>Foster Youth: 4.2%<br>Homeless: 11.76%<br>Low Income: 34.2%<br>Students w/Disabilities: 6.99% | In 2026-2027, 42% of students will be enrolled in AP courses.<br>English Learner: 14%<br>Foster Youth: 24%<br>Homeless: 12%<br>Low Income: 34%<br>Students w/Disabilities: 10% | Overall: +3.44%<br>English Learner: -0.87%<br>Foster Youth: -13.4%<br>Homeless: +5.86%<br>Low Income:+6.9%<br>Students w/Disabilities: +6.99% |
| #8 | AP Test Pass Rates | In Spring of 2023, 80% of students who took | In Spring of 2024, 72% of students who took AP | In Spring of 2025, 79% of students who took AP | In Spring of 2027, students will maintain 80% pass | -1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | AP Exams scored a 3 or higher. | Exams scored a 3 or higher. | Exams scored a 3 or higher. | rate or higher on AP exams. | |
| #9 | College Credit Course (Dual Enrollment) | According to the California Dashboard in 2022 - 2023, 0.9% of all students met prepared for college credit course.<br>English Learners: 0.7%<br>Students w/Disabilities: 4.4% | According to the California Dashboard in 2023-2024, 2.8% of all students met prepared with college credit course.<br>English Learners: 5.1%<br>Students w/Disabilities: 3.7% | According to the California Dashboard in 2024-2025, 10.2% of all students met prepared with college credit course.<br>English Learners: 20.7%<br>Students w/Disabilities:16.2 % | In 2026-2027, 20% of students will meet being prepared for College using the college credit course metric.<br>English Learners: 0.15%<br>Students w/Disabilities: 10% | Overall: +9.3%<br>English Learners: +20%<br>Students w/Disabilities: +11.8% |
| #10 | State Seal of Biliteracy | In 2023-2024 school year 34% students achieved the State Seal of Biliteracy. | In 2024-2025 school year 38% students achieved the State Seal of Biliteracy. | In 2025-2026 school year 39.5% students achieved the State Seal of Biliteracy. | In 2026-2027, 45% of students will achieve the Seal of Biliteracy | +11% |
| #11 | Middle School Dropout Rate | In 2022-2023, the middle school drop out rate was 0.2%. | In 2023-2024, the middle school drop out rate was 0.27%. | According to DataQuest, the middle school dropout rate for 2024-2025 was 0.12%. | In 2026-2027, the middle school dropout rate will be 0%. | -0.08% |
| #12 | High School Dropout Rate | According to DataQuest, the high school drop out rate for 2022-2023 was 5.4%. | According to DataQuest, the high school drop out rate for 2023-2024 was 5.2%. | According to DataQuest, the high school drop out rate for 2024-2025 was 4.9%. | In 2026-2027, the high school dropout rate will be less than 1%. | -0.5% |
| #13 | AVID Graduation Rates | In 2022-2023, 100% of AVID seniors graduated. | In 2023-2024, 100% of AVID seniors graduated. | In 2024-2025, 100% of AVID seniors graduated. | In 2026-2027, the 100% AVID graduation rate will be maintained. | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #14 | AVID College Enrollment Rates | In 2022-2023, 63% of AVID 12th graders enrolled in college. | In 2023-2024, 57% of AVID 12th graders enrolled in college. | In 2024-2025, 57% of AVID 12th graders enrolled in college. | In 2026-2027, 75% of 12th graders will be enrolled in college. | -6% |
| #15 | Device Distribution and program enrollment | In 2024-2025, 52% of 1:1 devices were checked out to students TK-12th grade. | N/A | In 2025-2026, 86% of 1:1 devices were checked out to students TK-12th grade. | In 2026-2027, 72% of 1:1 devices will be checked out to students TK-12th grade. | +34% |

# Goal Analysis [2025-26]

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

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

The 2025–2026 implementation of Goal 3 was guided by the District's identified need to expand equitable access to rigorous coursework, strengthen college and career readiness systems, and improve access to instructional technology and academic supports. The primary strategy focused on increasing participation in Career Technical Education (CTE), Advanced Placement (AP), dual enrollment, AVID, and Dual Language Immersion (DLI) programs while strengthening academic advising, postsecondary planning, credit recovery systems, and technology access. Efforts were prioritized for student groups experiencing inequitable access to college and career pathways, including English Learners, Long-Term English Learners, Foster Youth, low-income students, and students with disabilities. Progress monitoring included pathway enrollment data, AP participation rates, graduation and A–G completion data, FAFSA completion, academic planning documentation, Seal of Biliteracy attainment, credit recovery completion rates, and technology access metrics.

Mid-year and end-of-year evidence indicate that systems supporting college and career readiness strengthened across the district, including expanded CTE and AP opportunities, increased access to dual enrollment and credit recovery, strengthened advising systems, and increased 1:1 technology access. Benchmark and participation data demonstrated improvement in several areas, including CTE participation, AP enrollment, Seal of Biliteracy attainment, and access to digital learning tools. However, implementation varied across school sites due to staffing capacity limitations, inconsistent advising and documentation practices, uneven participation among unduplicated pupil groups, and variability in site-level implementation of support structures. Although all actions were implemented, these differences limited the district's ability to ensure consistent access and equitable participation across all programs and services. Continued focus on implementation fidelity, targeted recruitment and support systems, and improved progress-monitoring practices will be necessary to strengthen equitable college and career readiness outcomes for all student groups.

I. Expanding Access to Rigorous Coursework and Pathways - Actions 3.1, 3.2, 3.3, and 3.4

Implementation Summary: Actions 3.1, 3.2, 3.3, and 3.4 were fully implemented and focused on expanding access to rigorous coursework and college and career pathways through CTE pathway development, Advanced Placement (AP) expansion, PSAT-based identification systems, and Early College/Dual Enrollment opportunities.

The District prioritized expanding high-quality pathway opportunities, increasing early access at the middle school level, and strengthening systems to identify and support students for advanced coursework, including English Learners. Implementation also emphasized alignment to industry standards, postsecondary expectations, and biliteracy outcomes. While systems to expand access to rigorous coursework and pathways have been established, continued focus on implementation consistency and monitoring will be necessary to ensure equitable student participation across all sites and ensure that underserved students, such as English Learners, Foster Youth, and Students who are homeless, have increased access to these opportunities.

Evidence of Implementation:

CTE Pathway Expansion (Action 3.1)

- CTE total enrollment increased from 41% to 43%.
- Special Education CTE Completers increased from 2% to 9%
- New Game Development and Esports labs launched at Gahr High School.
- Auto and Aviation facilities upgraded to align with industry standards.
- All middle schools now offer at least one introductory CTE course.
- Fedde Middle School completed its Esports lab; expansion planned at Ross Middle School.
- New professional internships and after-school CTE courses have been approved to expand work-based learning opportunities.
- Welding and Stage Technology pathways at Artesia and Gahr High School were converted to California Registered Pre-Apprenticeship programs.

Student Identification and Access (Action 3.3)

- PSAT is administered to all 9th and 10th-grade students to support early identification of AP potential and access to rigorous coursework. Based on AP Potential data, Artesia High School plans to add AP Computer Science and AP Precalculus, while Gahr High School plans to add AP Computer Science.

AP Expansion (Action 3.2)

- AP enrollment increased from 38% to 40%.
- Artesia High School increased overall AP enrollment from 16% to 21%
- Gahr High School increased AP enrollment for English Learners from 3% to 8%
- Launched AP African American Studies at Gahr High School and AP Research across multiple campuses.
- Initiated planning for AP Pre-Calculus, AP Psychology, AP Computer Science and AP Research at Artesia High School.
- Provided AP Summer Institute training to build teacher capacity for expanded AP offerings.

Early College / Dual Enrollment (Action 3.4)
Expanded early college and dual enrollment opportunities to increase access to college-level coursework.

Continued development of systems to support student participation and alignment with postsecondary partners.

See Table I: Successes and Challenges for Expanding Access to Rigorous Coursework and Pathways (Actions 3.1, 3.2, 3.3, 3.4, 3.6) below.

*Table I: Successes and Implementation Challenges for Expanding Access to Rigorous Coursework and Pathways (Actions 3.1, 3.2, 3.3, 3.4, 3.6)*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Expanded CTE labs and middle school pathway access.<br>• Launched AP African American Studies and AP Research.<br>• Universal PSAT supports early AP identification.<br>• Approved internships and after-school CTE opportunities. | • Counseling capacity limits sustained pathway growth.<br>• Uneven site-level AP adoption and scaling.<br>• Limited AP section availability reduces immediate enrollment impact.<br>• Work-based learning logistics require additional planning and partnerships. |

II. Expanding College and Career Readiness Systems and (Actions 3.5, 3.6, 3.7, 3.8, 3.9, 3.10)

Implementation Summary: Actions 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10 were fully implemented and focused on strengthening college and career readiness systems through expanded AVID access, Dual Language Immersion (DLI) programs, targeted advising supports, postsecondary planning services, and improved academic planning processes for unduplicated pupils.

AVID served 2,898 students districtwide, and Tracy High School was added as a new site. Implementation included strengthened recruitment processes, a streamlined application system, and increased outreach to students beginning in middle school. Staffing challenges, including inconsistent availability of AVID tutors, leading to a transition to a peer tutoring model, also impacted implementation. Continued focus on implementation consistency, staffing stability, and documentation fidelity will be necessary to ensure equitable and consistent delivery across all sites. Dual Language Immersion programs exist at 3 elementary schools, 2 for Spanish and 1 for Mandarin.

The District implemented online credit recovery (3.7) opportunities at each comprehensive high school to provide flexible pathways for students needing to recover credits toward graduation. School sites established common guidelines and best practices for student participation, progress monitoring, and support. In addition, one comprehensive high school provided specialized online credit recovery supports for targeted student groups requiring additional academic flexibility and intervention. The program included technology-based instruction, individualized pacing, and staff support designed to increase credit completion and improve student progress toward graduation and A-G eligibility. Effectiveness was monitored through graduation rates, A-G completion rates, and the number of credits recovered by participating students.

In addition, College and Career Specialists were assigned to each high school to provide targeted support, including documented outreach to English Learners, LTELs, foster youth, and low-income students, as well as FAFSA completion, scholarship guidance, and postsecondary planning workshops. Districtwide college and career exploration opportunities were also expanded through a college and career fair highlighting colleges, universities, union apprenticeship partners, and CTE pathway opportunities, along with college and career field trips for elementary and secondary students.

The District prioritized establishing structured advising systems by providing Specialized Support Counselors who focused on increasing access to academic programs, expanding targeted supports for English Learners, LTELs, foster youth, and low-income students, and strengthening academic planning processes across middle and high schools. Implementation also emphasized building consistent systems for student outreach, advising, and documentation, including the development of systems to track student engagement and services. To accomplish this, all counselors participated in Hatching Results professional development, which provided training on strengthening comprehensive school counseling systems, data-driven decision-making, and targeted student support. While systems to support college and career advising and planning have been established, implementation varied across sites, particularly in the consistency of outreach, use of documentation systems, and execution of academic planning processes.

Evidence of Implementation:

- AVID Expansion and Systems (Action 3.5)
- AVID served 2,898 students districtwide. In 2025–26, enrollment expanded to include Tracy High School as a new AVID site.
- Districtwide AVID student candidate criteria were reviewed and shared with counselors to guide recruitment.
- Streamlined district AVID application process implemented.
- All 6th-grade students received information about the AVID elective during middle school registration.
- High school counselors conducted outreach to identify and recruit potential AVID candidates.
- Three districtwide Communities of Practice professional learning sessions were conducted with AVID teachers and site coordinators to strengthen tutorial implementation, increase use of WICOR strategies, and refine recruitment practices.
- Monitoring visits to secondary AVID elective classrooms were initiated.
- AVID Elective transitioned to a peer tutoring model in response to the inconsistent availability of college tutors.
- AVID Elementary students increased on the district benchmark assessments by 6.4% in ELA and 5.9% in Math from the fall baseline, highlighting the impact of focused Tier 1 strategies. Middle school elective students experienced a 1% increase in ELA and 3% increase in math.

Dual Language Immersion (DLI) & Biliteracy (Action 3.6)

- 703 students enrolled in the DLI program pathways for Spanish and Mandarin (Furgeson-Fedde-Artesia, Niemes-Ross-Gahr, and Stowers); added 2nd grade to the Mandarin DLI program.
- Niemes, Stowers, and Furgeson continued Year 2 of SEAL Dual Language Pedagogy professional learning to strengthen Dual Language Immersion implementation.
- Teachers implemented instructional strategies including Dictado, language function walls, and draw-and-label to support biliteracy development.
- Facilitated cross-district collaboration with Azusa USD to strengthen Mandarin DLI implementation, resulting in positive teacher feedback.

- Continued development of an articulated DLI pathway (elementary through high school), including dual enrollment language credit opportunities in secondary. Began disaggregated analysis of DLI and non-DLI student outcomes to evaluate program impact.
- Continued implementation of AVANT assessments to expand access to Seal of Biliteracy attainment across languages.
- The Seal of Biliteracy completers increased by 11% in 2025. We expect to maintain or increase in 2026.

Online Credit Recovery (Action 3.7)

- Online credit recovery has been provided at all five high schools for course credit make-up, UC eligibility recovery, and original credit Health and independent studies PE for approved students.
- Through March 18, 2026, Subject.com credit recovery has served 1143 students taking 2159 courses across all five high schools.
- Students completed 957 courses, earning over 4700 credits with an average course grade of 81%.

College and Career Specialists (Action 3.8 – LREBG)

- One College and Career Specialist was assigned to each high school to provide targeted student support.
- Documented outreach to English Learners, LTELs, foster youth, and low-income students.
- FAFSA and scholarship workshops were conducted to support postsecondary access.
- Postsecondary planning sessions are held with targeted student groups.

Advising on documentation systems implemented to track student engagement and services.

College and Career Exploration (Action 3.9)

- Districtwide College and Career Fair hosted at Artesia High School to provide students with information on postsecondary options and career pathways.
- Elementary summer experiences for Long-Term English Learners (LTEL) and Migrant Education students were implemented to support early college and career awareness.
- After-school career exploration activities were delivered, including arts, entrepreneurship, and coding experiences.
- Academic and Specialized Counseling Supports (Action 3.10)
- Four-year academic plan reviews were conducted at high schools.
- Six-year academic plan reviews were conducted at middle schools.
- English Learner and LTEL reclassification guidance provided to families.
- Collaboration with site administrators to monitor A–G completion and graduation progress.
- Academic planning documentation systems established, with variability in site-level implementation fidelity.

See Table II: Successes and Challenges for Actions 3.5, 3.6 3.7, 3.8, 3.9, 3.10 below.

*Table II: Successes and Implementation Challenges for Actions 3.5, 3.6 3.7, 3.8, 3.9, 3.10*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Strengthened AVID recruitment systems through counselor alignment and streamlined application process | • Inconsistent availability of college tutors required a transition to a peer tutor model. |

| | |
|---|---|
| • Universal AVID exposure for all 6th-grade students during registration<br>• Districtwide Communities of Practice strengthened AVID tutorial practices<br>• Strengthened DLI instructional practices at Niemes.<br>• Initiated pathway articulation work for DLI.<br>• Implementation of AVANT assessments for the Seal of Biliteracy<br>• Early academic stabilization for AVID students (ELA Benchmark 1 +1.5%; Level 1 –1.6%)<br>• College and Career Specialists are assigned to each high school to provide targeted advising<br>• FAFSA, scholarship, and postsecondary planning sessions delivered for targeted student groups<br>• District college fair implemented with college and trade representation<br>• 4-year and 6-year academic plan reviews completed<br>• Parent workshops and EL/LTEL reclassification guidance provided | • AVID Family Night was not implemented due to competing district events<br>• Mandarin PL required modification for relevance.<br>• Variability in academic plan documentation fidelity across sites<br>• Recruitment improvements have not yet been reflected in proportional enrollment for ELs, LTELs, and foster youth.<br>• Sustainability planning needed for LREBG-funded advising positions<br>• Limited short-term movement in A–G completion and CCI indicators<br>• Limited attendance at the college fair despite transportation availability<br>• Need for stronger targeted outreach to increase participation among EL and foster youth families<br>• Uneven implementation of advising systems across secondary sites |

III. Technology Access and Support (Action 3.11)

Implementation Summary: Action 3.11 was fully implemented and focused on expanding equitable access to instructional technology, strengthening device management systems, and improving technical and instructional support structures.
The district prioritized increasing 1:1 device access, establishing systems for inventory tracking and accountability, reducing financial barriers for families, and strengthening site-based technical and instructional support. Implementation also included improvements to data privacy systems, platform efficiency, and user support processes. While device access and support systems have been significantly expanded,

continued focus on consistent at-home access practices and site-level implementation will be necessary to ensure equitable access across all schools due to ongoing concerns about device loss, damage, and classroom disruption.

Evidence of Implementation:

- Districtwide 1:1 device checkout increased from 52% in 2024–2025 to 86% in 2025–2026, expanding student access to digital learning tools.
- Devices were individually checked out through the Destiny system to ensure inventory tracking and accountability.
- An optional districtwide parent insurance program was implemented to reduce financial barriers for device repair and replacement.

-A repair cost threshold has been established to limit financial exposure for families and the district.

- Backup and loaner device sets are maintained at school sites to minimize instructional disruption.
- New support ticketing system piloted to track technology issues and resolution rates.
- Redundant software platforms eliminated, with a shift toward free or low-cost solutions.
- A student data privacy management platform has been implemented to monitor and protect against unauthorized access to student information.
- Technology Assistants supported student data privacy by facilitating password resets for all grades 6–12 and reinforcing responsible technology use.
- The Site Tech Coordinator role (Technology Champions) was redesigned to integrate technical troubleshooting with instructional support.
- Technology Assistants have been trained on curriculum platforms to provide direct classroom support for teachers.

See Table III: Successes and Challenges for Action 3.11 below.

*Table III: Successes and Implementation Challenges for Action 3.11*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Significant increase in device access (52% in 2024-2025 to 86% in 2025-2026)<br>• A device checkout system was implemented to ensure accountability<br>• Parent insurance program reduced financial barriers.<br>• A repair cost threshold has been established to manage costs<br>• Backup and loaner devices minimized instructional disruption | • Inconsistent at-home device access across sites<br>• Site concerns about device loss, damage, and accountability<br>• Classroom disruptions from forgotten or uncharged devices<br>• Increased staff workload related to device management<br>• Limited short-term connection between device access and academic outcomes |

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 moderate differences between Budgeted Expenditures and Estimated Actual Expenditures for selected Goal 3 actions, primarily due to staffing vacancies, delayed hiring timelines, and adjustments to implementation models during the school year. Despite these adjustments, services associated with Goal 3 actions were substantially implemented as planned.

Action 3.11 - Technology Support

There were minor differences in expenditures due to the departure of two Technology Assistants and delays in hiring replacement staff. Site support needs were addressed by reassigning existing personnel and redistributing responsibilities to maintain continuity of technology support services, using hourly pay or other assignments.

Action 3.5 - AVID

There was a slight budget difference in the implementation of the AVID tutorial model was modified due to inconsistent availability of college tutors, resulting in a transition to a peer tutoring model supplemented by available tutor support.

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

Summary of Effectiveness

Overall, implementation of Goal 3 actions demonstrates strong effectiveness in expanding access to college and career pathways, strengthening advising systems, and improving key readiness indicators; however, effectiveness is not yet consistent across all student groups, particularly for English Learners, Foster Youth, and students with disabilities.

Actions were effective because the district implemented coordinated systems that increased access to rigorous coursework, strengthened academic planning structures, and expanded instructional and technological supports, which created more opportunities for students to engage in college and career pathways.

However, the impact remains uneven due to variability in site-level implementation, participation, and targeted supports, which limit the translation of increased access into consistent student outcomes, particularly for unduplicated pupil groups.

I. Expanding Access to Rigorous Coursework and Pathways - Actions 3.1, 3.2, 3.3, and 3.4 - Effective

Actions focused on CTE pathways, Advanced Placement (AP), and PSAT participation demonstrate overall effectiveness. Evidence includes increased CTE participation from 41% to 43%, with significant gains for Foster Youth (38.5% to 46%) and students experiencing homelessness (35% to 50%), as well as increased AP enrollment from 38% to 40% and expanded PSAT participation across grade levels.

These actions addressed the identified need for increased access to rigorous coursework because targeted outreach, expanded course offerings, and earlier identification of student readiness provided more students with entry points into advanced academic and career pathways. This increased access creates opportunities for students to engage in college-preparatory experiences because students are more likely to enroll in rigorous courses when pathways are clearly defined and actively promoted.

However, effectiveness remains limited for some student groups because participation among English Learners, students with disabilities, and low-income students increased minimally, and English Learner participation remains among the lowest. This limits impact because, without targeted recruitment and sustained support, expanded access alone does not ensure equitable participation or persistence in rigorous coursework. Additional concerns include a decline in AP participation among Foster Youth and site-level variability in participation trends, which indicates inconsistent implementation of recruitment and support systems.

Actions focused on dual enrollment and credit recovery demonstrate strong effectiveness. Evidence includes maintaining a 95% graduation rate, recovery of 12,810 high school credits, completion of 1,353 dual-enrollment credits, and expanded access to four-year university coursework through CSU Long Beach. Graduation rates for UDP students, including low-income and English Learner students, remained at 94% and 89%, respectively. Notably, long-term English learners improved by 1.3%.

These actions addressed the identified need for on-time graduation and credit attainment by expanding summer programming, dual-enrollment opportunities, and credit-recovery systems, which provided additional pathways for students to earn credits and stay on track toward graduation. This improves outcomes because students who have flexible and accelerated learning options are better able to recover credits and complete graduation requirements within the expected timeframe.

II. Expanding College and Career Readiness Systems and (Actions 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10) - Effective

Actions related to AVID and Dual Language Immersion (DLI) programs demonstrate strong effectiveness in improving instructional quality and student readiness. Evidence includes a 100% AVID graduation rate, measurable gains in ELA (6.4%) and math (5.9%) at the elementary level, positive student voice data indicating increased confidence and academic skill development, and strong teacher feedback on the relevance of professional learning. DLI students also outperformed peers in both ELA and math benchmarks.

These actions addressed the identified need for improved academic preparation by providing students with the skills necessary for success in rigorous coursework through structured instructional strategies, targeted professional learning, and culturally and linguistically responsive programming. This leads to improved outcomes because students develop critical thinking, organizational, and academic language skills required for college and career readiness.

However, effectiveness is constrained by limited expansion of AVID access, particularly at the high school level, and inconsistent availability of college tutors to support implementation of the AVID tutorial process. This limits impact because not all students have equitable access to the full set of program supports that contribute to improved academic outcomes.

Actions focused on advising and college/career systems demonstrate strong effectiveness. Evidence includes universal completion of 4- and 6-year academic plans, targeted FAFSA and postsecondary planning support, implementation of the California Colleges Guidance Initiative (CCGI), and a 5% increase in parent perception of college planning support.

These actions addressed the identified need for consistent academic and postsecondary planning by implementing structured advising systems and trained staff, providing students with clear guidance on course selection and postsecondary pathways. This improves outcomes because students who receive consistent advising are more likely to complete required coursework and pursue college and career opportunities aligned to their goals.

However, effectiveness is limited by variability in implementation fidelity and data system challenges. This limits impact because inconsistent use of advising tools and incomplete data reduce the ability to monitor student progress and adjust supports in real time, particularly for unduplicated pupils who require targeted interventions.

III. Technology Access and Instructional Continuity (Action 3.11) – Effective

Actions related to technology access demonstrate strong effectiveness. Evidence includes increased device access from 52% to 86%, universal student access, provision of hotspots for home connectivity, and reduced repair costs.

These actions addressed the identified need for equitable access to digital learning tools because expanded device distribution and support systems ensured that all students could participate in instruction and assessments. This improves outcomes because consistent access to technology enables students to engage in learning activities both at school and at home.

However, effectiveness is limited by inconsistent at-home device use practices and repair backlogs. This limits impact because students who do not consistently use devices for instructional purposes or experience delays in repairs may have reduced access to learning opportunities.

Synthesis Overall:

Overall, the district has made substantial progress in expanding access to college and career pathways, strengthening advising systems, and increasing the availability of rigorous coursework and instructional supports. These system improvements include expanded CTE pathways, increased access to Advanced Placement and dual-enrollment opportunities, universal academic planning, and improved access to technology for all students. However, variability in site-level implementation, inconsistent participation among unduplicated pupil groups, and limitations in data systems and progress monitoring remain the primary barriers to accelerating equitable outcomes. These challenges persist because increased access to programs and services has not been consistently paired with targeted recruitment, aligned support structures, and consistent use of data to inform instruction and intervention. Strengthening implementation fidelity, improving data systems, and aligning advising, instructional, and intervention supports will be necessary to move from expanded access to measurable and equitable improvement in college and career readiness outcomes for English Learners and other disproportionately impacted student groups.

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.

Based on analysis of implementation and effectiveness, the LEA will modify and refine several actions within Goal 3 to address the primary barriers of limited targeted recruitment and participation for English Learners, inconsistent implementation of support structures across sites, and gaps in data monitoring and system coherence, which have limited the impact of expanded college and career pathways on equitable outcomes for English Learners, Long-Term English Learners, Foster Youth, and students with disabilities.

Changes to Actions 3.1, 3.2, and 3.3

The LEA will implement substantive modifications to Action 3.1 (CTE Pathways) to address low participation among English Learners. These changes include the implementation of targeted recruitment strategies at the middle and high school levels, integration of language development supports within CTE coursework, and establishment of systematic monitoring of participation, retention, and completion by student group. Additionally, the LEA will strengthen alignment between counseling, master scheduling, and pathway placement to increase equitable access.

These changes are substantive because they introduce new systems for identifying, recruiting, and supporting English Learners within CTE pathways, shifting from general access to intentional, data-driven placement and support structures.

The LEA will also substantively modify Actions 3.2 and 3.3 (Advanced Placement and PSAT) by expanding AP access and support while eliminating universal PSAT administration. Changes include focused tutoring for AP courses, expansion of AP course offerings (including AP Capstone and exploration of AP African American Studies), implementation of targeted recruitment efforts such as fairs and parent workshops, and use of AP Potential data to guide placement. The PSAT will transition to an optional assessment for 10th and 11th-grade students, with a shift toward strengthening local benchmark assessments reflected in both the short title and the description of the action.

These changes are substantive because they redefine how students are identified and supported for advanced coursework while reducing overtesting and reallocating resources toward instructional supports that more directly impact student readiness and success.

Refinements to Actions 3.4, 3.5, 3.7, 3.10, and 3.11

The LEA will refine Actions 3.4 and 3.7 (Dual Enrollment and Credit Recovery) to strengthen access and success for historically underserved student groups. These changes include expansion of high-interest, high-wage CTE-aligned courses (e.g., entrepreneurship, Esports, aviation), targeted recruitment of English Learners through strategic scheduling and summer school opportunities, and implementation of standardized credit recovery systems, including revised program handbooks, resumed program coordination meetings, and enhanced progress monitoring.

The LEA will refine Action 3.5 (AVID) by expanding implementation and strengthening instructional supports through a full peer tutoring model supplemented by college tutors, and by expanding AVID Elementary to additional sites. This refinement builds on an effective program but addresses access and implementation consistency, particularly at the secondary level.

The LEA will refine Action 3.7 (Credit Recovery) by conducting a detailed analysis of participation and completion rates for English Learners, Long-Term English Learners, and Foster Youth, and by piloting accessible curriculum platforms (e.g., Subject.com) for students with disabilities. This refinement strengthens the program's ability to equitably serve diverse learners through improved data use and differentiated supports.

The LEA will further refine Action 3.10 (Academic and EL-Specific Counseling) by strengthening the coordination of student support systems. Changes include facilitating structured Student Success Team (SST) cycles for Foster Youth and Long-Term English Learners, enhancing progress-monitoring practices, and utilizing LREBG-funded Specialized Support Counselors to strengthen reclassification processes and provide parent workshops.

The LEA will refine Action 3.11 (Technology Access and Support) by expanding professional learning by leveraging AI tools to support engagement and language acquisition for English Learners and Long-Term English Learners through flexible delivery models. With an eye towards sustainability, we anticipate making additional enhancements: protective cases, increased support for sites' repair costs, and changes to the device models used for 1:1 deployment. Additional refinements include ensuring compliance with privacy and accessibility requirements through staff training and improved digital practices.

LREBG Alignment

LREBG-funded aligned LCAP actions include:

- Action 3.10: Support for Specialized Support Counselors to strengthen reclassification systems, provide parent workshops, and improve coordination of services for English Learners and Long-Term English Learners.

Summary of Changes

Collectively, these modifications and refinements are designed to address the gap between expanded access to college and career pathways and equitable student outcomes by strengthening targeted recruitment, improving implementation fidelity across sites, and enhancing data systems and progress monitoring.

These changes are expected to improve outcomes because intentional recruitment, aligned scheduling and counseling systems, and consistent academic and language supports ensure that students, particularly English Learners, Long-Term English Learners, Foster Youth, and students with disabilities, are not only provided access to opportunities but are also supported to successfully participate and complete them, resulting in improved college and career readiness outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Expand Career Technical Education (CTE) Pathways | The District CTE staff will provide sustained professional learning and targeted support to CTE teachers, administrators, counselors, and industry partners to expand equitable access and successful participation in high-quality CTE pathway programs. Emphasis will be placed on aligning pathways to student interests, regional workforce demands, and expanding opportunities for work-based learning. Focused strategies will support increased access and success for English Learners, Foster Youth, low-income students, and students with disabilities. The effectiveness of this action will be measured by the College and Career Indicator, CTE pathway completion, and graduation rates.<br><br>Action activities include:<br>• Expand CTE pathway offerings in 2026-27 to include dance choreography pathways at the high school level and establish new California Registered Pre-Apprenticeship opportunities in the CTE Aviation and Welding pathways.<br>• Implement a new work experience education program that provide access to work-based learning opportunities like simulated work experiences, internships, and externships.<br>• Provide industry-aligned professional development based on CTE teacher feedback, with an emphasis on work-based learning, industry trends, and instructional strategies to support English Learners, Foster Youth, and students with disabilities.<br>• Develop and implement targeted recruitment and outreach plans in collaboration with counselors and to increase participation of English Learners, Foster Youth, and students with disabilities in CTE pathways. | $1,577,010.00 | Yes |
| **3.2** | Broaden AP course offerings and support programs | To ensure that low-income and English-learner students have multiple course options for AP courses, the district counselor will provide professional learning to school site counselors and assistant principals of curriculum to provide data from the PSAT to identify students with AP potential and decide on course expansions. Sites will provide yearly sessions with teachers to review AP data to monitor progress and make plans for recruitment and intervention/support plans for students with low income and English Learners. Results from AP assessments (pass with a | $206,084.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 3 or higher) and AP enrollment data will be used to measure action effectiveness.<br>Action activities include:<br>• Focused tutoring support for AP courses, broadening course offerings such as AP Capstone<br>• Parent workshops to diversify student enrollment<br>• Attend College Board informational workshops and explore the possibility of expanding AP course offerings with AP African American Studies | | |
| **3.3** | Provide PSAT to all 10th and 11th grade students in all high schools | Continue to offer the PSAT as an optional opportunity for 10th and 11th-grade students for scholarship and college readiness purposes, while discontinuing universal administration for all 9th and 10th-grade students to strengthen local assessments and reduce overtesting. | $20,000.00 | Yes |
| **3.4** | Implement Early College and Dual Enrollment offerings to increase access for low-income students | To enhance educational achievement and expand opportunities for low-income students, the District will implement Early College and Dual Enrollment programs through partnerships with local colleges and universities. These programs are designed to allow students to earn college credits while in high school. Comprehensive support services, including tutoring, counseling, and academic advising, will be provided to assist students in these challenging courses. Additionally, programs will be focused on addressing financial barriers by covering costs for textbooks, transportation, and other essential resources, ensuring equitable access to advanced education. The effectiveness of this action will be measured by College and Career Indicators, enrollment by specified groups, and graduation rates. | $48,169.00 | Yes |
| **3.5** | Expand AVID offerings and professional learning to elementary and secondary schools | District staff will collaborate with school sites to expand AVID offerings and professional learning to elementary and secondary schools to support closing opportunity gaps for low-income, English learners, Long Term English Learners, students with disabilities, and low-income students. Staff will support sites in aligning the AVID College and Career Readiness Framework to ABC's Graduate Learner profile and ABC's Four Pillars of | $373,396.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Instructional Framework. The effectiveness of this action will be measured by results from CAASPP Math and ELA, ELPAC, College and Career Indicators, graduation rate, and progress made on local measures such as Student Voice Forums and AVID Coaching and Certification Instrument (CCI).<br><br>Action activities will include:<br>• Increased AVID professional learning for site leaders, AVID teachers, and other content teachers/staff through district-led Communities of Practice, AVID Summer Institute, and AVID Path training<br>• Expand AVID to Burbank and Kennedy Elementary Schools<br>• Implement a peer tutoring model for the AVID Elective and supplement with college tutors as needed.<br>• AVID Emerge curriculum/resource for LTELs in the ELD class at three Title I middle schools<br>• District support for AVID-related college activities and field trips | | |
| **3.6** | Expand Dual Immersion programs to support State Seal of Biliteracy | District staff will coordinate with school sites to offer more opportunities for students to learn in both English and their home language. Students can develop pride in their cultural and linguistic heritage by participating in dual immersion programs to better understand a new language. The goal is to support students in becoming proficient in multiple languages while fostering a sense of belonging and appreciation for their diverse backgrounds. Results from local assessments in the program language (i.e., Spanish or Mandarin), as well as the percentage of State Seal of Biliteracy completion rates, will be monitored for program effectiveness.<br><br>Action activities include:<br>• Dual Immersion programs at Furgeson, Niemes, and Stowers<br>• State Seal of Biliteracy promotion campaigns<br>• Accessibility of dual language materials and resources | $615,201.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.7** | Options for credit recovery programs in high school | The District will collaborate with school sites to implement a technology-enhanced recovery program to assist underserved high school students in recovering lost credits and staying on the path to graduation. This program will provide flexible learning opportunities designed to meet each student's unique needs and learning preferences. Through the use of technology, students will have access to personalized support and resources to help them succeed. The effectiveness of this program will be measured by graduation rates, A-G completion, and the number of credits recovered by students within the program.<br><br>Action activities include:<br>• Online credit recovery program opportunities at each high school with clear guidelines and best practices<br>• Online credit recovery for specialized student groups at one of our comprehensive high schools | $437,400.00 | Yes |
| **3.8** | College and Career Specialists at every high school | The District will work to promote equitable access to post-secondary opportunities by providing each high school with a college and career specialist focused on the unique needs of underserved students, including English learners, Long-term English learners (LTELs), as well as homeless, foster, and low-income youth. Specialists will provide tailored guidance on scholarship and financial aid opportunities, assist in identifying viable career pathways, and offer detailed post-secondary education advice. This targeted support significantly enhances college readiness and career success among our most vulnerable populations. College and Career Indicators, A-G completion rates, and graduation rates will measure the effectiveness of this action. | $375,000.00 | Yes |
| **3.9** | TK - 12 College and Career Fairs | The District will provide TK–12 college and career access experiences to increase student awareness, engagement, and readiness for postsecondary education and future careers. These efforts will prioritize support for low-income students, English learners, and foster/homeless youth. Students will have opportunities to explore college options, career pathways, and leadership development through exposure to higher education institutions, industry representatives, and career technical | $50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | student organizations. Information on college admissions, financial aid, scholarships, and career pathways will be shared to ensure students and families are equipped with the knowledge and resources necessary to pursue postsecondary opportunities. The effectiveness of this action will be measured by College and Career Indicator and A-G completion rates.<br><br>Activities include:<br>• Districtwide college and career fair, including targeted outreach and representation from HBCUs<br>• Career Day and industry exposure events across grade spans.<br>• Elementary experiences focused on college awareness and career exploration.<br>• Increase student leadership opportunities, including student-led projects, competitions, and participation in career technical student organizations (CTSOs). | | |
| **3.10** | Academic and Specialized Support Counselors | The District plans to increase academic counselors at secondary schools to help students with their 4-year (high school) and 6-year (middle school) academic plans. Specialized Support counselors will also offer extra support and opportunities for foster youth, English Learners (EL), and Long-term English Learners. These counselors will assist foster youth, English Learners (EL), and Long-term English Learners at elementary and secondary schools in preparing for college and careers and provide personalized guidance in preparing for the future Specialized Support Counselors also help students and families understand school programs such as state testing (CAASPP, ELPAC), course access, and resources for academic success. College and Career indicators, A-G completion rates, graduation rates, reclassification rates, and CTE pathway completion will measure the effectiveness of this action.<br><br>Action activities include:<br>• Specialized Support counselors conduct 4 & 6-year academic plan reviews specifically for foster youth, English learners, and - Long-term English learners at the middle and high schools<br>• Support ELs and LTELs to understand reclassification and ELPAC data | $3,600,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Provide parent workshops and serve as a liaison to parents of ELs and foster youth<br>• Collaborate with site admin, teachers, and other staff to monitor the progress of ELs and foster youth<br>• Connect students and families to other resources and expanded learning opportunities, such as tutoring, after-school - programs, enrichment, and summer programs.<br>• LREBG: Elementary Specialized Support counselors to support reclassification structures and conduct parent workshops | | |
| **3.11** | Access to devices, internet, and tech support for College and Career Readiness | The District plans to help students become college- and career-ready by providing technology resources that empower them to confidently explore and pursue their post-secondary goals. District technology staff will give devices and internet access to low-income students who need them due to financial constraints. Additionally, teachers will receive training and digital programs to increase students' proficiency in using technology to succeed in challenging courses. The effectiveness of this action will be measured by ensuring 1:1 access to devices for students, surveys indicating the use of technology, and program usage and enrollment.<br><br>Action activities include:<br>• Distribution of student devices<br>• Technology repair program<br>• Technology assistants at every site to support teachers and students<br>• Technology Implementation Program representatives from each school site<br>• Annually loan Wi-Fi hotspots, subject to device availability, to foster youth, homeless students, English learners, and Long-Term English Learners (LTELs) | $1,425,576.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Ensure students receiving Special Education services who are low-income or English learners have equitable access to education by implementing evidence-based strategies, including universal design for learning and collaborating with families and teachers to leverage the strengths and abilities of students. ABC Unified aims to improve academic outcomes on local and state assessments, boost attendance, and reduce suspension rates for students with disabilities to support success in the least restrictive environment. | Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a need to enhance resources and programs designed for the needs of Students with Disabilities(SWD). 80% of SWD students are also low-income, and 13% are dually identified as English Learners.

Key data points include:

- 24% of Students with Disabilities (SWD) met or exceeded standards on ELA assessments, scoring 68.4 points below the student average, slightly declining from the prior year.
- 20% of SWD met or exceeded standards on Math assessment, scoring 98 points below the student average
- The chronic absenteeism rate for SWD is 23.5%, and the suspension rate is 3.9%.
- Local metrics such as benchmarks demonstrate similar results.
- ABC Unified is currently part of the Comprehensive Coordinated Early Intervening Services (CCEIS) to prevent the over-identification of Hispanic students into Special Education

During the LCAP development process, educational partners identified the need to:

- Provide targeted professional learning for teachers in selected elementary schools and secondary curricula to improve academic support for SWD.
- Conduct professional learning sessions to enhance teachers' ability to provide academic support through RSP push-in services.

- Offer comprehensive training for paraeducators to assist SWD effectively in the classroom.
- Ensure course access to improve college and career readiness for SWD
- Create transparent data processes that support IEP goals

The District plans to expand the educational experiences of Students with Disabilities (SWD) by implementing programs and structures that support improvements in academic outcomes through Universal Design for Learning strategies. ABC Unified will measure progress towards this goal using the metrics identified below.

Notes:
The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
Unless otherwise noted, baseline data is from the 2022-2023 School Year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | CAA ELA | According to DataQuest, CAA ELA data from 2022-2023, 7% of Students w/Disabilities met or exceeded standards.<br>English Learner: 8%<br>Low Income: 5% | According to DataQuest, CAA ELA data from 2023-2024, 11.25% of Students w/Disabilities met or exceeded standards.<br>English Learner: 13.3%<br>Low Income: 10.71% | According to DataQuest, CAA ELA data from 2024-2025, 10.84% of Students w/Disabilities met or exceeded standards.<br>English Learner: 0.00%<br>Low Income: 13.73% | In 2026-2027, 15% of SWD students will meet standards on the CAA ELA.<br>English Learner: 15%<br>Low Income: 13% | Overall: +3.84%<br>English Learner: -8.0%<br>Low Income: +8.73% |
| #2 | CAA Math | According to DataQuest, CAA Math data from 2022-2023, 7% of Students w/Disabilities met or exceeded standards.<br>English Learner: 8%<br>Low Income: 5% | According to DataQuest, CAA Math data from 2023-2024, 2.5% of Students w/Disabilities met or exceeded standards. | According to DataQuest, CAA Math data from 2024-2025, 4.76% of Students w/Disabilities met or exceeded standards. | In 2026-2027, 15% of SWD students will meet standards on the CAA Math.<br>English Learner: 15%<br>Low Income: 13% | Overall: -2.24%<br>English Learner: -8.0%<br>Low Income: -1.15% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | English Learner: 0%<br>Low Income: 1.79% | English Learner: 0.00%<br>Low Income: 3.85% | | |
| #3 | Chronic Absenteeism | According to CALPADS, the chronic absenteeism rate for 2022-2023 for Students w/Disabilities was 26.4%. | According to CALPADS, the chronic absenteeism rate for 2023-2024 for Students w/Disabilities was 19.1%. | According to CALPADS, the chronic absenteeism rate for 2024-2025 for Students w/Disabilities was 16.7%. | In 2026-2027, the chronic absenteeism rate for Students w/Disabilities will be 15%. | -9.7% (moving in the right direction) |
| #4 | Attendance | According to CALPADS, the attendance rate for 2022-2023 for Students w/Disabilities was 91.3%. | According to CALPADS, the attendance rate for 2023-2024 for Students w/Disabilities was 91.9%. | According to CALPADS, the attendance rate for 2024-2025 for Students w/Disabilities was 94.2%. | In 2026-2027, the attendance rate for Students w/Disabilities will be 96%. | +2.9% |
| #5 | Parent surveys of welcoming environment | According to the California School Parent Survey (CSPS), for 2024-2025, 48% of parents feel welcome to participate at their child's school. | N/A | According to the California School Parent Survey (CSPS), for 2025-2026, 51% of parents feel welcome to participate at their child's school. | In 2026-2027 the California School Parent Survey (CSPS) will reflect that 52% of parents feel welcome to participate at their child's school. | +3% |

# Goal Analysis [2025-26]

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

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

The 2025–2026 implementation of Goal 4 was guided by the District’s identification of a root cause: persistent academic and engagement disparities for Students with Disabilities (SWD). While inconsistent implementation of inclusive instructional practices contributes to these

disparities, additional factors include behavioral concerns, varying levels of staff experience and ability in developing and implementing IEP goals, and limited family understanding of the special education process.

A review of the 2025 California School Dashboard indicates that while districtwide academic performance remains strong overall, Students with Disabilities (SWD) continue to experience disparities across multiple indicators. Although English Language Arts performance increased by 10.1 points for SWD, several school sites—including Stowers ES, Haskell MS, Tetzlaff MS, and Gahr HS—remain identified in Red for ELA. Mathematics data reflect similar trends, with multiple campuses continuing to be identified as Red for SWD, indicating the need to strengthen instructional supports and inclusive access to grade-level mathematics instruction. Although ELA performance improved, it was insufficient to close the gap, indicating the need to continue strengthening instructional support in ELA.

Engagement indicators further highlight ongoing disparities. While the district maintained a 95.1% graduation rate (Blue performance level), the graduation rate for SWD remains 81.8%, identified in the Orange level and below the District average. Chronic absenteeism also remains a concern for SWD at several sites with moderate/severe programs, which include Tetzlaff MS, Haskell MS, Hawaiian ES, Melbourne ES, Leal ES, and Cerritos HS, reinforcing the need for stronger attendance monitoring and coordinated student supports.

To address these needs, implementation of Goal 4 focused on four primary strategies: strengthening family understanding of the IEP process, building staff capacity through specialized professional learning in behavior strategies, expanding inclusive instructional practices aligned to Least Restrictive Environment (LRE) requirements, and improving the development of standards-aligned IEP goals through the use of instructional technology tools and targeted professional learning.

I. Strengthening Family Engagement in the IEP Process (Action 4.1)

Implementation Summary: Action 4.1 was fully implemented and focused on strengthening family understanding of the Individualized Education Program (IEP) process through parent training sessions addressing IEP development, parent and student rights, and available services.

The District prioritized increasing access to training opportunities and improving communication to ensure families are informed and able to meaningfully participate in the IEP process. While training opportunities were established, continued focus on increasing attendance and expanding outreach strategies will be necessary to ensure broader family engagement across all student groups.

Evidence of Implementation:

- Conducted parent training sessions to support understanding of the IEP process:
- October 9, 2025 – 12 participants
- January 27, 2026 – 10 participants
- February 18, 2026 – 9 participants
- March 18, 2026 – 8 participants
- Parent pre/post-survey feedback indicated positive responses to the usefulness and clarity of the training sessions.
- Exploring and initiating expanded communication strategies to increase awareness of training opportunities, including:
- Video-based promotion

- Additional printed flyers to distribute to school sites
- Inclusion of training information in Prior Written Notices
- Distribution of flyers during IEP meetings

See Table I: Successes and Implementation Challenges for Action 4.1 below.

*Table I: Successes and Implementation Challenges for Action 4.1*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Positive parent feedback on training sessions<br>• Four parent training sessions implemented<br>• Training is offered at multiple sites and at varied times to increase accessibility.<br>• Increased awareness of the need for targeted family engagement strategies<br>• Identification of additional strategies to improve parent participation | • Limited parent participation despite outreach efforts<br>• Difficulty identifying meeting times that align with parent availability and site access<br>• Notification fatigue due to multiple district communications<br>• Barriers to attendance, including work schedules, transportation, and awareness<br>• Need for additional supports (e.g., childcare, food) to increase participation |

II. Building Staff Capacity to Support Students with Disabilities - Action 4.2

Implementation Summary: Action 4.2 was fully implemented and focused on strengthening staff capacity to support students with disabilities through Crisis Prevention Institute (CPI) training and professional learning on classroom culture and de-escalation strategies.

The District prioritized increasing staff training in proactive and de-escalation behavior supports and safe response strategies to ensure consistent, supportive learning environments for students with behavioral needs. While professional learning systems have been established, continued focus on consistent implementation of strategies across classrooms will be necessary to ensure effective support for students with disabilities.

Evidence of Implementation:
- 197 staff members completed CPI training between August 2025 and March 2026, including:
- 101 initial CPI trainings
- 96 refresher trainings
- Provided professional learning on classroom culture and de-escalation strategies to reduce reliance on physical interventions.

- Training focused on strengthening staff capacity to respond to behavioral challenges and maintain safe, supportive learning environments.
- Professional learning efforts focused on improving staff ability to respond to behavioral challenges while maintaining safe and supportive learning environments.

See Table II: Successes and Implementation Challenges for Actions 4.2 below.

*Table II: Successes and Implementation Challenges for Actions 4.2*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • 197 staff members trained in CPI de-escalation strategies<br>• Classroom culture training introduced strategies to reduce reliance on physical holds.<br>• Increased staff awareness of behavioral support strategies<br>• Initial steps taken to strengthen site-based behavioral support capacity (e.g., BCBA support) | • High staff turnover, particularly among temporary paraeducators, requires ongoing retraining.<br>• Limited availability of trainers to support sustained professional learning<br>• Scheduling constraints, including limited substitute coverage for staff release time<br>• CPI training is not required for staff, limiting consistent participation<br>• Limited opportunities for overtime or off-schedule training sessions |

III. Expanding Inclusive Education and Least Restrictive Environment Access (Action 4.3)

Implementation Summary: Action 4.3 was fully implemented and focused on increasing inclusive instructional opportunities for students receiving special education services by expanding access to general education settings and strengthening staff understanding of Least Restrictive Environment (LRE) requirements.

The District prioritized increasing opportunities for inclusion, improving collaboration between general and special education staff, and expanding professional learning to support inclusive practices. While inclusive practices have been expanded, continued focus on consistent implementation across sites will be necessary to ensure equitable access to general education settings for all students.

Evidence of Implementation:
- Implemented full inclusion for seventh-grade Resource Specialist Program (RSP) students at Carmenita Middle School in general education math courses.

- Expanded inclusion opportunities for Early Intervention Program (EIP) students, with 11 students participating in general education preschool classrooms.
- Increased collaboration between general education and special education staff to support inclusive instructional practices.
- Increased documentation of Least Restricted Environment (LRE) placements in IEPs, reflecting expanded access to general education settings and improved alignment with LRE requirements.
- Provided professional learning opportunities for staff to strengthen their understanding of inclusive practices and LRE implementation.

See Table III: Successes and Implementation Challenges for Actions 4.3 below.

*Table III: Successes and Implementation Challenges for Actions 4.3*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Expanded inclusive classroom placements for students receiving RSP services at Carmenita Middle School<br>• Increased opportunities for social interaction between students with disabilities and general education peers<br>• Students in inclusive settings demonstrate comparable academic performance to peers<br>• Increased staff awareness of LRE requirements and the role of Special Day Classes (SDC) as specialized academic instructional settings<br>• Accessed specialized inclusion training through LACOE IEEEP Grant | • Need for training for general education teachers to support inclusive instructional practices across sites and grade levels<br>• Limited understanding of LRE requirements among administrators and staff<br>• Insufficient collaboration time for co-teaching and inclusive planning (requires scheduling and funding support)<br>• Scheduling and staffing constraints limit the expansion of inclusive classrooms<br>• Facility and classroom licensing requirements restrict placement flexibility for the preschool<br>• Sustainability of specialized training and program support is uncertain without continued funding<br>• Persistent misconceptions regarding SDC as a behavioral placement limit appropriate inclusion opportunities |

IV. Strengthening IEP Goal Development Through Technology (Action 4.4)

Implementation Summary: Action 4.4 was fully implemented and focused on strengthening teacher capacity to develop measurable, standards-aligned IEP goals through the use of the Goalbook platform and targeted professional learning.

The District prioritized increasing staff use of technology tools, expanding professional learning opportunities, and supporting consistent development of high-quality IEP goals. While initial adoption of Goalbook has been established, continued focus on increasing consistent use and providing time for staff to engage with platform tools will be necessary to ensure effective implementation across sites.

Evidence of Implementation:

- Special education staff (teachers, psychologists, SLPs, OT/PT, APE) began using Goalbook resources to support IEP goal development.
- Platform usage indicates strong initial adoption, with approximately 80% activation (141 active users) and over 16,000 resources accessed.
- Staff primarily used Goalbook for IEP development, with 68% focused on goals and 28% on present levels.
- Increased engagement with instructional modules and resources reflects broader use of the platform to support IEP quality.
- Implemented strategies to increase usage, including:
- Summer professional learning opportunities
- Site team meeting reminders
- After-school training sessions
- Demonstrations during staff meetings

See Table IV: Successes and Implementation Challenges for Actions 4.4 below.

*Table IV: Successes and Implementation Challenges for Actions 4.4*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Teachers are integrating Goalbook into IEP goal development<br>• Increased staff familiarity with technology tools supporting IEP development<br>• The platform supports the development of standards-aligned IEP goals<br>• Strong initial platform adoption (80% activation; 16,000+ resources accessed)<br>• Plans developed to expand professional learning opportunities | • Teachers need additional time to explore platform tools and instructional modules<br>• Need for continued professional learning to ensure consistent platform use<br>• Limited time for staff participation in training opportunities<br>• Additional funding may be required to support after-school professional learning<br>• Use of Goalbook is not mandatory to develop IEPs |

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.

Action 4.1 - New to IEP workshop

There was a material difference between the budgeted expenditures and estimated actual expenditures for parent outreach and engagement activities. The original budget allocated $25,000; however, estimated actual expenditures totaled $3,643 due to lower-than-anticipated participation and implementation challenges related to family access and engagement.

Although workshops and engagement activities that were conducted received positive feedback from participating families, overall participation was limited because many families experienced barriers related to technology access, transportation, scheduling, and attendance at events held outside of their child's school site. These barriers reduced the district's ability to fully implement the planned scope of outreach and engagement activities.

As a result, the action was partially implemented in a modified format that prioritized site-based and smaller-scale engagement opportunities. Moving forward, the district will strengthen implementation by utilizing more targeted communication strategies, offering events at varied times of day, and increasing school-site-based engagement opportunities to improve accessibility and participation for families.

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

Overall, implementation of Goal 4 actions demonstrates partial effectiveness in strengthening systems to support students with disabilities, including improvements in family engagement, early indicators of staff capacity development, expanded inclusive practices, and increased use of tools to support IEP development.

Actions were effective because the district implemented coordinated supports—including parent training, staff development in behavioral strategies, inclusive instructional models, and structured IEP development tools—which increased stakeholder knowledge, improved instructional alignment, and expanded access to general education settings. These changes improve services for students with disabilities because increased staff skill, stronger family participation, and better-aligned IEP goals result in more consistent access to appropriate supports and grade-level instruction.

However, effectiveness remains inconsistent because participation in key actions, including parent training and staff professional learning, varies across sites, and structural constraints such as staffing, scheduling, and training capacity limit full implementation. This limits impact because system improvements are not yet reaching all students with disabilities, resulting in uneven access to inclusive practices, behavioral supports, and high-quality IEP development.

I. Family Engagement in the IEP Process (Action 4.1) – Effective

Family engagement efforts were effective as evidenced by increased parent knowledge and improved perception data. Thirty-nine parents attended the Understanding IEPs Parent Training over four sessions, and pre/post survey results indicate high satisfaction with the

information shared. Additionally, the California School Parent Survey shows that parents of students with disabilities reporting they feel welcomed and able to participate increased from 57% to 66%.

This action increased services by providing families with knowledge of the IEP process and how to participate in decision-making, thereby strengthening their ability to engage in IEP development. Increased participation improves alignment between student needs and services by enabling families to contribute meaningful input that informs goal development and service decisions, as reflected in improved parent perception data.

However, effectiveness is limited because participation in training sessions remains low relative to the total population, reaching only a subset of families. Barriers such as work schedules, transportation challenges, and limited awareness restrict attendance, thereby limiting impact, as many families do not yet have access to the knowledge and tools needed to fully engage in the IEP process.

II. Staff Capacity: CPI and Behavioral Supports (Action 4.2) – Partially Effective

Staff capacity efforts show partial effectiveness, with evidence of positive impact in sites with training participation but inconsistent implementation across the district. The Special Education Department recorded nine Behavior Emergency Reports (BERs) across the 2025–26 school year, representing nine students across seven schools (Gonsalves, Melbourne, Elliott, Kennedy, Fedde, Palms, and Gahr). Of 30 schools, BERs were reported in only seven schools, representing fewer than one-quarter of sites, which indicates a relatively low occurrence of emergency behavioral incidents. Additionally, schools where staff received CPI training demonstrated increased confidence in de-escalation strategies, and sites with higher participation saw reductions in behavioral incidents.

This action increased services because CPI training provided staff with de-escalation strategies and behavioral supports, which improved staff's ability to respond to student behavior and maintain instructional time. Improved staff response reduces escalation because trained staff can intervene earlier and more effectively, which results in fewer emergency incidents and increased student access to instruction, as reflected in the relatively low number of BERs across the district.

However, effectiveness remains limited because the implementation of training is inconsistent. High staff turnover, particularly among temporary paraeducators, limited availability of trainers, and the non-mandatory nature of CPI training reduce participation, which limits the number of staff equipped to apply these strategies. This results in uneven behavioral support across sites because not all staff have access to or consistently apply de-escalation practices, limiting the district’s ability to sustain reductions in behavioral incidents systemwide.

III. Inclusive Practices and Access to General Education (Action 4.3) – Partially effective

Inclusive practices show emerging effectiveness, with evidence that students with disabilities demonstrate academic progress and engagement when provided access to general education settings with appropriate supports. Students with IEPs demonstrated growth across performance levels on the Math second benchmark, with approximately 42% performing in the Low Average category and one-third in the Low category, indicating progress with targeted instruction. Teachers also report that students with IEPs demonstrate comparable academic performance and greater engagement than peers without IEPs in inclusive classrooms. Additionally, all students in these settings earned a passing grade at the end of the semester, with 82% earning a C or higher.

This action increased services because inclusive instructional models provided students with access to grade-level curriculum, peer interaction, and instruction from a single-subject credentialed teacher, supported by integrated special education services. In the Early Intervention Program (EIP), one special education teacher transitioned to work full-time alongside two general education teachers, resulting in 11 students being fully enrolled in general education classrooms. This increased access to inclusive education by enabling students to receive instruction in general education settings with integrated supports, and it strengthened collaboration between general and special education teachers, thereby improving instructional alignment and expanding access to grade-level curriculum and peer learning opportunities.

However, effectiveness remains limited due to inconsistent implementation and structural constraints. Limited understanding of Least Restrictive Environment (LRE) requirements among administrators and staff reduces consistent application of inclusive practices. In addition, insufficient time and resources for co-teaching and collaborative planning limit the ability to implement inclusive models with fidelity. Expansion is further constrained by staffing and scheduling limitations, including the availability of appropriately credentialed teachers. For example, only two general education classes are currently available for mainstreaming due to licensing constraints, which limits placement opportunities for additional students. While specific programs, such as preschool inclusion classrooms and the collaborative math class at Carmenita Middle School, demonstrate strong academic growth and engagement, their limited availability across sites restricts broader system impact.

IV. IEP Goal Development and Instructional Planning (Action 4.4) – Effective

IEP goal development efforts demonstrate effectiveness, as evidenced by high levels of staff engagement and improved alignment of IEP goals with instructional expectations. ABC special education staff, including psychologists, special education teachers, and speech-language pathologists, actively used Goalbook to inform students' present levels of performance and develop targeted, individualized goals. High levels of platform engagement, including an 80% activation rate and over 16,000 resource accesses, indicate consistent use of the system to support IEP development.

This action increased services by providing Goalbook's structured tools and resources to support the development of standards-aligned, individualized IEP goals, thereby improving instructional planning and alignment with grade-level expectations. Improved alignment increases instructional coherence by providing educators with clearer guidance on designing supports and monitoring student progress within the general education curriculum, resulting in more consistent and effective implementation of IEPs.

However, effectiveness is limited because the depth of platform use varies across staff. While engagement is high, some teachers use the platform at a surface level and are not yet leveraging its most impactful features. In addition, limited time for professional learning reduces staff's opportunities to build proficiency with the tool. This limits impact because inconsistent use of advanced features reduces the overall effectiveness of IEPs in guiding instruction and supporting student progress.

Synthesis:
Overall, Goal 4 actions demonstrate emerging effectiveness, with evidence of improved systems, increased staff capacity, and positive early impacts on student engagement and family participation. Actions were most effective where participation was high and implementation was

consistent. Family engagement improved, as participating parents demonstrated greater understanding and involvement in IEP discussions, but the impact remains limited due to low participation. Staff capacity efforts demonstrate site-level effectiveness, as trained staff applied de-escalation strategies, though systemwide impact is constrained by inconsistent access to and participation in training.

Inclusive practices yield positive outcomes because students with disabilities have greater access to grade-level instruction, leading to comparable performance, higher engagement, and stronger course completion rates. IEP goal development shows strong adoption and improved alignment to standards; however, effectiveness varies due to inconsistent depth of use and broader factors influencing student outcomes. Across all actions, variability in participation and implementation limits systemwide impact, indicating the need to strengthen access to training, increase participation, and improve system coherence to achieve consistent and equitable outcomes.

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

Changes to Partially Effective Actions - 4.2 and 4.3

Action 4.2 – Staff Capacity (CPI & Behavioral Supports) – Limited

The action was limited due to inconsistent participation in CPI training, resulting from the training's non-mandatory nature, limited substitute availability, and high staff turnover, particularly among paraeducators. These conditions reduced the number of staff consistently implementing de-escalation strategies, leading to uneven behavioral support across sites.

For 2026–2027, the District will modify this action by establishing required CPI training expectations for identified staff roles and expanding training capacity through additional trainers and flexible delivery models, including on-site, after-hours, and virtual options. The district will also develop onboarding and retraining systems for new staff and increase access to substitutes or alternative scheduling structures to support participation. These changes will increase services because more staff will be consistently trained in de-escalation strategies, improving staff responses to student behavior and resulting in more consistent behavioral supports across sites.

Action 4.3 – Inclusive Practices & LRE

The action was limited because of a limited understanding of Least Restrictive Environment (LRE) requirements, insufficient time and resources for co-teaching and collaborative planning, and structural constraints such as staffing, scheduling, and the limited availability of appropriately licensed classrooms.

For 2026–2027, the District will modify this action by expanding inclusive opportunities across middle schools, increasing the number of licensed classrooms to support inclusion in early intervention programs, and engaging in site visits to other districts to identify and implement effective inclusive practices. These changes will increase services because more students with IEPs will have access to general education settings with appropriate supports, thereby improving access to grade-level instruction and opportunities for peer interaction, leading to improved academic and social-emotional outcomes.

Refinements to Effective Actions 4.1 and 4.4

Action 4.1 – Family Engagement in the IEP Process

The District will expand targeted outreach strategies to increase participation, including direct outreach during IEP meetings and the use of multiple communication platforms. Additional supports, such as childcare, flexible scheduling, and varied training formats, will be provided to reduce barriers to participation. These changes will increase services because more families will be able to access training and develop the knowledge needed to actively participate in IEP development, resulting in stronger collaboration and improved alignment of services to student needs.
Action 4.4 – IEP Goal Development (Goalbook).

The District will increase expectations for consistent use of Goalbook across all sites and staff, expand professional learning focused on deeper use of instructional modules, and provide structured time during the workday for teachers to engage with the platform. The district will also strengthen monitoring of IEP goal quality and alignment to standards. These changes will improve services because more consistent and effective use of Goalbook will result in higher-quality, standards-aligned IEP goals, thereby strengthening instructional planning and supporting improved student outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Coordinate welcome and orientation meetings for families new to the IEP process | The District will coordinate with school sites to help students with disabilities and their families by offering a welcome and orientation to the Individualized Education Program (IEP) process meeting. This meeting will help families understand an IEP and how it supports their child's education. It will also guide how families can participate in the process and advocate for their child's needs. Overall, the goal is to ensure a smooth transition and empower families to participate in their child's education actively. The effectiveness of this action will be measured by surveys provided to parents on welcoming and inclusive environments as well as increased parent access and attendance.<br><br>Action Activities Include: | $25,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Expand targeted outreach strategies to increase participation, including direct outreach during IEP meetings and the use of multiple communication platforms.<br>• Provide additional supports (e.g., childcare, flexible scheduling, varied formats) to reduce barriers to attendance | | |
| **4.2** | CPI training for administrators, bus drivers, paraeducators, classified & certificated staff | District staff will train classified and certificated staff who work closely with students on Crisis Prevention and Intervention (CPI) for de-escalation purposes. This training will teach staff strategies for calming behaviors to keep all students safe. By learning these techniques, staff can effectively manage challenging situations and create a safer environment for everyone. The goal is to ensure all staff members have the skills to address behavioral issues calmly and responsibly. The effectiveness of this action will be measured by training records and attendance.<br><br>Action Activities Include:<br>• Establish required CPI training expectations for identified staff roles<br>• Expand training capacity through additional trainers and flexible delivery models (on-site, after-hours, virtual)<br>• Develop onboarding and retraining systems for new staff<br>• Increase access to substitutes or alternative scheduling structures to support participation | $50,000.00 | No |
| **4.3** | Coordinate and offer inclusive education experiences | The District plans to create more inclusive environments, increasing the number of students who learn alongside their peers of the same grade level. To support this effort, district staff will work with an expert in inclusive education to provide training, helping general and special education teachers understand how to collaborate effectively to support students with disabilities. This initiative will also prioritize the inclusion of foster youth and Long-Term English Learners (LTELs) who receive special education services, ensuring they have equitable access to high-quality instruction and support. By fostering greater inclusion and collaboration, the district aims to ensure that all students have the opportunity to learn and grow together. The effectiveness of this action will be measured by Least | $25,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Restrictive Environment data (annual performance review indicator 5) and observation documents.<br><br>Action Activities Include:<br>• Work with general/special education staff to develop a plan to implement inclusive opportunities<br>• Inclusive Education Professional Development<br>• Classroom integration strategies such as UDL<br>• Expand inclusive opportunities across middle schools<br>• License additional classrooms that can be used to increase inclusion opportunities for more students with IEPs in the early intervention classes<br>• Visit other districts to learn effective inclusion practices and view inclusive settings. | | |
| **4.4** | Utilize technology program to support and track grade-level IEP goals | The District plans to provide technical support to special education staff to improve their ability to develop legally compliant present levels, baselines, and IEP goals. This support will include training sessions and resources to ensure staff understand the legal requirements and best practices for writing Individualized Education Program (IEP) components. By enhancing staff's skills in this area, the district aims to ensure that IEPs accurately reflect students' needs and goals. Ultimately, this will help provide better support and services for students with special needs. This action will be monitored through program usage data and SEIS compliance monitoring.<br><br>Action Activities Include:<br>• Increase expectations for consistent use of Goalbook across all sites and staff<br>• Expand professional learning focused on instructional modules and deeper platform use<br>• Provide structured time for teachers to engage with Goalbook tools during the workday<br>• Strengthen monitoring of IEP goal quality and alignment to standards | $150,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | By 2027, Hispanic, English learners, Students with Disabilities, and Low-Income students at Tracy High School will:<br>• Improve graduation rates by 10% as measured by California Dashboard<br>• Increase English Learner Progress Rate by 10% or more as measured by local assessments;<br>• Increase on-time support provided to students as measured by the number of credits students enter and exit from Tracy High School to the comprehensive schools by 25%<br>• Improve suspension rates by 5% as measured by California Dashboard | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a need to improve programs and resources as related to graduation rates, suspension rates, math, English, and language development learning experiences, and college/career readiness.

Key data points include:

- Tracy High School's graduation rate is 59.5%, decreasing by 25% from the previous year.
- English Learner Progress Indicator is at 15.5%, decreasing by 6.7% from the previous year.
- Suspension rates are at 11.3%; with English learners at 13.3%, Low Income students at 12.8%, Students with disabilities at 16.3%, and Hispanic students at 11.3%.
- California Healthy Kids Survey data indicates that 55% of Tracy students perceive a caring adult at the school, and 19% perceiving that they participate in meaningful activities at the school.
- California Healthy Kids Survey indicates school connectedness rating at 49% while school safety are at 69%.
- College and Career readiness indicator is rated at very low, with only 1.8% students prepared for college or career.

During the LCAP development process, educational partners identified the need to:

- Improve attendance rates for specific student populations
- Reduce chronic absenteeism rates for specialized student groups
- Offer intensive guidance and additional support structures for students to meet graduation requirements
- Ensure a variety of course offerings and access to improve college and career readiness (i.e CTE, work based learning, dual enrollment, ERWC, and broaden math offerings)
- Create personalized academic support plans that reflect the needs of individual students based on their specific circumstances
- Address mental health concerns and increase connectedness activities within school site.

The District plans to support the focus goal specific to the needs of the Tracy Continuation High School population, which has been identified as an Equity Multiplier School. ABC Unified has continued to identify Tracy Continuation High School as requiring additional support in the 2026-2027 school year.

Notes:
The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
Unless otherwise noted, baseline data is from the 2022-2023 School Year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | CAASPP ELA | According to DataQuest, CAASPP ELA data from 2022-2023, 24.21% of Tracy students met or exceeded the standard for ELA.<br>English Learner: 7.41%<br>Low Income: 24%<br>Hispanic: 21.62% | According to DataQuest, CAASPP ELA data from 2023-2024, 11.96% of Tracy students met or exceeded the standard for ELA.<br>English Learner: 0%<br>Low Income: 11.69%<br>Hispanic: 18.18% | According to DataQuest, CAASPP ELA data from 2024-2025, 30% of Tracy students met or exceeded the standard for ELA.<br>English Learner:N/A<br>Low Income: 24.33%<br>Hispanic: 27.58% | In 2026-2027, 34% of Tracy students will meet or exceed standard for ELA.<br>English Learner: 15%<br>Low Income: 32%<br>Hispanic: 28% | Overall:+5.79%<br>English Learner: N/A<br>Low Income: +0.33%<br>Hispanic: +5.96% |
| #2 | CAASPP Math | According to DataQuest, CAASPP Math data from 2022- | According to DataQuest, CAASPP Math | According to DataQuest, CAASPP Math | In 2026-2027, 20% of Tracy students will meet or | Overall: -0.26%<br>English Learner: N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 2023, 4.26% of Tracy students met or exceeded the standard for Math.<br>English Learner: 0%<br>Low Income: 4%<br>Hispanic: 2.74% | data from 2023-2024, 3.03% of Tracy students met or exceeded the standard for Math.<br>English Learner: 0%<br>Low Income: 0%<br>Hispanic: N/A | data from 2024-2025, 4% of Tracy students met or exceeded the standard for Math.<br>English Learner: N/A<br>Low Income: 2.63%<br>Hispanic: 3.33% | exceed standard for Math.<br>English Learner: 10%<br>Low Income: 12%<br>Hispanic: 10% | Low Income: -1.37%<br>Hispanic: +0.59 |
| #3 | California Science Test (CAST) | According to DataQuest, CAST data from 2022-2023, 5.49% of Tracy students met or exceeded the standard for Science.<br>English Learner: 0%<br>Low Income: 6.76%<br>Hispanic: 4.23% | According to DataQuest, CAST data from 2023-2024, 3.03% of Tracy students met or exceeded the standard for Science.<br>English Learner: 0%<br>Low Income: 2.53%<br>Hispanic: 1.79% | According to DataQuest, CAST data from 2024-2025, 16% of Tracy students met or exceeded the standard for Science.<br>English Learner: N/A<br>Low Income: 10.81%<br>Hispanic: 13.79% | In 2026-2027,15% of Tracy students will meet or exceed standard for Science.<br>English Learner: 10%<br>Low Income: 14%<br>Hispanic: 10% | Overall: +10.51%<br>English Learner: N/A<br>Low Income: +4.05%<br>Hispanic: +9.56% |
| #4 | District Benchmark ELA | In Spring of 2023-2024, 33.6% of Tracy students met or exceeded the ELA benchmark. | In Spring of 2024-2025, 36.4% of Tracy students met or exceeded the ELA benchmark. | In Spring of 2025-2026, 48.1% of Tracy students met or exceeded the ELA benchmark. | In 2026-2027, 45% of Tracy students will meet or exceed standard in ELA benchmark. | +14.5% |
| #5 | District Benchmark Math | In Spring of 2024-2025, 26.9% of Tracy students met or exceeded the Math benchmark. | N/A | In Spring of 2025-2026, 36.4% of Tracy students met or exceeded the Math benchmark. | In Spring of 2026-2027, 30.9% of Tracy students will meet or exceed the Math benchmark. | +9.5% |
| #6 | District Benchmark Science | In Spring of 2025, 50%of Tracy students | N/A | N/A | In Spring of 2027, 50%of Tracy | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | met or exceeded the science benchmark | | | students will meet or exceed the science benchmark | |
| #7 | A-G Completion | According to DataQuest 2022-2023, 0% of Tracy students completed A-G requirements. | According to DataQuest 2023-2024, 0% of Tracy students completed A-G requirements. | According to DataQuest 2024-2025, 0% of Tracy students completed A-G requirements. | In 2026-2027,15% of Tracy students will complete A-G requirements. | Maintained |
| #8 | CTE Completion | According to CALPADS 2022-2023, 5.2% of Tracy students completed a CTE pathway. | According to CALPADS 2023-2024, 7.2% of Tracy students completed a CTE pathway. | According to CALPADS 2024-2025, 1.3% of Tracy students completed a CTE pathway. | In 2026-2027, 25% of Tracy students will complete a CTE pathway. | -3.9% |
| #9 | CTE plus A-G Completion | According to the California Dashboard 2022-2023, 0% of Tracy students completed A-G requirements plus a CTE pathway. | According to the California Dashboard 2023-2024, 0% of Tracy students completed A-G requirements plus a CTE pathway. | According to the California Dashboard 2024-2025, 0% of Tracy students completed A-G requirements plus a CTE pathway. | In 2026-2027,10% of Tracy students will complete A-G plus a CTE pathway. | Maintained |
| #10 | English Learner Progress Indicator | According to the California Dashboard 2022-2023, the English Language Progress Rate was 20.4% for Tracy High School. | According to the California Dashboard 2023-2024, the English Language Progress Rate was 44.9% for Tracy High School. | According to the California Dashboard 2024-2025, the English Language Progress Rate was 52.4% for Tracy High School. | In 2026-2027, the English Learner Progress Rate will be 30%. | +32% |
| #11 | Reclassification Rate | According to CALPADS 2022-2023, 2% of English learners were | According to CALPADS 2023-2024, 5.56% of | According to CALPADS 2024-2025, 6.98% of | In 2026-2027, the reclassification rate will be 10%. | +4.98% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | reclassified at Tracy High School. | English learners were reclassified at Tracy High School. | English learners were reclassified at Tracy High School. | | |
| #12 | Attendance Rates | According to CALPADS 2022-2023, The attendance rate at Tracy High School was 69.2%. | According to CALPADS 2023-2024, The attendance rate at Tracy High School was 76.77%. | According to CALPADS 2024-2025, The attendance rate at Tracy High School was 72.9%. | In 2026-2027, the attendance rate will be 80%. | +3.7% |
| #13 | Chronic Absenteeism Rate | According to CALPADS 2022-2023, 70.1% of Tracy High School students were chronically absent.<br>English Learner: 73.1%<br>Foster Youth: 66.7%<br>Homeless: 83.3%<br>Low Income: 72.5%<br>Students w/Disabilities: 70.5%<br>Hispanic: 70.7% | According to CALPADS 2023-2024, 76.45% of Tracy High School students were chronically absent.<br>English Learner: 75%<br>Foster Youth: 66.67%<br>Homeless: 90%<br>Low Income: 74.82%<br>Students w/Disabilities: 64.81%<br>Hispanic: 75% | According to CALPADS 2024-2025, 65.15% of Tracy High School students were chronically absent.<br>English Learner: 60.87%<br>Foster Youth: 0%<br>Homeless: 100%<br>Low Income: 60.12%<br>Students w/Disabilities: 62.8%<br>Hispanic: 67.6% | In 2026-2027, the chronic absenteeism rate will decrease to 60%.<br>English Learner: 65%<br>Foster Youth: 60%<br>Homeless: 76%<br>Low Income: 65%<br>Students w/Disabilities: 64%<br>Hispanic: 62% | Overall: -4.95%<br>English Learner: -12.23%<br>Foster Youth: -66.7%<br>Homeless: +16.7%<br>Low Income: -12.38%<br>Students w/Disabilities: -7.7%<br>Hispanic: -3.1% |
| #14 | High School Dropout Rate | In 2022-2023, the dropout rate at Tracy High School was 22.5%. | In 2023-2024, the dropout rate at Tracy High School was 30.6%. | In 2024-2025, the dropout rate at Tracy High School was 26.3%. | In 2026-2027, the dropout rate will decrease to 10%. | +3.8% |
| #15 | Williams Credentialing Report | In 2023-2024, 100% of Tracy teachers and staff are appropriately credentialed and | In 2024-2025, 100% of Tracy teachers and staff are appropriately | In 2025-2026, 100% of Tracy teachers and staff are appropriately | In 2026-2027, 100% of Tracy teachers will be appropriately | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | properly assigned as evidenced by CTC monitoring and Williams Reporting. | credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | |
| #16 | Williams Safety Report | In 2023-2024, 100% Tracy facilities inspected were safe, clean and functional on the Williams Report. | In 2024-2025, 100% Tracy facilities inspected were safe, clean and functional on the Williams Report. | In 2025-2026, 100% Tracy facilities inspected were safe, clean and functional on the Williams Report. | In 2026-2027, 100% of Tracy facilities inspected will be deemed safe, clean and functional on the Williams Report. | Maintained |

# Goal Analysis [2025-26]

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

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

The 2025–2026 implementation of Goal 5 was guided by the identification of a primary root cause: structural barriers to access that limit consistent student engagement in academic and support services. These barriers include employment responsibilities, family caregiving obligations, transportation limitations, and inconsistent attendance patterns, which disproportionately impact low-income students, English learners (EL), Long-Term English Learners (LTEL), and continuation high school students.

A review of local data indicates that while systems to support credit recovery, attendance improvement, and student well-being are in place, student outcomes remain uneven across key indicators. Chronic absenteeism continues to be elevated for low-income students and students with disabilities, while fluctuations in EL/LTEL enrollment complicate progress monitoring. Graduation outcomes and credit attainment remain closely tied to student engagement and access to intervention structures during the school day.

To address these needs, implementation of Goal 5 focused on four primary strategies:
(1) increasing access to academic counseling and credit recovery,
(2) strengthening attendance intervention systems,
(3) improving support for English learners through instructional strategies rather than staffing increases, and
(4) expanding social-emotional supports to improve student connectedness and engagement.

I. Increasing Access to Academic Counseling and Credit Recovery (Action 5.1)

Implementation Summary:

Action 5.1 was fully implemented and focused on increasing student access to individualized academic guidance, credit recovery, and graduation planning.

The District prioritized embedding intervention opportunities within the school day because structural barriers prevent many continuation students from accessing afterschool supports. The implementation of a revised bell schedule created dedicated time for credit recovery and attendance recovery during the instructional day, increasing accessibility for students who are unable to remain after school.

Evidence of Implementation:

- 410 academic counselor interactions with students
- 106 student-initiated meetings
- Implementation of sixth-period intervention for credit and attendance recovery
- Continued availability of afterschool recovery (direct instruction and online curriculum)

See Table I: Successes and Implementation Challenges for Action 5.1 below.

*Table I: Successes and Implementation Challenges for Action 5.1*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • High volume of student interactions with academic counselor (410+)<br>• Increased student-initiated engagement (106 meetings)<br>• Implementation of in-day credit recovery through the revised bell schedule<br>• Expanded access to credit recovery during the instructional day | • Afterschool participation remains low (~30 students daily)<br>• Structural barriers (work, caregiving, transportation) limit extended-day access<br>• Continued reliance on student motivation for voluntary participation<br>• Variability in student attendance limits consistent engagement |

II. Strengthening Attendance Intervention Systems (Action 5.2)

Implementation Summary:

Action 5.2 was fully implemented and focused on strengthening systems to address chronic absenteeism through targeted outreach and tiered interventions.

The District prioritized personalized outreach strategies, including home visits and direct communication, because chronic absenteeism is driven by external barriers rather than lack of awareness. Systems such as SART, SARB, and Tier III mental health interventions were implemented to address attendance challenges.

Evidence of Implementation:

- Home visits conducted by attendance staff and support personnel
- Implementation of SART and SARB processes
- Tier III mental health check-ins for high-need students
- Documented improvements in absenteeism for English learners

See Table II: Successes and Implementation Challenges for Action 5.2 below.

*Table II: Successes and Implementation Challenges for Action 5.2*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Established structured attendance intervention systems (SART, SARB, home visits)<br>• Targeted outreach improved attendance for English learners<br>• Integration of mental health supports for Tier III students<br>• Increased monitoring of attendance patterns | • Chronic absenteeism remains high for low-income students and students with disabilities<br>• External barriers (housing, employment, family responsibilities) persist<br>• Specialized populations (e.g., Bridges Academy) require more intensive supports<br>• Limited impact when students are disengaged or transient |

III. Supporting English Learners Through Instructional Strategies (Action 5.3)

Implementation Summary:

Action 5.3 was partially implemented and modified to prioritize instructional capacity-building over additional staffing.

The District determined that professional learning in AVID strategies would better address the needs of EL and LTEL students because strengthening Tier 1 instruction increases access to academic content across all classrooms. This shift reflects a change from a staffing-based model to a systems-based instructional approach.

Evidence of Implementation:

- Implementation of AVID strategies across content areas
- Professional learning is provided to teachers
- Monitoring of EL progress through local benchmarks and assessments
- Observed maintenance of progress despite enrollment fluctuations

See Table III: Successes and Implementation Challenges for Action 5.3 below.

*Table III: Successes and Implementation Challenges for Action 5.3*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Shift to instructional strategy model (AVID) to increase access to content<br>• Teachers trained in strategies to support language development<br>• Maintenance of progress on local EL benchmarks<br>• Increased alignment of instruction to support EL needs | • EL/LTEL population fluctuates, limiting consistent data tracking<br>• Decline in ELA benchmark performance (25.8% vs. 33.9%)<br>• Small subgroup size limits the reliability of survey data (CHKS/CSPS)<br>• Inconsistent implementation across classrooms |

IV. Expanding Student Well-Being Supports (Action 5.4)

Implementation Summary:

Action 5.4 was fully implemented and focused on improving student well-being and connectedness through expanded mental health supports.

The District prioritized creating a wellness center and increasing access to mental health professionals because continuation students often experience disengagement tied to social-emotional needs. Providing structured opportunities for connection was intended to increase engagement and attendance.

Evidence of Implementation:
- Establishment of a wellness center
- Student circles and individual counseling sessions
- Increased CHKS indicators:
- Connectedness increased by 12%
- Caring adults increased by 7%
- School safety increased by 10%

See Table IV: Successes and Implementation Challenges for Action 5.4 below.

*Table IV: Successes and Implementation Challenges for Action 5.4*

| ***Successes*** | ***Implementation Challenges*** |
|---|---|
| • Increased student connectedness (CHKS +12%)<br>• Improved perception of caring adults (+7%)<br>• Increased school safety (+10%)<br>• Creation of safe, supportive wellness space | • Chronic absenteeism limits consistent access to supports<br>• Students most in need are often least present<br>• Engagement gains depend on consistent attendance<br>• Structural barriers limit sustained impact |

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 minor material differences between Budgeted Expenditures and Estimated Actual Expenditures for selected Goal 5 actions due primarily to modifications in implementation strategies and lower-than-anticipated participation in extended-day services.

Action 5.3 - AVID schoolwide

The expenditures differed from the original budget because the district shifted from a staffing-based support model to an instructional capacity-building approach focused on AVID instructional strategies and professional learning. This modification prioritized strengthening Tier I instructional practices for English Learners and Long-Term English Learners across classrooms rather than increasing staffing allocations. As a result, the action was partially implemented in a modified format while maintaining support for English learner instructional access.

Despite these adjustments, Goal 5 actions were substantially implemented, and services continued to support student engagement, credit recovery, attendance intervention, English learner supports, and student well-being.

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

Overall, Goal 5 actions demonstrate partial effectiveness, with stronger outcomes where services were accessible during the instructional day, and participation was consistent. Actions improved student engagement, credit recovery, and connectedness because supports such as academic counseling and wellness services were embedded within the school day, reducing barriers related to transportation, employment, and family responsibilities.

However, effectiveness remains inconsistent because chronic absenteeism and external factors limit student participation, particularly for students with the greatest needs. This reduces the overall impact of services because students who would benefit most are not consistently accessing available supports.

I. Academic Counseling and Credit Recovery (Action 5.1) – Effective

This action was effective, as evidenced by a projected graduation rate of 77%, a 60% credit recovery rate, and 50% of returning students choosing to remain for continued support. It improved outcomes because individualized graduation planning and in-day intervention increased access to academic supports, allowing students to recover credits and remain on track.

However, effectiveness is limited because consistent attendance is required for participation, and some students do not fully engage despite access to services.

II. Attendance Intervention Systems (Action 5.2) – Partially Effective

This action demonstrates limited effectiveness. Chronic absenteeism decreased for English Learners (15%) and low-income students (10%), indicating that targeted outreach and intervention systems are having a positive impact for some groups.

However, absenteeism increased for students with disabilities, and overall attendance challenges persist. This limits effectiveness because external barriers continue to prevent consistent student attendance, reducing the impact of interventions.

III. English Learner Supports (Action 5.3) – Partially Effective

This action demonstrates limited effectiveness, with positive school climate indicators (73% reporting caring adults and 82% reporting high expectations), indicating improved access to supportive instructional environments.
However, ELA benchmark data show a decline in academic performance, which indicates that improvements in instructional practices have not yet translated into measurable academic outcomes. This limits effectiveness because inconsistent implementation and depth of strategy use reduce overall impact.

IV. Student Well-Being Supports (Action 5.4) – Effective

This action was effective, as evidenced by increased student connectedness (72%, up from 49%). It improved outcomes because access to mental health supports and a wellness center increased students' sense of belonging and connection to school.
However, effectiveness is limited because students with the greatest needs are often absent, reducing their access to these supports and limiting the overall impact.

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

Action 5.1 – Academic Counseling and Credit Recovery

For 2026–2027, the District will expand in-day intervention through the revised bell schedule, increase the frequency of academic monitoring, and maintain a focus on credit recovery embedded within the instructional day.

Action 5.2 – Attendance Intervention Systems

For 2026–2027, the District will continue in-day attendance supports and integrate attendance recovery into the instructional schedule. The district will also increase coordination between academic and mental health supports to better address the underlying causes of absenteeism.

Action 5.3 – English Learner Instructional Supports (AVID)
For 2026–2027, the District will expand AVID professional learning, increase monitoring of instructional implementation, implement English learner-specific progress monitoring tools, and provide structured collaboration time for teachers.

Action 5.4 – Student Well-Being Supports

For 2026–2027, the District will increase access to wellness services during the school day, strengthen integration between mental health and attendance systems, and monitor student engagement through CHKS and participation data.

**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 |
|---|---|---|---|---|
| **5.1** | Additional intensive academic guidance support | Support 0.5 FTE academic counselor to provide intensive guidance and support to ensure that each student at Tracy Continuation High School makes progress toward meeting graduation requirements. The effectiveness of this action will be measured by graduation rates, credit recovery tracking, percent of academic reviews completed, and the caring adult rating on the California Healthy Kids Survey. | $55,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.2** | Technical support for chronic absenteeism | Support parent engagement through outreach, attendance at conferences, progress monitoring, and family workshops focused on graduation planning and credit completion. Additional supports, including wellness referrals and barrier-removal resources, will strengthen home-school partnerships and improve student re-engagement, attendance, and progress toward graduation. Progress will be measured by chronic absenteeism rate, parent participation in attendance conferences and workshops, and an increase in credit accrual. | $15,000.00 | No |
| **5.3** | Implement AVID school-wide to support Long-Term English Learners and Low-income students. | AVID schoolwide strategies will be utilized to support reading and writing skills for Long Term English Learners (LTEL). Staff will be trained on AVID strategies to support progress toward language goals and graduation requirements. The AVID Emerge program for long-term English learners will also be added as a possible elective for credits. Graduation rates, ELPI rates, reclassification rates, and survey results from EL parents and students on meaningful participation will measure the effectiveness of this action. | $15,000.00 | No |
| **5.4** | Supports for Student well-being | To support student well-being at Tracy High School, the district will use a multifaceted approach that includes implementing social-emotional learning (SEL) programs, establishing a student pantry for food security, and fostering a school culture that embodies the community school approach. Collaborating with local agencies, the school will focus on creating safe student spaces and expanding extracurricular activities and job placement options. The effectiveness of this action will be measured by student and parent perceptions of safety, caring adults, and connectedness on the California Healthy Kids Surveys and California School Parent Surveys. Furthermore, suspension and high school dropout rates will be used to measure programs for student well-being. | $11,802.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $31730539 | $1672159 |

**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 |
|---|---|---|---|
| 15.424% | 0.000% | $0.00 | 15.424% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Supplemental Instructional Materials<br><br>**Need:**<br>Many students, including low-income, English learners, and homeless/foster youth, lack access to additional materials that could enhance their academic performance. English learners and long-term English learners require supplemental materials tailored to their | To address the identified need, district staff will collaborate with school sites to assess the need for supplemental materials through instructional materials committees. These committees will focus on enhancing access to diverse texts for low-income students, English learners, and foster/homeless youth. Additionally, staff will coordinate literacy development needs for these student groups by implementing Literacy Labs. These labs will be supported by Literacy | CAASPP ELA and Math<br><br>CAA ELA and Math<br><br>Local benchmarks<br><br>Fidelity of program and usage or enrollment by student groups |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | language, cultural, and age-appropriate needs. Developing strong reading skills involving word recognition and language comprehension requires explicit and deliberate practice. Unfortunately, students from low-income backgrounds and English learners may not receive adequate exposure to these reading components outside of school hours, including phonemic awareness, phonics, fluency, vocabulary, text comprehension, and oral language proficiency. To ensure effective support, it's crucial to monitor progress across specific student groups frequently.<br><br>In 2023, academic data reveals that certain subgroups perform below the District average (64%) in English Language Arts (ELA). For instance, only 53% of low-income students, 36% of homeless students, 15% of English learners, and 12% of foster youth meet or exceed ELA standards. Foster youth across the District are particularly struggling in ELA, as indicated by their performance on the California Dashboard. Schools with these struggling student groups may require additional support.<br><br>Academic data from 2024 continues to show that specific subgroups perform below the district average (64%) in English Language Arts (ELA). For instance, only 53% of low-income students, 28% of homeless students, 13% of English learners, 10% of Long-term English learners, and 12% of foster youth meet or exceed ELA standards. Foster youth | Intervention teachers and tutors, who will utilize supplemental instructional materials and progress-monitoring tools to provide targeted support to students. Peer coaching support will be provided to classroom teachers through data chats and the use of appropriate learning software. The District will oversee the implementation of Elementary Literacy labs by working closely with site Administrators to ensure fidelity in implementation through master scheduling coordination.<br><br>Similarly, secondary schools will establish writing centers to support writing skills across various subjects. These centers will give students access to adults and peers who can offer guidance and support to improve writing outcomes. Additionally, school staff will utilize computer adaptive programs targeting students' specific needs in areas such as concepts of print, fluency, phonemic awareness, and comprehension strategies. These programs will be implemented across grades K-12 at schools with the highest poverty levels. Teaching staff will monitor the usage of these programs and analyze data to make recommendations on their support and usage.<br><br>Foster youth will receive supplemental materials and resources that can be utilized at home or at local district community centers.<br><br>This action aims to increase access to print-rich materials and provide support through Literacy Labs in elementary schools and writing centers in secondary schools. By providing these resources and support on a LEA-wide basis, the District aims | CSPS survey results on instructional materials reflecting diversity offering<br><br>Writing assessment in 6th, 7th and 9th grade<br><br>CAST<br><br>Williams Instructional Materials Report |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | across the District are particularly struggling in ELA, as indicated by their performance on the 2024 California Dashboard, and the District is in Differentiated Assistance for this specialized group. Long-term English learners also need additional assistance district-wide, with a 2.8% decline in ELA scores. Schools with these struggling student groups may require extra support.<br><br>Academic data from 2025 continues to show that specific student groups perform below district averages in English Language Arts (ELA). While overall district ELA performance remained in the Green performance level with a 3.5-point increase, Long-Term English Learners remained identified in Red districtwide and continue to perform significantly below standard in ELA. English Learners and Students with Disabilities also remained identified in Red at multiple school sites, including Gahr High School, Ross Middle School, Haskell Middle School, and Tetzlaff Middle School. Although Foster Youth and Homeless students demonstrated improvement in ELA outcomes, local benchmark and Dashboard data indicate that achievement gaps persist and that additional literacy intervention, structured language development, and progress-monitoring supports remain necessary for unduplicated pupil groups.<br><br>Survey data and feedback from educational partners highlight the need for low-income | to integrate and enhance literacy across content areas, ultimately improving academic outcomes for low-income students, English learners, and foster/homeless youth. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students, English learners, and foster/homeless students to have access to various supplemental materials and programs to enhance their learning experience. Teacher surveys underscore the necessity for professional development in areas such as reading fluency and comprehension strategies, flexible small-group instruction, and writing instructional strategies. Parents/guardians express a desire to track their students' progress consistently using technology tools and understand the support provided through Multi-Tiered System of Supports (MTSS) structures in ABC. Unified.<br><br>**Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Targeted Literacy Support<br><br>**Need:**<br>See Action 1.1<br><br>**Scope:**<br>LEA-wide | See Action 1.1 | See Action 1.1 |
| **1.3** | **Action:**<br>Progress monitoring and data analysis<br><br>**Need:**<br>See Action 1.1 | See Action 1.1 | See Action 1.1 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **1.4** | **Action:**<br>Math support programs to build fluency with math facts and number sense<br><br>**Need:**<br>Low-income students often face obstacles that impede their development of math fluency, including limited resources, insufficient support at home, and learning gaps. Traditional teaching methods may not effectively engage and cater to their diverse learning needs. The new California frameworks highlight the significance of number sense and how mastering math facts can enhance students' grasp of number concepts and their ability to solve conceptual problems.<br><br>The 2023 California Dashboard for ABC Unified reveals that only 38% of low-income students are meeting or exceeding math standards. Additionally, Title I schools, which serve a high proportion of low-income students, often have student groups performing below proficiency in math, as indicated by CAASPP test scores. Several Title I schools within ABC Unified, including Fedde Middle School (low-income students), Ross Middle School (English learners), Juarez Elementary (English learners), and Aloha Elementary (African American students), require additional math support. | District staff will collaborate with school sites to establish school-wide support plans focused on building math fluency, and incorporate hands-on math and science activities. Principals will partner with teachers to integrate math fluency strategies into the daily schedule, ensuring consistent practice opportunities. Teachers will utilize instructional technology to evaluate and select the most effective programs for fostering fluency, both in the classroom and for at-home practice. Professional development will be provided to teachers to equip them with the skills to effectively utilize AI tutors, educational apps, and data-driven tools, creating a learning environment that aligns with the goals of low-income students. School sites will implement support programs during and after school hours. Additionally, specific school sites will designate a math support coach to facilitate fluency-building activities and strategies. District and school site staff will collaborate on math and science enrichment activities, such as 6th grade science camp, STEM Olympics, and Engineering Day.<br><br>These actions aim to provide low-income students with enhanced math support to strengthen their fluency with math facts and number sense as well as incorporate STEM enrichment activities. These supports will be implemented across the LEA to promote and enhance math achievement for these student groups | CAASPP Math<br><br>CAA Math<br><br>Local benchmarks<br><br>Program metrics<br><br>% Participation in enrichment activities<br><br>CAST |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Academic data from the 2024 California Dashboard for ABC Unified reveals that only 42% of Low-Income students are meeting or exceeding math standards. Additionally, Title I schools, which serve a high proportion of low-income students, often have student groups performing below proficiency in math, as indicated by CAASPP test scores. Several Title I schools within ABC Unified, including Artesia High School (low-income, English learners, Long-Term English learners), Tracy High School (low-income), Fedde Middle School (LTEL), and Haskell Middle School (LTEL), Juarez Elementary School (EL), and Willow Elementary School (EL).<br><br>Academic data from the 2025 California Dashboard for ABC Unified continues to show that specific student groups perform below proficiency in Mathematics. Although districtwide Mathematics performance remained in the Green performance level with a 3.1-point increase, Foster Youth remained identified in Red districtwide and Students with Disabilities continued to be identified in Red at multiple school sites, including Fedde Middle School, Haskell Middle School, Tetzlaff Middle School, Nixon Elementary School, and Stowers Elementary School. English Learners also remained identified in Red at school sites including Gahr High School, Haskell Middle School, and Juarez Elementary School. Local benchmark data demonstrated some improvement for Low-Income students, English Learners, and Students with | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Disabilities at select sites; however, progress remains inconsistent across grade spans and school sites. These data indicate a continued need for targeted math fluency support, intervention, and interactive math and science enrichment opportunities for unduplicated pupil groups.<br><br>Feedback from educational partners underscores the need for targeted assistance in building math fluency. Empathy interviews with elementary, middle, and high school math teachers consistently identified the lack of fluency as a significant challenge for students as they progress through grade levels. Students expressed a desire for hands-on, interactive math and science activities to build content knowledge and relate to future career goals. Parents expressed a desire for expanded support in math, including access to instructional coaches, tutoring services, and technical programs to facilitate daily practice in math fluency.<br><br>**Scope:**<br>LEA-wide | | |
| **1.5** | **Action:**<br>Summer school programs<br><br>**Need:**<br>Students who are low-income, English learners, homeless/foster youth students often face challenges outside of the classroom that can hinder their academic progress, such as | District staff will provide a summer program specific to addressing students' learning gaps. The summer program will provide EL students with instruction in reading, math, and social emotional support at both the middle and high school level. Enrichment experiences to support English learners will also enhance program effectiveness by engaging students in learning experiences (e.g. | Graduation rates<br><br>College and Career Indicator<br><br>Local benchmarks<br><br>Enrollment data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | limited access to resources, lack of educational support at home, and learning gaps. Extended learning opportunities, such as summer school, can provide vital support systems for low-income students by offering: additional academic instruction, targeted intervention, enrichment activities, and continuity of learning.<br><br>In 2023, Graduation rates for the four comprehensive high schools are above 98% while Tracy High school was below 60%. Both CAASPP ELA and math Scores for specified groups of students are below the district average (i.e. EL students score 45.9 points below the average in math across the District).<br><br>In 2024, although district graduation rates are high, subgroup rates decreased for low-income students and homeless youth. Both CAASPP ELA and Math Scores for specified groups of students are below the district average (i.e., LTEL are 97.8 points below standard and foster youth are 77.6 points below standard in ELA). Improvements were seen for CAASPP ELA for EL learners.<br><br>In 2025, district graduation rates remained strong, with ABC Unified maintaining a Blue performance level and a four-year graduation rate of 95.1%. Despite these overall outcomes, subgroup disparities persist for Students with Disabilities, Foster Youth, English Learners, Long-Term English Learners, and Homeless students. Long-Term English Learners | coding, digital art, etc.) relevant to college and career preparedness. Summer preparatory programs will prepare students for transitions from elementary to middle to high school, including academic counseling support to provide guidance for college and career.<br><br>These actions aim to provide low-income students with enhanced math support to strengthen their fluency with math facts and number sense as well as incorporate STEM enrichment activities. These supports will be implemented across the LEA to promote and enhance math achievement for these student groups. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | remained identified in Red districtwide in English Language Arts and continued to perform significantly below standard in both ELA and Mathematics. Foster Youth also remained identified in Red districtwide in Mathematics, while several school sites continued to demonstrate elevated academic needs for English Learners and Students with Disabilities. These data indicate a continued need for extended learning opportunities, including summer school, targeted intervention, and enrichment programs to address learning gaps and improve academic outcomes for unduplicated pupil groups.<br><br>Educational partners indicate a need for extended support in ELA and Math. Parents requested more options for students to develop and understand content concepts and for programs that would help prepare students for the upcoming school year while addressing learning gaps.<br><br>**Scope:**<br>LEA-wide | | |
| **1.6** | **Action:**<br>Interactive math and science enrichment experience for elementary and middle school students<br><br>**Need:**<br>See Action 1.4 | See Action 1.4 | See Action 1.4 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **1.9** | **Action:**<br>Professional learning for certificated and classified staff and planning time for teachers<br><br>**Need:**<br>Students who are low-income, English learners, and foster/homeless may face significant barriers to accessing timely and targeted support. Research demonstrates that consistent progress monitoring, along with instructional planning and lesson design tailored to the needs of these student groups, can have the greatest impact on student achievement (Ysseldyke, 2007). It is crucial for these students to have well-trained teachers and administrators who understand their unique needs and can provide the necessary support to ensure their success.<br><br>In 2023, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the District average. | District staff will coordinate professional learning support and planning time to analyze formative and summative assessments specific to the needs of specific student groups. Teachers will be able to collaborate and formulate lesson plans to address areas of need in ELA and Math to provide on time supports for students. Principals will offer both departments and allocate sub days to bring grade level teams and/or departments together around common practices and activities. Additionally, professional learning and coaching support for administrators will be coordinated by district personnel to ensure that intentional and supportive measures are implemented for school site staff in implementing ABC's four pillars of the instructional framework.<br><br>This action will ensure students who are low-income, English learners, foster/homeless youth have on time supports in the classroom setting to progress towards grade level mastery. They are provided on a LEA-wide basis to integrate and increase math and ELA achievement across grade bands for these student groups. | Walkthrough data on 4 pillars<br><br>CAASPP ELA and Math<br><br>Local benchmarks |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | In 2024, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 28% of homeless students, and 13% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, and 14% of English learner students scoring below the district average. These data points indicate a need to continue to provide support in these areas.<br><br>In 2025, districtwide academic performance in both English Language Arts (ELA) and Mathematics remained in the Green performance level; however, significant disparities persist for Long-Term English Learners, English Learners, Students with Disabilities, Foster Youth, and Low-Income students across multiple school sites. Long-Term English Learners remained identified in Red districtwide in ELA and Mathematics, while Students with Disabilities and English Learners continued to be identified in Red at several school sites. Although local benchmark data demonstrated incremental growth for some student groups, progress remains inconsistent across grade spans and content areas. These data indicate a continued need for professional learning, instructional coaching, progress monitoring, and administrator support focused on strengthening Tier I instruction, data analysis | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | practices, and targeted instructional strategies for unduplicated pupil groups.<br><br>Educational partners have emphasized the need to enhance transparency in data analysis and utilize multiple measures to identify student needs effectively. Teachers have expressed the need for increased collaboration time to focus on the specific needs of English learners, foster/homeless, and low-income students. Administrators expressed a desire to receive technical support in supporting school site initiatives related to implementing the instructional framework. Moreover, students have voiced a desire for a more personalized learning experience in the classroom.<br><br>**Scope:**<br>LEA-wide | | |
| **1.10** | **Action:**<br>Coaching support for administrators on implementing the ABC Instructional Framework<br><br>**Need:**<br>See Action 1.9<br><br>**Scope:**<br>LEA-wide | See Action 1.9 | See Action 1.9 |
| **1.11** | **Action:** | To address these needs, additional teachers will be assigned to elementary and middle schools | Local benchmarks |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | Additional teaching staff at high-needs elementary and secondary school sites<br><br>**Need:**<br>Students from low-income backgrounds, foster/homeless youth, and English learners face unique challenges that require additional support at school. Low-income students often lack access to resources such as small group learning environments with credentialed staff, which are crucial for mastering content. English learners need differentiated support to develop language acquisition skills effectively. Foster and homeless students benefit from direct access to consistent instruction, which is often disrupted by their unstable living situations. Teachers working with these populations need to tailor their instruction to meet diverse needs. Smaller class sizes or small-group instruction provide the ideal setting for this differentiation, allowing teachers to give focused attention to each student's learning needs.<br><br>In 2023, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 28% of Homeless students, and 13% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, and 14% of English learner students scoring below the District average. | with the highest concentrations of these students. These teachers will conduct small group instruction based on assessment data tailored to the specific needs of low-income, foster, and English learner students. They will use district benchmark data and school-based formative assessments to pinpoint areas requiring improvement, such as mathematical concepts, reading comprehension, and writing skills. This targeted support will enhance students' knowledge across various subjects, including science, math, English, and history.<br><br>Students will benefit from direct access to teachers who can identify and develop the skills necessary for academic progress. The District will track progress using district benchmarks in reading and math to ensure these targeted interventions are effective and that students are advancing as needed as well as ensuring assigned teachers have the appropriate credentials needed. This action will be implemented schoolwide and limited to specific school sites. | CAASPP Math and English State Assessments<br><br>Williams Teacher Credentialing report |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | In 2024, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 28% of homeless students, and 13% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, and 14% of English learner students scoring below the District average. These data points indicate a need to continue to provide supports in these areas.<br><br>In 2025, districtwide academic performance in English Language Arts (ELA) and Mathematics remained stable overall; however, significant achievement gaps persist for Long-Term English Learners, English Learners, Students with Disabilities, Foster Youth, Homeless students, and Low-Income students. Long-Term English Learners remained identified in Red districtwide in both ELA and Mathematics, while Students with Disabilities and English Learners continued to be identified in Red across multiple school sites, including Haskell Middle School, Tetzlaff Middle School, Gahr High School, and Ross Middle School. Although local benchmark data demonstrated incremental improvement for some student groups, progress remains inconsistent and achievement gaps persist across grade spans and school sites. These data indicate a continued need for small-group | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | instruction, targeted intervention, and direct access to credentialed staff to provide differentiated academic support for unduplicated pupil groups.<br><br>Educational partners expressed a need to ensure that there is direct access to teachers with specialized skills necessary for academic progress. Parents want small class sizes and to the extent possible, minimize combination grade level classes.<br><br>**Scope:**<br>Schoolwide | | |
| **1.12** | **Action:**<br>Supplemental concentration funds at specific high needs sites<br><br>**Need:**<br>Same as 1.11<br><br>**Scope:**<br>Schoolwide | Same as 1.11 | Same as 1.11 |
| **2.1** | **Action:**<br>Support for Students' Mental Health & Well-being<br><br>**Need:**<br>Students from low-income backgrounds, or who may be foster/homeless youth, experience higher amounts of stress due to financial instability or insecurities around | The District's social worker will train Mental Health Professionals and support the coordination of tiered mental health supports at all school sites in collaboration with site MHPs. Coordination of mental health supports include Care Solace referrals.<br><br>Tiered intervention support for social-emotional needs will include services designed around the | California Healthy Kids Survey:<br><br>Connectedness Rating<br><br>Caring Adult Rating |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | shelter, food, and access to basic needs. The stress of these conditions can manifest as social-emotional and mental health challenges, impacting student attendance, academic achievement, and likelihood to graduate. Survey data and educational partner feedback indicate a need to address student well-being and connectedness through access to tiered mental health supports.<br><br>In 2023, all schools in ABC Unified (30 schools) have an unduplicated student group (UDP) as either red or orange for chronic absenteeism on the CA Dashboard, indicating a need to increase attendance rates. On the California Healthy Kids Survey (CHKS), student connectedness ranges from 72% to 56% from elementary to middle to high school, with decreased connectedness among students who are low-income. Caring Adults on campus questions ranged from 65% to 59% from elementary to high school.<br><br>In 2024, all schools in ABC Unified (30 schools) have an unduplicated student group (UDP) as either red or orange for chronic absenteeism on the CA Dashboard, indicating a need to increase attendance rates. On the California Healthy Kids Survey (CHKS), student connectedness ranges from 75% to 59% from elementary to middle to high school, with decreased connectedness among students who are low-income. Caring Adults on campus questions ranged from 69% to 60% from elementary to high school. | Social and Emotional Learning competencies per the CASEL framework to address site specific challenges such as bullying, stress management, and emotion regulation.<br><br>Mental Health Professionals will work with identified low-income students, foster/homeless youth and provide them with the knowledge and skills required to expand social emotional competencies for school and home success. This will be accomplished through direct services to students that may include group-based or individual school-based counseling or agency based counseling depending on the need. This action will ensure that low income students are able to develop skills to build to build responsible decision making, relationship skills, social awareness, self-awareness, and self-management.<br><br>This action is provided on a LEA-wide basis to address barriers to attendance, academic outcomes, and advocated equitable access to educational services. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | In 2025, ABC Unified maintained a Green performance level for chronic absenteeism, with overall absenteeism decreasing to 9.9%. Despite this improvement, Foster Youth, Students with Disabilities, English Learners, and several school-site student groups continued to experience disproportionately elevated absenteeism rates. Local survey data also indicate that while student connectedness, perceptions of safety, and access to mental health supports improved across grade levels, outcomes remain inconsistent for unduplicated pupil groups and have not fully returned to pre-pandemic levels. These data indicate a continued need for tiered mental health supports, counseling services, and coordinated social-emotional interventions to improve student connectedness, attendance, and overall well-being for Low-Income students, Foster Youth, and Homeless students.<br><br>Educational partners requested enhanced student support services through the presence of Mental Health Professionals, prioritizing the needs of low-income students and those in foster or homeless situations.<br><br>**Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Technical assistance to school staff on attendance improvement | The ABC Unified School District's Coordinator of Pupil Support Services and Attendance will collaborate with administrators at all school sites to | Attendance rates,<br><br>Connectedness metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>Low-income students face challenges in attending school regularly, which could lead to chronic absenteeism. Factors that may affect attendance include unstable housing, unreliable transportation, or family responsibilities. Survey data and input from educational partners indicate that students who are identified as low-income, foster/homeless youth, and English learners need support to attend school regularly.<br><br>Analysis of 2023 California School Dashboard Attendance data reveals that several schools were identified in the "RED" on the attendance indicator due to elevated percentages of chronic absenteeism in relation to prior year data. These schools include Burbank Elementary School (21.4%), Palms Elementary School (32.1%), and Willow Elementary School (31.3%). Specific student groups were identified as "red" by the 2023 California School Dashboard attendance indicator. Low-income students at Burbank (23.4%), Palms (36.3%), and Willow (32.8%) elementary schools were identified as "RED." English learners at Willow Elementary School (26.3%) were identified as "red." It is clear that the need to support the specified student group spans across the District.<br><br>In the 2024 dashboard, Hawaiian Elementary is identified as red for chronic absenteeism at 21.8%. Fedde English Learners are in the red | identify an attendance improvement team at each school site and provide them with professional learning related to best practices for attendance improvement. This will include the development of a site-specific multi-tiered systems of support (MTSS) to address attendance improvement, implementation of Student Attendance Review Team (SART), and the referral process to the Student Attendance Review Board (SARB).<br><br>Teachers will be provided regular communication in electronic form from the Coordinator of Pupil Support Services and Attendance as it relates to classroom practices that can be used to support positive student attendance.<br><br>In collaboration with the Secretary II of Child Welfare and Attendance, the Coordinator of Pupil Support Services will provide school sites monthly data indicating students at risk of being identified as chronically absent for the year, as well as implement professional development for site secretaries related to attendance accounting.<br><br>In conjunction with the school site administrator's the Coordinator of Pupil Support Services will conduct home visitations for students who have been identified as possibly being identified as chronically absent. In addition, the Coordinator of Pupil Support Services will coordinate the ABC Unified School District's SARB and will work with site administrators to identify students who have not responded positively to site-level interventions for referral to SARB. | Chronic absenteeism rates<br><br>High school and middle school drop out rates |

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| | at a rate of 20.5%, and LTELs at a rate of 22%. None of ABC USD's SED students at any site were in the red. SWD at Carver (20.3%), Furgeson (25%), Fedde (28.4%), and Ross (32%) were in the red for absenteeism. It is clear that the need to support the specified student group spans across the district.<br><br>In 2025, ABC Unified maintained a Green performance level for chronic absenteeism, with overall absenteeism decreasing to 9.9%. Despite this improvement, several student groups continued to experience disproportionately elevated absenteeism rates, including Foster Youth, Students with Disabilities, English Learners, and Hispanic students at multiple school sites. Students with Disabilities remained identified in Red for chronic absenteeism at schools including Tetzlaff Middle School, Haskell Middle School, and Hawaiian Elementary School, while English Learners continued to be identified in Red at Aloha Elementary School and Willow Elementary School. These data indicate a continued need for attendance intervention systems, family outreach, home visits, and coordinated attendance supports to improve student engagement and attendance outcomes for unduplicated pupil groups.<br><br>Though the high schools did not receive an attendance indicator on the California School Dashboard, ABC Unified School District's internal data indicated that student groups | These actions will ensure all students and their families have the appropriate support to attend school regularly. This action is provided on a LEA-wide basis to address barriers to attendance, and advocates equitable access to educational services. | |

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| | faced similar attendance challenges in ninth through twelfth grade.<br>Educational partners' input indicated a need to provide additional support to engage students at school and improve attendance metrics.<br>Parents indicated a need for better communication and outreach by school site staff.<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>Implement interventions and supports aimed at reducing suspensions and expulsions at school sites<br><br>**Need:**<br>Many low-income students experience heightened stressors related to economic instability, inadequate access to resources, and adverse living conditions. These stressors can manifest in various behavioral issues, such as acting out, disengagement, or difficulty regulating emotions, which may contribute to higher rates of suspension and expulsion. Behavior supports are crucial for low-income students within ABC Unified School District due to the complex array of challenges they often face outside the classroom. Furthermore, the lack of access to essential support systems and resources outside of school can exacerbate behavioral challenges for low-income students. Limited access to mental health services, community | District staff will collaborate with school sites to provide more targeted interventions. Credentialed teachers and intervention specialists will be available at middle and high schools to address student behavior issues within a safe, on-campus environment. This will help students avoid suspension and get the support they need to succeed.<br><br>District staff will collaborate with school sites to implement programs that mentor and train students on restorative practices and support programs for middle and high school students. School site staff will help students resolve conflicts peacefully. Additionally, enhanced technology systems will allow for students to report bullying and other concerns safely.<br><br>Additional staff will also be provided to school sites with high incidence of behaviors leading to suspensions. Staff will support student supervision and ensure a safe campus for students. | Suspension Rates<br><br>CA School Parent Survey on Safety<br><br>CA Healthy Kids Survey on Safety<br><br>Title I Parent Survey |

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| | support networks, and extracurricular activities may leave these students without adequate coping mechanisms or positive outlets for their emotions and energy. As a result, they may struggle to navigate social and emotional situations effectively, leading to disciplinary issues at school.<br><br>Several elementary schools within ABC Unified were identified in the “red” on the 2023 California Dashboard for suspension rates including: Aloha, Hawaiian, Furgeson, Juarez, Melbourne and Palms.The 2023 California School Dashboard’s data shows that there were secondary schools within the ABC Unified School District identified as “red” on the suspension indicator due to an increase in the percentage of students being suspended in comparison to the prior year. Low-income students at Tracy High School (12.8%), were identified as “red” as well as Fedde Middle School (13%).<br><br>According to the 2024-2025 California Healthy Kids Survey (CHKS), 70% of ABC Unified School District 6th graders reported their schools had an anti-bullying climate. As for perceived safety, 78% of 6th graders reported as feeling safe. Thirteen percent (13%) of 6th graders stated they have tried alcohol or other drugs during their lifetime, and 2% stated they had used vapes. ABC Unified School District 6th graders reported being hit or pushed at school at a rate of 22%. | These actions will create a more positive and inclusive school climate for all students, with a particular focus on supporting low-income students who may be at higher risk for suspension or expulsion. This action is provided on a LEA-wide basis to address school climate concerns around safety and student engagement in high risk behaviors. | |

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| | In 2025, ABC Unified maintained a Green performance level for suspension rates, with a districtwide suspension rate of 2.1%. Despite this overall stability, disproportionality persists for several student groups, including Long-Term English Learners, Students with Disabilities, African American students, and English Learners at multiple school sites. Local climate survey data also indicate continued needs related to school safety, student connectedness, and behavioral supports. Secondary students reported increases in school connectedness and perceptions of safety, and 80% of secondary students reported that their school supports their mental health; however, outcomes remain inconsistent across student groups and school sites. These data indicate a continued need for restorative practices, bullying prevention, behavioral interventions, and targeted social-emotional supports to improve school climate and reduce disproportionality in discipline outcomes for unduplicated pupil groups.<br><br>Educational partners requested targeted supports for specific behaviors such as bullying, harassment, and safety concerns with aggressive acts of violence. Parents were concerned with behavioral supports being offered to students, and students desired a way to anonymously report behaviors. Both certificated and classified staff identified a need to increase campus safety with enhanced student monitoring and behavior | | |

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| | redirections. Addressing the behavioral needs of low-income students requires a comprehensive approach that acknowledges and addresses the underlying factors contributing to their challenges.<br><br>**Scope:**<br>LEA-wide | | |
| **2.4** | **Action:**<br>Evidence-based professional learning on Behavior Supports for classified and certificated staff<br><br>**Need:**<br>See Action 2.3<br><br>**Scope:**<br>LEA-wide | See Action 2.3 | See Action 2.3 |
| **2.5** | **Action:**<br>Bullying prevention program and communication system<br><br>**Need:**<br>See Action 2.3<br><br>**Scope:**<br>LEA-wide | See Action 2.3 | See Action 2.3 |
| **2.6** | **Action:**<br>Restorative training and program implementation | See Action 2.3 | See Action 2.3 |

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| | **Need:**<br>See Action 2.3<br><br>**Scope:**<br>LEA-wide | | |
| **2.7** | **Action:**<br>Equity Officer<br><br>**Need:**<br>Students who are low-income, foster/homeless, or English learners may be disproportionately affected by policies or practices within a school system that does not address or consider some of the barriers students encounter. Students may be unfamiliar with procedures or are learning to navigate the school system. The Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates serving as a key indicator. Furthermore, research indicates that quality caring and affirming adult (staff & parent)-to-student relationships are positively related to youth social skills, school competence, and can protect from a range of poor health outcomes and promote positive development.<br><br>The 2023 CA Dashboard data outlines that all 30 ABCUSD schools have low-income, foster youth, homeless, or English learner students indicated as Red or Orange in attendance. In addition, the District K-8 chronic absenteeism | The Equity Officer will collaborate with school sites to provide professional learning to sites administrators and school-based staff on asset based approaches to connecting and communicating with diverse students and families. District staff will facilitate opportunities for two District Parent Advisory Committees (Black Family Circle and Hispanic-Latino Family Circles) to advise the Superintendent and Board of Education on matters relating to student achievement and safety. Activities will also include: 1) providing opportunities to educate and inform parents about school and District process: 2) engaging parents in volunteer activities; 3) openly discussing parent's concerns and aspirations for their children's schools; and 4) build capacity in student leaders to support Parent Advisory Committee (PAC) initiatives. Additionally, district EL Program Staff and site administrators will provide EL LCAP PAC and DELAC meetings throughout the year for parents to review English learners student data, discuss district/school policies, and update plans affecting English learners. During these meetings, parents provide input that is used to revise district/school policies and procedures and to connect district/school plans to actions and services that offer increased opportunities and | CA Healthy Kids Survey<br>• Safety<br>• Connectedness<br>• Affirming cultural identity rating<br><br>CA School Parent Survey:<br>• Safety<br>• Affirming cultural identity rating |

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| | rate is 15.3%. Furthermore, there is specific concern about chronic absenteeism in the following student groups: students experiencing homelessness (56.9%), foster youth (30.1%), and English learners (17.3%).<br><br>The most recent 2024 CA Dashboard data outlines that all 30 ABCUSD schools have low-income, foster youth, homeless, or English learner students indicated as Red or Orange in attendance. In addition, the District K-8 chronic absenteeism rate is 11.1%. Furthermore, there is specific concern around chronic absenteeism in the following student groups: students experiencing homelessness (38%), foster youth (30.6%), and English learners (13.5%).<br><br>Additionally, data from 2024-2025 indicates variances in perceived safety among students, staff, and parents. The following indicates the rating of perceived safety: 69% of students, 88% of staff, and 94% of parents. EL parent surveys from 2023-2024 indicate that only 59% of EL parents perceive that their child feels safe at school.<br><br>In 2025, ABC Unified maintained a Green performance level for chronic absenteeism, with overall absenteeism decreasing to 9.9%; however, Foster Youth, Students with Disabilities, English Learners, and several school-site student groups continued to experience disproportionately elevated absenteeism rates. Local climate and | support to improve student performance and achievement of English proficiency.<br><br>Parents/guardians will have opportunities to participate and engage in professional learning at the ABC Parent Leadership Academy. Parents/guardians will have opportunities to participate and engage in various affinity groups (i.e., Black Family Circle, Hispanic/Latino Family Circle) to better support students' academic progress and success. The District will also work with school sites to identify important cultural/ethnic traditions and celebrations that should occur throughout the school year to strengthen the student's connection to school.<br><br>These actions will create a more positive and inclusive school climate for all students, with a particular focus on connecting students to their ethnicity and culture. This action is provided on a LEA-wide basis to address school climate concerns around safety and student engagement based on California Healthy Kids Survey results. | |

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| | engagement data also indicate continued variability in perceptions of safety, connectedness, and access to support among student groups and families. Secondary students reported increases in school connectedness and perceptions of safety, and 94% of parents reported that school is a safe place for their child; however, outcomes remain inconsistent across school sites and student groups. These data indicate a continued need for culturally affirming practices, family engagement workshops, community partnerships, and advisory structures designed to strengthen student connectedness, improve school climate, and increase engagement for unduplicated pupil groups.<br><br>Educational partners indicated a need to affirm and honor the cultures/ethnicities of various community groups in ABC USD. Parents want to continue to partner with the school district on ways to enhance inclusivity through Parent Advisory Committees. Parents noted a need to increase caring adult practices at school sites, indicating that the Equity Officer can provide professional learning and support for culturally affirming practices. Students expressed a desire for celebrations related to their culture/ethnicity as a way to highlight inclusivity in ABC Unified.<br><br>**Scope:**<br>LEA-wide | | |

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| **2.8** | **Action:**<br>Community Culturally Affirming celebrations and activities<br><br>**Need:**<br>See Action 2.7<br><br>**Scope:**<br>LEA-wide | See Action 2.7 | See Action 2.7 |
| **2.9** | **Action:**<br>Teen Parent Program<br><br>**Need:**<br>Teen parents in the K-12 system, often from low-income backgrounds or experiencing housing instability, face challenges attending school regularly and staying on track for graduation. They may also require additional support in balancing their academic pursuits with their parental responsibilities. Teen parents may need an alternative educational setting to help support ongoing educational goals and to graduate within four years.<br><br>In 2023, Tracy Continuation High School will be the alternative education setting. The graduation rate across the district is 94.6%, a decline from the prior year. At Tracy High School, the graduation rate dropped 25% and is now 59.5%. Tracy High School is identified in the “red” for graduation rates for low-income students. | The District will work with school site staff to implement a Teen Parent Program to provide a focused learning environment with supportive teachers, and specific goals to remove barriers students may face. Teachers experienced in alternative learning communities can offer personalized instruction and understanding of the unique challenges teen parents face. The program aims to minimize obstacles to regular attendance, allowing teen parents to focus on their studies. In addition to academics, the program offers resources and guidance to help teen parents navigate the challenges of parenthood.<br><br>These actions will create a supportive learning environment for students. The overall goal is to empower teen parents to achieve academic success and graduate on time, ultimately improving their life trajectories. This action is provided on a School-wide basis, specifically at Tracy High School, to support on time graduation based on California Dashboard cohort graduation rates. | Graduation rates<br><br>Chronic absenteeism rates<br><br>High School Dropout Rates |

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| | In 2024, the current alternative education setting is Tracy Continuation High School. The graduation rate across the district is 94.8%, an increase from the prior year. At Tracy High School, the graduation rate increased 9.9% to 69.4%. Tracy High School is identified in the “yellow” for graduation rates for Low-Income students.<br><br>In 2025 Tracy High School continued to be the alternative setting for Teen Parent Program but high decline in student enrollment required a revisit and restructure of the program. It is noted that ABC Unified maintained a Blue performance level for graduation rate, with a districtwide four-year graduation rate of 95.1%. Despite this overall strength, Extended cohort data indicate that additional time and targeted supports continue to improve outcomes at Tracy Continuation High School. These data indicate a continued need for alternative education supports, case management, counseling services, and flexible learning options to improve attendance, credit completion, graduation outcomes, and postsecondary readiness for unduplicated pupil groups, including teen parents.<br><br>Educational partners indicated the need for a variety of options in a course of study to achieve graduation outcomes. Families expressed a need for community support and resources to build a bridge from home to school. Students wanted access to additional | | |

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| | resources to support their college and career goals.<br><br>**Scope:**<br>Schoolwide | | |
| **2.11** | **Action:**<br>Family Engagement Workshops and Parent Advisory Committees<br><br>**Need:**<br>See Action 2.7<br><br>**Scope:**<br>LEA-wide | See Action 2.7 | See Action 2.7 |
| **2.12** | **Action:**<br>Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites<br><br>**Need:**<br>Low-income, foster/homeless youth, and English learner (EL) students often face barriers to accessing a well-rounded education, which include limited resources, scheduling conflicts, academic focus, and language barriers. Low-income families may struggle with the costs associated with ancillary activities to support these additional programs. Students juggling childcare or work responsibilities may find it difficult to participate in College and Career electives, VAPA, Band, or physical education/athletic | District staff will work with school site staff to identify the specific needs of low-income, foster/homeless youth, and English learner students at their specific sites through targeted support and programming. School-based assessments/surveys will be conducted to analyze how to improve and increase access for students to a broadened educational experience. These activities include certificated and/or classified staff to support students before, during, and after school. Site administrators can also seek to provide flex scheduling for UDP student groups, allowing for zero-period or seventh-period courses that would allow for exposure to CTE, A-G electives, Band, VAPA, or athletic programming. School sites may also support student populations with instructional materials, resources, and contract services to increase services in College | College and Career Indicator<br><br>Attendance Rates<br><br>Graduation Rates<br><br>Chronic absenteeism |

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| | programs with demanding schedules. In regard to academic focus, pressure to excel in core subjects can leave little room for electives or extracurricular activities. English learner students might feel apprehensive or struggle to participate fully in programs without additional language support. These barriers create an inequitable educational experience, potentially hindering social development, academic achievement, and future opportunities.<br><br>The 2023 California Dashboard data indicates that the overall College and Career Indicator for ABC Unified is at 60.4%, with specific subgroups lower than the average: Low-income at 52%, English learner at 23.9%, homeless students at 10.5%, and foster youth at 7.7%. In addition, the California Healthy Kids Survey shows increased rates of boredom (28%) and decreased rates of meaningful participation (41%) with school activities.<br><br>2024 California Dashboard data indicates that the overall College and Career Indicator for ABC Unified is at 63.1%, with specific subgroups lower than the average: Low-Income at 55.4%, English learner at 19.2%, Long Term English learners at 17.4%, homeless students at 13.7%, and foster youth at 14%. In addition, the California Healthy Kids Survey shows increased rates of boredom (34%) and decreased rates of | and Career electives, VAPA, Band, or physical education/athletic programs. School sites will also coordinate additional intervention staff to provide unduplicated students extra support in the content areas of most need. School-level monitoring will utilize metrics such as attendance rates, enrollment in programs, and graduation rates (for high schools) to monitor effectiveness.<br><br>This action will create access to broader experiences and learning with College and Career electives, VAPA, Band, and athletic programs/PE. This action will be implemented LEA-wide and its effectiveness will be measured by school-level monitoring of attendance rates, college and career indicators, and graduation rates (for high schools) to monitor effectiveness. | |

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| | meaningful participation (30%) with school activities.<br><br>In 2025, ABC Unified maintained a Green performance level for the College and Career Indicator, with 67.1% of students meeting Prepared criteria. Despite this overall improvement, significant disparities persist for Long-Term English Learners, English Learners, Students with Disabilities, Foster Youth, and Low-Income students in college and career readiness outcomes and access to pathways. Long-Term English Learners and Students with Disabilities continued to demonstrate the lowest rates of A–G and CTE pathway completion, while local climate survey data indicate ongoing concerns related to student engagement, connectedness, and meaningful participation in school activities. These data indicate a continued need to expand access to VAPA, Band, athletics, electives, and college and career pathway opportunities to improve school engagement, connectedness, and postsecondary readiness for unduplicated pupil groups.<br><br>Educational partners indicated that there is a need to balance academics with extracurricular activities. Students desire a broader depth of experiences, such as real-life skills or college and career opportunities. Parents want to ensure students have access to highly qualified programs and experiences.<br><br>**Scope:** | | |

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| | LEA-wide | | |
| **3.1** | **Action:**<br>Expand Career Technical Education (CTE) Pathways<br><br>**Need:**<br>Students who are low-income, English learners, foster/homeless youth within ABC Unified School District face unique challenges in accessing college and career opportunities. Often expected to contribute to family expenses while still in high school or upon graduation, these students may prioritize employment over educational pursuits. However, research indicates that completing a Career Technical Education (CTE) pathway, advancing post-secondary education through advanced college coursework and engaging in work-based learning experiences significantly increase their likelihood of gainful employment. Students may require specialized support to improve participation in advanced coursework, such as Advanced Placement (AP) courses or Early College/Dual Enrollment programs. Addressing this gap requires comprehensive guidance and counseling services to ensure that students receive adequate support in selecting courses aligned with their college and career goals. Additionally, expanding offerings of college and career readiness programs in elementary and middle schools, such as College and Career experiences and AVID, is essential to | District staff will work with both community partners and school site staff to monitor the implementation of programs such as AVID, CTE, workability, and Early College programs. Professional learning will be provided to both academic and EL counselors on the aspects of the various programs available to students, and support resources to help improve participation rates. The District Counselor for support programs will hold monthly meetings with site counselors to update staff on college and career offerings (field trips, fairs, etc.) as well as analyze data on the participation of UDP students and exit surveys. An AVID teacher on special assignment will provide schools with technical support and guidance on program certification and professional learning offerings.<br><br>Additionally, the District will work with high schools to offer the PSAT to 9th and 10th-grade students in order to gather data on progress with ELA and Math for college and career readiness and to also gather information on AP potential. AP potential data can help guide school sites on how to broaden participation for UDP students by understanding student interest and the diversification of support. District staff will also provide technical support using this data to analyze and understand how to improve Early College and Dual Enrollment offerings through its ongoing partnership with the local community college. | College and Career Indicator<br><br>CTE plus A-G passage rates<br><br>AP enrollment and pass rates<br><br>PSAT percent prepared for college in ELA and Math<br><br>Early College or Dual Enrollment UDP participation and passage rates<br><br>AVID graduation rates and college attending rates<br><br>A-G<br><br>% of 4-6 year academic plans completed and updated in SIS system<br><br>Reclassification rates<br><br>EL progress indicator<br><br>Middle School Drop Out<br><br>High School Drop Out |

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| | increase access for low-income students, as highlighted by educational partners' feedback.<br><br>Data underscores the urgent need to broaden access and opportunities for low-income students to engage in CTE pathways and gain valuable work-based experiences, essential for future employment prospects. ABC Unified's metrics in the College and Career Indicators reveals stark disparities in completion rates of Career Technical Education (CTE) pathways, with only 17% of low-income students, 8% of English learners, 5% of students with disabilities, and a mere 3% of foster/homeless youth graduating seniors completing one CTE pathway alongside A-G requirements. Moreover, while there has been a slight increase in the number of student participants in Advanced Placement (AP) courses, data shows that English learner students continue to have the lowest participation rates.<br><br>Furthermore, despite its proven impact on student success, the participation rate in AVID (Advancement Via Individual Determination) electives has decreased by 2% in secondary schools. Data from the AVID Coaching and Certification Instrument underscores the need for increased site administrator understanding of AVID's impact and comprehensive professional development to ensure effective implementation. Additionally, metrics from the California Healthy Kids Survey highlight a need for improved academic motivation | College and Career specialists will provide financial aid workshops, field trips to local colleges, design accessible college and career fairs, and host parent nights to support understanding of college and career options. Academic and English learner counselors will provide 4 to 6-year plans outlining A-G requirements and specialized coursework based on individual student's needs such as CTE, Workability, AP, Dual enrollment, and Early College. Based on student needs, credit recovery options will be provided that include online programs, in-person support and flexible scheduling to meet college and career goals.<br><br>By focusing on expanding access to opportunities, this action will provide targeted support, and enhanced guidance, to ensure that every student has the resources and support they need to achieve their college and career goals. This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of college and career indicators, graduation rates (for high schools), AVID participation, AP rates, and Early College/Dual enrollment participation rates. | EAP rates |

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| | among students, indicating a broader need for engaging and rigorous academic preparedness programs like AVID.<br><br>In the 2024 CA Dashboard, ABC Unified's metrics in the College and Career Indicators reveals some disparities in completion rates of Career Technical Education (CTE) pathways, with only 21% of Low-Income students, 3% of English learners, 5% of students with disabilities, and a mere 5.8% of foster/homeless youth graduating seniors completing one CTE pathway alongside A-G requirements. Moreover, while there has been a slight increase in the number of student participants in Advanced Placement (AP) courses, data shows that English learner students continue to have the lowest participation rates.<br><br>In 2025, ABC Unified maintained a Green performance level for the College and Career Indicator, with 67.1% of students meeting Prepared criteria. Despite this overall improvement, significant disparities persist for Long-Term English Learners, English Learners, Students with Disabilities, Foster Youth, and Low-Income students in college and career readiness outcomes and access to advanced coursework and pathways. Long-Term English Learners and Students with Disabilities continued to demonstrate the lowest rates of A–G and CTE pathway completion, while English Learners continued to have lower participation in Advanced | | |

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| | Placement and college readiness opportunities. District data also indicate that increased access to CTE pathways, dual enrollment opportunities, and counseling supports remain necessary to improve equitable participation and postsecondary readiness outcomes for unduplicated pupil groups.<br><br>Feedback from Educational partners indicated a need for more support for both parents and students to understand college and career options. Parents requested support for students through programs like AVID, Early College or Dual Enrollment, and college or career experiences. Students want a diverse set of experiences that would expose them to career options, including CTE, workability, college field trips, college and career fairs, dual enrollment offerings, and academic counseling support. Staff requested professional learning on AVID program features and implementation best practices, tutoring support for AP coursework and specialist or counseling support.<br><br>**Scope:**<br>LEA-wide | | |
| **3.2** | **Action:**<br>Broaden AP course offerings and support programs<br><br>**Need:**<br>See Action 3.1 | See Action 3.1 | See Action 3.1 |

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| | **Scope:**<br>LEA-wide | | |
| **3.3** | **Action:**<br>Provide PSAT to all 10th and 11th grade students in all high schools<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.4** | **Action:**<br>Implement Early College and Dual Enrollment offerings to increase access for low-income students<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.5** | **Action:**<br>Expand AVID offerings and professional learning to elementary and secondary schools<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:** | See Action 3.1 | See Action 3.1 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| **3.6** | **Action:**<br>Expand Dual Immersion programs to support State Seal of Biliteracy<br><br>**Need:**<br>Low-income families may face barriers to accessing resources and materials needed for DLI programs, such as bilingual books, language learning software, or cultural materials. Ensuring equitable access to these resources, either through school-provided materials or community partnerships, can help mitigate disparities and support student success. English learners and low-income students may come from diverse cultural backgrounds that influence their learning experiences. It's essential to incorporate culturally responsive practices into DLI programs, including diverse literature, culturally relevant curriculum content, and opportunities for students to share and celebrate their cultural heritage. Low-income and English learner students may experience additional social and emotional challenges related to language acquisition and cultural adjustment. Providing social-emotional learning resources, counseling services, and peer support networks within the DLI program can help address these needs and create a supportive learning environment for all students. | District staff will collaborate with school sites to conduct a comprehensive needs assessment to understand the specific needs and challenges of low-income students and English learners in the school or district specific to Dual Language Immersion programs. District staff will provide technical support to DLI school to ensure equitable access by eliminating barriers such as language proficiency requirement and ensuring outreach in multiple languages to engage low-income families.<br><br>Funding will be used to hire bilingual staff members to effectively communicate and work in the DLI program. Ongoing professional learning will be provided to support staff with language development best practices. Curriculum will be used in the DLI classes that reflects the linguistic and cultural diversity of low income students with real-world examples that resonate with students' backgrounds and experiences. Schools will offer regular communication, outreach events, and opportunities for involvement in the DLI program as well as workshops on how parents can practice language at home. District and school site staff will regularly monitor and evaluate the progress of low-income students in the DLI program to identify areas of need and measure program effectiveness.<br><br>This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of reclassification rates, ELPI rates, local benchmarks in multiple languages, and CAASPP | Reclassification rates<br><br>ELPI rates<br><br>CAASPP Math, ELA<br><br>Local benchmarks (multiple languages)<br><br>State Seal of Biliteracy |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | While graduation for English learners increased 6.1% from 2023, only 22.9% of English learners are completing A-G requirements compared to 61.9% students overall. Reclassification rates increased to 25.6% from 15% in the prior year, and there is a need to maintain high levels for students to access secondary course options. EL progress indicator for ABC Unified showed that 49% of increased one level on the ELPAC, but 19% decreased one level on the ELPAC as well. Dual immersion programs would provide targeted support to continue to improve ELPI rates.<br><br>In 2024, the CA Dashboard shows that only 17.7% of English learners and 16.8% of Long Term English learners are completing A-G requirements compared to 58.8% students overall. Reclassification rates maintained at 15% from the prior year, and there is a need to maintain high levels for students to access secondary course options. EL progress indicator for ABC Unified showed that 47% of increased one level on the ELPAC, but 17% decreased one level on the ELPAC as well. Dual immersion programs would provide targeted support to continue to improve ELPI rates.<br><br>In 2025, English Learners and Long-Term English Learners continued to demonstrate significant disparities in college and career readiness, English Language Arts, and English Learner Progress Indicator (ELPI) outcomes. | Math and ELA assessments. ABC Unified is committed to establishing and expanding Dual Language Immersion programs that effectively supports low-income and English learners students and promotes academic achievement, linguistic proficiency, and cultural competence for all learners | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Long-Term English Learners remained identified in Red districtwide in ELA and ELPI, while schools including Elliott Elementary and Willow Elementary continued to be identified in Red for ELPI performance. Although district systems supporting reclassification and language acquisition improved, ELPI outcomes indicate that additional support is needed to strengthen academic language development and access to rigorous coursework for English Learners and Long-Term English Learners. These data indicate a continued need to expand Dual Language Immersion pathways and multilingual learning opportunities to improve language acquisition, reclassification outcomes, and college and career readiness for unduplicated pupil groups.<br><br>Educational Partners Input indicated a need to expand and improve Dual Immersion programs so that there are continuing options from elementary to middle to high school. Parents wanted students to feel affirmed for their multilingual development and provided a variety of language offerings. Students wanted a way to still practice their language skills in the school environment.<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | | |
| **3.7** | **Action:** | See Action 3.1 | See Action 3.1 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Options for credit recovery programs in high school<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | | |
| **3.8** | **Action:**<br>College and Career Specialists at every high school<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.9** | **Action:**<br>TK - 12 College and Career Fairs<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.10** | **Action:**<br>Academic and Specialized Support Counselors<br><br>**Need:** | See Action 3.1 | See Action 3.1 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | See Action 3.1<br><br>**Scope:**<br>LEA-wide | | |
| **3.11** | **Action:**<br>Access to devices, internet, and tech support for College and Career Readiness<br><br>**Need:**<br>Students who are low-income, English learners, foster/homeless youth face significant barriers to accessing quality education due to lack of resources. Providing them with Chromebooks ensures they have the necessary tools to participate in learning, complete assignments, and access educational resources, thereby, promoting equitable access to education. For many of these students, access to technology may be limited outside of school. By providing Chromebooks, schools can help foster digital literacy skills essential for success in the modern workforce. Additionally, having access to technology experts who can provide professional learning opportunities can enhance teachers' ability to integrate technology into their curriculum effectively, ensuring that students receive quality instruction tailored to their needs. Technology can be a powerful tool for English language learners to practice language skills, access language learning resources, and engage with interactive educational content. For homeless/foster youth who may experience | District staff will collaborate with school sites to recruit and hire tech support staff and educational technology specialists to assist with professional learning and student support. Ongoing professional learning programs will train teachers and staff on best practices to integrate technology into their curriculum and utilizing digital tools effectively in various real world situations, particularly to build skills for the workforce. District staff will provide troubleshooting techniques, and develop a regular maintenance schedule to develop a consistent practice to prevent lapses with technology access for low-income students. District staff will collaborate with school sites to provide parent workshops around technology orientation in regards to the use of Chromebooks, accessing digital resources, and basic troubleshooting, specifically in communities where there is a high need for support. The District will establish systems of support for low-income parents including a help desk and/or hotline, and resources for tech-related queries. Furthermore, technology use will be monitored and evaluated using student tech skill assessments, device usage rates, and repair turnaround times. Surveys on the use and added value of technology and technology related programs will be provided to students and parents. | CAASPP Math, ELA<br><br>Local indicators such as:<br>• Program/device usage<br>• Student skills assessments<br><br>ELPAC |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | frequent transitions or lack stable housing, having access to a personal Chromebook ensures continuity in their education. They can continue their studies regardless of their living situation, reducing disruptions to their learning and promoting academic stability.<br><br>Data from the 2023 California Dashboard indicates that specified subgroups are significantly below the District average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA standards. In math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the district average. Specifically, foster youth are considered in the red for English Language Arts.<br><br>Data from the 2024 California Dashboard indicates that specified subgroups are significantly below the District average in both English Language Arts (ELA) and math. For example, only 53% of low-Income students, 28% of homeless students, 10% of long-term English learners, and 15% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, 4% of long-term English learners, and 23% of English learner students scoring below the district average. Specifically, foster | This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of CAASPP Math and ELA results and local indicators, such as usage rates and student tech skill assessments. ABC Unified wants to ensure that students who are low-income, English learners, and foster/homeless youth have equitable access to technology devices in the classroom and at home, and can then apply the use of these devices in real world situations. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | youth are considered in the Red for English Language Arts.<br><br>In 2025, districtwide academic performance remained stable overall; however, significant disparities persist for Low-Income students, English Learners, Long-Term English Learners, Foster Youth, and Homeless students in both English Language Arts and Mathematics. Long-Term English Learners remained identified in Red districtwide in ELA and Mathematics, while Foster Youth remained identified in Red in Mathematics and continued to experience significant academic and engagement barriers. Local data also indicate a continued need to strengthen equitable access to technology, digital learning tools, and instructional supports that improve academic access and continuity of learning for unduplicated pupil groups. These data indicate a continued need for student technology access, digital literacy supports, and technology integration systems to improve academic outcomes and college and career readiness for unduplicated pupil groups.<br><br>Educational partners indicated that there needs to be a balanced approach to technology, incorporating soft skills in technology learning alongside access to content. Students want to be able to use computers in the classroom and at school while also enhancing their work related abilities. Parents want the ability for students to use devices at home to finish assignments. | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.7** | **Action:**<br>Language development extended learning for long-term English learners<br><br>**Need:**<br>English learners must meet specific criteria to become reclassified, including scoring a 4 (well developed) on the ELPAC, achieving a passing score on an alternate assessment (such as CAASPP or District Benchmarks), and being deemed linguistically and academically ready by teachers. However, only 30% of Long Term English learners (LTELs) achieved an overall 4 on the ELPAC. While 71% of LTELs scored a 4 in the Speaking domain, only 10-11% scored a 4 in the Reading, Writing, and Listening domains.<br><br>On the 2023 California Dashboard, the English Learner Progress Indicator (ELPI) declined by 2.2%, with 56% of English learners | District staff will coordinate professional learning for certificated and classified staff, focusing on reclassification requirements, curriculum, and supplemental supports tailored to long-term English learners (LTELs) to empower English Language Program Designees (ELPD), Intervention Specialists, and other EL support staff in enhancing language acquisition and academic performance for English learners (ELs).<br><br>Trained paraeducators will work directly with English learners and LTELs, providing small-group academic support tailored to students' learning needs in core subject areas, and facilitating assignment completion, class participation, and academic improvement.<br><br>Additionally, district staff will support sites in developing EL site teams and provide programmatic updates regarding reclassification requirements, curriculum, and supplemental | ELPAC<br><br>EL Progress Rates<br><br>Reclassification rates<br><br>CAASPP Math and ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | progressing towards English language proficiency. Additionally, English learners performed below standard in both CAASPP ELA and math, with 15% meeting or exceeding the standard in ELA and only 13% in Math. Furthermore, only 20% of ELs scored proficient on the District elementary benchmark in ELA and 26% in math. At the secondary level, only 2% scored proficient in ELA and 28% in math. These results highlight the persistent achievement gap between English learners and other student groups.<br><br>On the 2024 California Dashboard, the English Learner Progress Indicator (ELPI) maintained with 55% of English Learners progressing towards English language proficiency. Additionally, English Learners performed below standard in both CAASPP ELA and math, with 13% meeting or exceeding the standard in ELA and only 14% in math. Furthermore, only 18% of ELs scored proficient on the District elementary benchmark in ELA and 27% in math. At the secondary level, only 8.9% scored proficient in ELA and 25.7% in math. These results highlight the persistent achievement gap between English learners and other student groups.<br><br>In 2025, the English Learner Progress Indicator (ELPI) remained in the Yellow performance level, with 53.1% of English Learners demonstrating progress toward English proficiency. Long-Term English | support for ELs, LTELs, and ELs with special needs. The Language Assessment Center will assist in assessing students on the initial and summative ELPAC, including the Alternative ELPAC for students with disabilities, and work with families to support their understanding of available programs and offerings.<br><br>Furthermore, district staff will implement EL-specific technology professional development for teachers, focusing on effective strategies, ELPAC preparation, and progress monitoring tools. Data management systems like EduClimber will be utilized to track EL students' ELPAC scores, language proficiency levels, and academic performance data. Additionally, AI-powered language learning tools and adaptive software will offer personalized support and targeted interventions to further support ELs and LTELs in their language acquisition journey.<br><br>This action will ensure that English learners have timely support in the classroom setting, specifically with ELPAC testing, to progress towards grade-level mastery and allow students to reclassify. They are provided on an LEA-wide basis. | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Learners continued to demonstrate significant academic and language acquisition needs, remaining identified in Red districtwide in English Language Arts and demonstrating continued challenges in ELPI outcomes. Schools including Elliott Elementary and Willow Elementary also remained identified in Red for ELPI performance. Although district systems supporting reclassification improved, Long-Term English Learners continue to require additional support in academic language development, integrated and designated ELD instruction, ELPAC preparation, and access to targeted intervention supports. These data indicate a continued need for extended learning opportunities and systems of support focused on reclassification and English language development for English Learners and Long-Term English Learners.<br><br>According to feedback from the LCAP Parent Advisory Committee, parents value services and support for English learners, such as English learner counselor services and programs like after-school programs, summer school, academic tutoring, and enrichment. Parents also expressed a desire for increased accessibility to academic interventions and support. Teachers in both elementary and secondary schools identified a need for additional support in integrating English Language Development (ELD) instructional strategies and standards. Principals have also prioritized effective strategies for English. | | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | learners in the upcoming school year based on teacher input.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1.8** | **Action:**<br>Systems of support for reclassification and ELPAC<br><br>**Need:**<br>See Action 1.7<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | See Action 1.7 | See Action 1.7 |
| **2.10** | **Action:**<br>Homeless and Foster Youth Resources<br><br>**Need:**<br>Foster/homeless youth in the K-12 system face significant challenges attending school regularly and achieving academic success. They may lack basic necessities like food and clothing, experience transportation difficulties, and require emotional support.<br><br>According to the 2023 California Dashboard, Homeless and Foster Youth graduation rates are at 75%. Foster youth are in the “red” districtwide for English Language Arts. Chronic absenteeism for homeless and foster youth is among the highest with 56% and 30%, respectively. | District staff will collaborate with school sites and local agencies to coordinate resources that improve access to essential resources, including food, clothing and counseling services. Assigned staff members provide personalized support, connecting students with community resources and developing plans to address their specific needs. Regular check-ins will be conducted by support staff with ongoing communication on identified challenges and addressed promptly.<br><br>These actions will create a supportive learning environment for students, providing access to basic resources and support. This action will be implemented LEA-wide and its effectiveness will be measured by tracking attendance rates, chronic absenteeism rates, and graduation rates for foster/homeless youth. | Graduation rates<br><br>Chronic absenteeism rates<br><br>Middle School and High School Drop out rates |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | According to the 2024 California Dashboard, foster youth rates are not indicated due to fewer than 11 students. Chronic absenteeism for homeless and foster youth is among the highest, with 38% and 30.6%, respectively.<br><br>In 2025, Foster Youth continued to experience disproportionately high rates of chronic absenteeism and academic need compared to district averages. Foster Youth remained identified in Red districtwide in Mathematics, while Long-Term English Learners and other unduplicated pupil groups continued to demonstrate significant academic and engagement disparities across multiple indicators. Although districtwide attendance outcomes improved overall, Foster Youth continue to require targeted academic, behavioral, and social-emotional supports to improve school connectedness and access to instruction. These data indicate a continued need for coordinated Foster Youth and Homeless student services, case management, basic needs resources, transportation support, and school-based advocacy to improve attendance, engagement, and academic outcomes for unduplicated pupil groups.<br><br>Educational Partners indicated a need for community and educational resources to help students feel safe, and connected to the school community. Students want to work directly with a site advocate to help navigate | | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | issues and challenges that are encountered as a result of a lack of basic necessities.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(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.

## 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.

The District is planning to use the additional concentration grant funding in the amount of $1,672,159 to provide additional teachers and/or other support staff to our schools with the highest concentration of UDP students, namely Furgeson, Hawaiian, Melbourne, Willow Elementary Schools, Fedde Middle School and Artesia High School. This is evidenced by Action 1.12: Supplemental concentration funds at specific high needs sites.

| **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 | 1:65 | 1:43 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:16 | 1:11 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 205717381 | $31730539 | 15.424% | 0.000% | 15.424% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $227,644,007.00 | $37,762,802.00 | $0.00 | $4,500,000.00 | $269,906,809.00 | $263,310,226.00 | $6,596,583.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Supplemental Instructional Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $800,000.00 | $500,000.00 | $300,000.00 | | | $800,000.00 | 0 |
| 1 | 1.2 | Targeted Literacy Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,950,000.00 | $250,000.00 | $900,000.00 | $1,300,000.00 | | | $2,200,000.00 | 0 |
| 1 | 1.3 | Progress monitoring and data analysis | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $380,000.00 | $250,000.00 | $630,000.00 | | | | $630,000.00 | 0 |
| 1 | 1.4 | Math support programs to build fluency with math facts and number sense | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $950,000.00 | $350,000.00 | $900,000.00 | $400,000.00 | | | $1,300,000.00 | 0 |
| 1 | 1.5 | Summer school programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,300,000.00 | $227,700.00 | $1,527,700.00 | | | | $1,527,700.00 | 0 |
| 1 | 1.6 | Interactive math and science enrichment experience for elementary and middle school students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $100,000.00 | $100,000.00 | $150,000.00 | $50,000.00 | | | $200,000.00 | 0 |
| 1 | 1.7 | Language development extended learning for long-term English learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $1,109,400.00 | $0.00 | $809,400.00 | $300,000.00 | | | $1,109,400.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Systems of support for reclassification and ELPAC | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $121,000.00 | $0.00 | $121,000.00 | | | | $121,000.00 | 0 |
| 1 | 1.9 | Professional learning for certificated and classified staff and planning time for teachers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $868,056.00 | $0.00 | $768,056.00 | $100,000.00 | | | $868,056.00 | 0 |
| 1 | 1.10 | Coaching support for administrators on implementing the ABC Instructional Framework | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $125,000.00 | $75,000.00 | $50,000.00 | | | $125,000.00 | 0 |
| 1 | 1.11 | Additional teaching staff at high-needs elementary and secondary school sites | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools and all Middle Schools | 3 years | $6,911,674.00 | $0.00 | $6,911,674.00 | | | | $6,911,674.00 | 0 |
| 1 | 1.12 | Supplemental concentration funds at specific high needs sites | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Artesia High School, Fedde Middle School,Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, Melbourne Elementary | 3 years | $1,672,159.00 | $0.00 | $1,672,159.00 | | | | $1,672,159.00 | 0 |
| 1 | 1.13 | Recruit, hire, and train highly qualified credentialed teachers | All | No | | | All Schools | 3 years | $182,145,968.00 | $0.00 | $147,679,968.00 | $29,966,000.00 | | $4,500,000.00 | $182,145,968.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | and related classified personnel | | | | | | | | | | | | | | |
| 1 | 1.14 | General Administrative functions and other duties | All | No | | | All Schools | 3 years | $18,105,500.00 | $0.00 | $17,505,500.00 | $600,000.00 | | | $18,105,500.00 | 0 |
| 2 | 2.1 | Support for Students' Mental Health & Well-being | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $3,657,571.00 | $0.00 | $3,657,571.00 | | | | $3,657,571.00 | 0 |
| 2 | 2.2 | Technical assistance to school staff on attendance improvement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $28,000.00 | $228,000.00 | | | | $228,000.00 | 0 |
| 2 | 2.3 | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $150,000.00 | $0.00 | $150,000.00 | | | | $150,000.00 | 0 |
| 2 | 2.4 | Evidence-based professional learning on Behavior Supports for classified and certificated staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $277,812.00 | $0.00 | $277,812.00 | | | | $277,812.00 | 0 |
| 2 | 2.5 | Bullying prevention program and communication system | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $100,000.00 | $100,000.00 | | | | $100,000.00 | 0 |
| 2 | 2.6 | Restorative training and program implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $125,000.00 | $0.00 | $125,000.00 | | | | $125,000.00 | 0 |
| 2 | 2.7 | Equity Officer | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $50,000.00 | $250,000.00 | | | | $250,000.00 | 0 |
| 2 | 2.8 | Community Culturally Affirming celebrations and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $10,000.00 | $15,000.00 | $25,000.00 | | | | $25,000.00 | 0 |
| 2 | 2.9 | Teen Parent Program | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Tracy High School | 3 years | $50,000.00 | $0.00 | $50,000.00 | | | | $50,000.00 | 0 |
| 2 | 2.10 | Homeless and Foster Youth Resources | Foster Youth | Yes | Limited to Undupli | Foster Youth | All Schools | 3 years | $250,000.00 | $150,000.00 | $300,000.00 | $100,000.00 | | | $400,000.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | cated Student Group(s) | | | | | | | | | | | |
| 2 | 2.11 | Family Engagement Workshops and Parent Advisory Committees | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $75,000.00 | $100,000.00 | $150,000.00 | $25,000.00 | | | $175,000.00 | 0 |
| 2 | 2.12 | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $4,449,331.00 | $2,500,000.00 | $5,449,331.00 | $1,500,000.00 | | | $6,949,331.00 | 0 |
| 2 | 2.13 | Recruit, hire, train, and retain fully qualified maintenance staff | All | No | | | All Schools | 3 years | $30,228,000.00 | $500,000.00 | $30,728,000.00 | | | | $30,728,000.00 | 0 |
| 3 | 3.1 | Expand Career Technical Education (CTE) Pathways | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,577,010.00 | $0.00 | $1,577,010.00 | | | | $1,577,010.00 | 0 |
| 3 | 3.2 | Broaden AP course offerings and support programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $100,000.00 | $106,084.00 | $206,084.00 | | | | $206,084.00 | 0 |
| 3 | 3.3 | Provide PSAT to all 10th and 11th grade students in all high schools | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | 3 years | $10,000.00 | $10,000.00 | $20,000.00 | | | | $20,000.00 | 0 |
| 3 | 3.4 | Implement Early College and Dual Enrollment offerings to increase access for low-income students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High School Grade Spans | 3 years | $48,169.00 | $0.00 | $48,169.00 | | | | $48,169.00 | 0 |
| 3 | 3.5 | Expand AVID offerings and professional learning to elementary and secondary schools | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $173,396.00 | $373,396.00 | | | | $373,396.00 | 0 |
| 3 | 3.6 | Expand Dual Immersion programs to support State Seal of Biliteracy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Furgeson Elementary, Niemes | 3 years | $580,000.00 | $35,201.00 | $615,201.00 | | | | $615,201.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Elementary, Stowers Elementary | | | | | | | | | |
| **3** | **3.7** | Options for credit recovery programs in high school | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | 3 years | $200,000.00 | $237,400.00 | $437,400.00 | | | | $437,400.00 | 0 |
| **3** | **3.8** | College and Career Specialists at every high school | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | 3 years | $375,000.00 | $0.00 | $150,000.00 | $225,000.00 | | | $375,000.00 | 0 |
| **3** | **3.9** | TK - 12 College and Career Fairs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $10,000.00 | $40,000.00 | $50,000.00 | | | | $50,000.00 | 0 |
| **3** | **3.10** | Academic and Specialized Support Counselors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $3,600,000.00 | $0.00 | $1,100,000.00 | $2,500,000.00 | | | $3,600,000.00 | 0 |
| **3** | **3.11** | Access to devices, internet, and tech support for College and Career Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,125,576.00 | $300,000.00 | $1,425,576.00 | | | | $1,425,576.00 | 0 |
| **4** | **4.1** | Coordinate welcome and orientation meetings for families new to the IEP process | Students with Disabilities | No | | | All Schools | 3 years | $25,000.00 | $0.00 | | $25,000.00 | | | $25,000.00 | 0 |
| **4** | **4.2** | CPI training for administrators, bus drivers, paraeducators, classified & certificated staff | Students with Disabilities | No | | | All Schools | 3 years | $25,000.00 | $25,000.00 | | $50,000.00 | | | $50,000.00 | 0 |
| **4** | **4.3** | Coordinate and offer inclusive education experiences | Students with Disabilities Early Intervention Program Students | No | | | All Schools Preschool programs | 3 years | $13,000.00 | $12,000.00 | | $25,000.00 | | | $25,000.00 | 0 |
| **4** | **4.4** | Utilize technology program to support and track grade-level IEP goals | Students with Disabilities | No | | | All Schools | 3 years | $50,000.00 | $100,000.00 | | $150,000.00 | | | $150,000.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 5.1 | Additional intensive academic guidance support | All<br>Hispanic, Low-Income, Students with Disabilities, English learners | No | | | Specific Schools: Tracy High School | 3 years | $55,000.00 | $0.00 | | $55,000.00 | | | $55,000.00 | 0 |
| 5 | 5.2 | Technical support for chronic absenteeism | All<br>Hispanic, Low-Income, Students with Disabilities, English learners | No | | | Specific Schools: Tracy High School | 3 years | $15,000.00 | $0.00 | | $15,000.00 | | | $15,000.00 | 0 |
| 5 | 5.3 | Implement AVID school-wide to support Long-Term English Learners and Low-income students. | All<br>Hispanic, Low-Income, Students with Disabilities, English learners | No | | | Specific Schools: Tracy High School | 3 years | $15,000.00 | $0.00 | | $15,000.00 | | | $15,000.00 | 0 |
| 5 | 5.4 | Supports for Student well-being | All<br>Hispanic, Low-Income, Students with Disabilities, English learners | No | | | Specific Schools: Tracy High School | 3 years | $0.00 | $11,802.00 | | $11,802.00 | | | $11,802.00 | 0 |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 205717381 | $31730539 | 15.424% | 0.000% | 15.424% | 31,730,539.00 | 0.000% | 15.424 % | **Total:** | 31,730,539.00 |
| | | | | | | | | **LEA-wide Total:** | $21,866,306.00 |
| | | | | | | | | **Limited Total:** | $1,230,400.00 |
| | | | | | | | | **Schoolwide Total:** | $8,633,833.00 |

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| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Supplemental Instructional Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $500,000.00 | 0 |
| **1** | **1.2** | Targeted Literacy Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $900,000.00 | 0 |
| **1** | **1.3** | Progress monitoring and data analysis | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $630,000.00 | 0 |
| **1** | **1.4** | Math support programs to build fluency with math facts and number sense | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $900,000.00 | 0 |
| **1** | **1.5** | Summer school programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,527,700.00 | 0 |
| **1** | **1.6** | Interactive math and science enrichment experience for elementary and middle school students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,000.00 | 0 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | Language development extended learning for long-term English learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $809,400.00 | 0 |
| 1 | 1.8 | Systems of support for reclassification and ELPAC | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $121,000.00 | 0 |
| 1 | 1.9 | Professional learning for certificated and classified staff and planning time for teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $768,056.00 | 0 |
| 1 | 1.10 | Coaching support for administrators on implementing the ABC Instructional Framework | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $75,000.00 | 0 |
| 1 | 1.11 | Additional teaching staff at high-needs elementary and secondary school sites | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools and all Middle Schools | $6,911,674.00 | 0 |
| 1 | 1.12 | Supplemental concentration funds at specific high needs sites | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Artesia High School, Fedde Middle School,Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, Melbourne Elementary | $1,672,159.00 | 0 |
| 2 | 2.1 | Support for Students' Mental Health & Well-being | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,657,571.00 | 0 |
| 2 | 2.2 | Technical assistance to school staff on attendance improvement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $228,000.00 | 0 |
| 2 | 2.3 | Implement interventions and supports aimed at reducing | Yes | LEA-wide | English Learners Foster Youth | All Schools | $150,000.00 | 0 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | suspensions and expulsions at school sites | | | Low Income | | | |
| **2** | **2.4** | Evidence-based professional learning on Behavior Supports for classified and certificated staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $277,812.00 | 0 |
| **2** | **2.5** | Bullying prevention program and communication system | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $100,000.00 | 0 |
| **2** | **2.6** | Restorative training and program implementation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $125,000.00 | 0 |
| **2** | **2.7** | Equity Officer | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $250,000.00 | 0 |
| **2** | **2.8** | Community Culturally Affirming celebrations and activities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $25,000.00 | 0 |
| **2** | **2.9** | Teen Parent Program | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Tracy High School | $50,000.00 | 0 |
| **2** | **2.10** | Homeless and Foster Youth Resources | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $300,000.00 | 0 |
| **2** | **2.11** | Family Engagement Workshops and Parent Advisory Committees | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,000.00 | 0 |
| **2** | **2.12** | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,449,331.00 | 0 |
| **3** | **3.1** | Expand Career Technical Education (CTE) Pathways | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,577,010.00 | 0 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.2 | Broaden AP course offerings and support programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $206,084.00 | 0 |
| 3 | 3.3 | Provide PSAT to all 10th and 11th grade students in all high schools | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>High Schools Only | $20,000.00 | 0 |
| 3 | 3.4 | Implement Early College and Dual Enrollment offerings to increase access for low-income students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>High School Grade Spans | $48,169.00 | 0 |
| 3 | 3.5 | Expand AVID offerings and professional learning to elementary and secondary schools | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $373,396.00 | 0 |
| 3 | 3.6 | Expand Dual Immersion programs to support State Seal of Biliteracy | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Furgeson Elementary, Niemes Elementary, Stowers Elementary | $615,201.00 | 0 |
| 3 | 3.7 | Options for credit recovery programs in high school | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>High Schools Only | $437,400.00 | 0 |
| 3 | 3.8 | College and Career Specialists at every high school | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>High Schools Only | $150,000.00 | 0 |
| 3 | 3.9 | TK - 12 College and Career Fairs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $50,000.00 | 0 |
| 3 | 3.10 | Academic and Specialized Support Counselors | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,100,000.00 | 0 |
| 3 | 3.11 | Access to devices, internet, and tech support for College and Career Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,425,576.00 | 0 |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $274,107,556.00 | $279,239,977.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Supplemental Instructional Materials | Yes | $1,100,000.00 | 1050000 |
| **1** | **1.2** | Targeted Literacy Support | Yes | $2,850,000.00 | 2780000 |
| **1** | **1.3** | Progress monitoring and data analysis | Yes | $530,000.00 | 500000 |
| **1** | **1.4** | Math support programs to build fluency with math facts and number sense | Yes | $1,175,000.00 | 1065000 |
| **1** | **1.5** | Summer school programs | Yes | $1,627,700.00 | 1550000 |
| **1** | **1.6** | Interactive math and science enrichment experience for elementary and middle school students | Yes | $358,114.00 | 350000 |
| **1** | **1.7** | Language development extended learning for long-term English learners | Yes | $1,109,400.00 | 1100000 |
| **1** | **1.8** | Systems of support for reclassification and ELPAC | Yes | $121,000.00 | 115000 |
| **1** | **1.9** | Professional learning for certificated and classified staff and planning time for teachers | Yes | $868,056.00 | 885000 |
| **1** | **1.10** | Coaching support for administrators on implementing the ABC Instructional Framework | Yes | $244,479.00 | 240000 |

| 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 | 1.11 | Additional teaching staff at high-needs elementary and secondary school sites | Yes | $4,561,674.00 | 6915000 |
| 1 | 1.12 | Supplemental concentration funds at specific high needs sites | Yes | $1,501,362.00 | 1501362 |
| 1 | 1.13 | Recruit, hire, and train highly qualified credentialed teachers and related classified personnel | No | $185,145,968.00 | 187518366 |
| 1 | 1.14 | General Administrative functions and other duties | No | $18,655,000.00 | 18655000 |
| 2 | 2.1 | Support for Students' Mental Health & Well-being | Yes | $3,929,571.00 | 4715000 |
| 2 | 2.2 | Technical assistance to school staff on attendance improvement | Yes | $228,000.00 | 228000 |
| 2 | 2.3 | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | Yes | $150,000.00 | 150000 |
| 2 | 2.4 | Evidence-based professional learning on Behavior Supports for classified and certificated staff | Yes | $277,812.00 | 277812 |
| 2 | 2.5 | Bullying prevention program and communication system | Yes | $100,000.00 | 100000 |
| 2 | 2.6 | Restorative training and program implementation | Yes | $150,000.00 | 148000 |
| 2 | 2.7 | Equity Officer | Yes | $250,000.00 | 251468 |
| 2 | 2.8 | Community Culturally Affirming celebrations and activities | Yes | $50,000.00 | 48176 |
| 2 | 2.9 | Teen Parent Program | Yes | $300,000.00 | 154117 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.10 | Homeless and Foster Youth Resources | Yes | $400,000.00 | 400000 |
| 2 | 2.11 | Family Engagement Workshops and Parent Advisory Committees | Yes | $223,000.00 | 223000 |
| 2 | 2.12 | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | Yes | $6,949,331.00 | 6848117 |
| 2 | 2.13 | Recruit, hire, train, and retain fully qualified maintenance staff | No | $31,628,000.00 | 31628000 |
| 3 | 3.1 | Expand Career Technical Education (CTE) Pathways | Yes | $1,577,010.00 | 1863460 |
| 3 | 3.2 | Broaden AP course offerings and support programs | Yes | $256,084.00 | 256084 |
| 3 | 3.3 | Provide PSAT to all 9th and 10th grade students in all high schools | Yes | $80,000.00 | 78716 |
| 3 | 3.4 | Implement Early College and Dual Enrollment offerings to increase access for low-income students | Yes | $48,169.00 | 46117 |
| 3 | 3.5 | Expand AVID offerings and professional learning to elementary and secondary schools | Yes | $473,000.00 | 472118 |
| 3 | 3.6 | Expand Dual Immersion programs to support State Seal of Biliteracy | Yes | $494,608.00 | 506117 |
| 3 | 3.7 | Options for credit recovery programs in high school | Yes | $437,400.00 | 437400 |
| 3 | 3.8 | College and Career Specialists at every high school | Yes | $375,000.00 | 375000 |
| 3 | 3.9 | TK - 12 College and Career Fairs | Yes | $67,000.00 | 67118 |

| 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) |
|---|---|---|---|---|---|
| 3 | 3.10 | Academic and Specialized Support Counselors | Yes | $3,600,000.00 | 3618111 |
| 3 | 3.11 | Access to devices, internet, and tech support for College and Career Readiness | Yes | $1,525,576.00 | 1525576 |
| 4 | 4.1 | Coordinate welcome and orientation meetings for families new to the IEP process | No | $25,000.00 | 7500 |
| 4 | 4.2 | CPI training for administrators, bus drivers, paraeducators, classified & certificated staff | No | $50,000.00 | 50000 |
| 4 | 4.3 | Coordinate and offer inclusive education experiences | No | $25,000.00 | 25000 |
| 4 | 4.4 | Utilize technology program to support and track grade-level IEP goals | No | $150,000.00 | 150000 |
| 5 | 5.1 | Additional intensive academic guidance support | No | $140,000.00 | 140000 |
| 5 | 5.2 | Technical support for chronic absenteeism | No | $100,000.00 | 100000 |
| 5 | 5.3 | Implement AVID school-wide to support Long-Term English Learners and Low-income students. | No | $150,000.00 | 75000 |
| 5 | 5.4 | Supports for Student well-being | No | $50,242.00 | 50242 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $33,585,806 | 30,138,346.00 | $33,719,021.00 | ($3,580,675.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Supplemental Instructional Materials | Yes | $600,000.00 | 600000 | 0 | 0 |
| 1 | 1.2 | Targeted Literacy Support | Yes | $750,000.00 | 750000 | 0 | 0 |
| 1 | 1.3 | Progress monitoring and data analysis | Yes | $530,000.00 | 500000 | 0 | 0 |
| 1 | 1.4 | Math support programs to build fluency with math facts and number sense | Yes | $775,000.00 | 775000 | 0 | 0 |
| 1 | 1.5 | Summer school programs | Yes | $1,627,700.00 | 1550000 | 0 | 0 |
| 1 | 1.6 | Interactive math and science enrichment experience for elementary and middle school students | Yes | $308,114.00 | 308114 | 0 | 0 |
| 1 | 1.7 | Language development extended learning for long-term English learners | Yes | $809,400.00 | 809400 | 0 | 0 |
| 1 | 1.8 | Systems of support for reclassification and ELPAC | Yes | $121,000.00 | 115000 | 0 | 0 |
| 1 | 1.9 | Professional learning for certificated and classified staff and planning time for teachers | Yes | $768,056.00 | 768056 | 0 | 0 |
| 1 | 1.10 | Coaching support for administrators on | Yes | $194,479.00 | 194479 | 0 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| | | implementing the ABC Instructional Framework | | | | | |
| 1 | 1.11 | Additional teaching staff at high-needs elementary and secondary school sites | Yes | $4,561,674.00 | 6915000 | 0 | 0 |
| 1 | 1.12 | Supplemental concentration funds at specific high needs sites | Yes | $1,501,362.00 | 1501362 | 0 | 0 |
| 2 | 2.1 | Support for Students' Mental Health & Well-being | Yes | $3,929,571.00 | 4715000 | 0 | 0 |
| 2 | 2.2 | Technical assistance to school staff on attendance improvement | Yes | $228,000.00 | 208000 | 0 | 0 |
| 2 | 2.3 | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | Yes | $150,000.00 | 150000 | 0 | 0 |
| 2 | 2.4 | Evidence-based professional learning on Behavior Supports for classified and certificated staff | Yes | $277,812.00 | 277812 | 0 | 0 |
| 2 | 2.5 | Bullying prevention program and communication system | Yes | $100,000.00 | 100000 | 0 | 0 |
| 2 | 2.6 | Restorative training and program implementation | Yes | $150,000.00 | 128000 | 0 | 0 |
| 2 | 2.7 | Equity Officer | Yes | $250,000.00 | 251468 | 0 | 0 |
| 2 | 2.8 | Community Culturally Affirming celebrations and activities | Yes | $50,000.00 | 48176 | 0 | 0 |
| 2 | 2.9 | Teen Parent Program | Yes | $300,000.00 | 154117 | 0 | 0 |
| 2 | 2.10 | Homeless and Foster Youth Resources | Yes | $300,000.00 | 300000 | 0 | 0 |
| 2 | 2.11 | Family Engagement Workshops and Parent Advisory Committees | Yes | $198,000.00 | 198000 | 0 | 0 |
| 2 | 2.12 | Access to VAPA, Band, College and Career electives, | Yes | $5,449,331.00 | 5949331 | 0 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| | | and Physical Education/Athletics at school sites | | | | | |
| **3** | **3.1** | Expand Career Technical Education (CTE) Pathways | Yes | $1,577,010.00 | 1863460 | 0 | 0 |
| **3** | **3.2** | Broaden AP course offerings and support programs | Yes | $256,084.00 | 256084 | 0 | 0 |
| **3** | **3.3** | Provide PSAT to all 9th and 10th grade students in all high schools | Yes | $80,000.00 | 78716 | 0 | 0 |
| **3** | **3.4** | Implement Early College and Dual Enrollment offerings to increase access for low-income students | Yes | $48,169.00 | 46117 | 0 | 0 |
| **3** | **3.5** | Expand AVID offerings and professional learning to elementary and secondary schools | Yes | $473,000.00 | 422118 | 0 | 0 |
| **3** | **3.6** | Expand Dual Immersion programs to support State Seal of Biliteracy | Yes | $494,608.00 | 506117 | 0 | 0 |
| **3** | **3.7** | Options for credit recovery programs in high school | Yes | $437,400.00 | 437400 | 0 | 0 |
| **3** | **3.8** | College and Career Specialists at every high school | Yes | $150,000.00 | 150000 | 0 | 0 |
| **3** | **3.9** | TK - 12 College and Career Fairs | Yes | $67,000.00 | 67118 | 0 | 0 |
| **3** | **3.10** | Academic and Specialized Support Counselors | Yes | $1,100,000.00 | 1100000 | 0 | 0 |
| **3** | **3.11** | Access to devices, internet, and tech support for College and Career Readiness | Yes | $1,525,576.00 | 1525576 | 0 | 0 |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $200,101,799 | $33,585,806 | 0 | 16.784% | $33,719,021.00 | 0.000% | 16.851% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

**For Technical Assistance**

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

**For Lowest Performing Dashboard Indicators**

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

**For LEAs With Unexpended LREBG Funds**

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

California Department of Education
November 2024

# Appendix

## I. Academics

**Table IA: 2023 Academic Indicators from CA Dashboard of Student Groups and Schools indicated in Red.**

| Student Groups with Actions and Services that support student needs | ELA* | Math* | ELPI* | College and Career Indicator<br>Note: Colors will be available in the 24-25 school year. Schools listed indicate a Very Low category |
|---|---|---|---|---|
| **Low_Income**<br>*Goal 1: 1, 2, 3, 4, 5, 6,9,10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | N/A | Fedde MS*<br>**Also identified for ALL student groups.* | N/A | Tracy High School*<br>**Also identified for ALL student groups.* |
| **Foster Youth**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 2: 10*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | *Districtwide* | N/A | N/A | N/A |
| **Students with Disabilities**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*<br>*Goal 4: 1, 2, 3, 4* | Burbank ES, Juarez ES, Kennedy ES, Palms ES, Willow ES<br>Fedde MS, Haskell MS, Ross MS, Gahr HS | *Districtwide*<br>Burbank ES, Juarez ES, Palms ES, Willow ES<br>Carmenita MS, Cerritos HS | N/A | Artesia High School |
| **English Learners**<br>*Goal 1: 1, 2, 3, 4, 5, 6,7, 8, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | Juarez ES, Gahr HS | Juarez ES, Fedde MS<br>Ross MS | Aloha ES, Furgeson ES<br>Tracy HS (Continuation) | N/A |
| **Hispanic**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | N/A | Fedde MS | N/A | Tracy High School |
| **African American**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | Aloha ES | Aloha ES | N/A | N/A |

## Table IB: 2024 Academic Indicators from CA Dashboard of Student Groups and Schools indicated in Red.

**Note: Bolded items indicate the second year of identification in RED.**

| Student Groups with Actions and Services that support student needs | ELA* | Math* | ELPI* | College and Career Indicator | Science |
|---|---|---|---|---|---|
| **Low-Income**<br>*Goal 1: 1, 2, 3, 4, 5, 6,9,10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | Tracy HS | Artesia HS<br>Tracy HS*<br>**Also identified for ALL student groups.* | N/A | **Tracy High School***<br>**Also identified for ALL student groups.* | |
| **Foster Youth**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 2: 10*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | ***Districtwide*** | *Districtwide* | N/A | N/A | |
| **Students with Disabilities**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*<br>*Goal 4: 1, 2, 3, 4* | Artesia HS,<br>**Fedde MS,**<br>Tetzlaff MS,<br>**Burbank ES,**<br>**Kennedy ES,**<br>Melbourne ES,<br>Stowers ES,<br>**Willow ES** | Artesia HS<br>Fedde MS,<br>Haskell MS,<br>Tetzlaff MS,<br>**Burbank ES,**<br>Kennedy ES**,**<br>Melbourne ES,<br>Nixon ES,<br>Stowers ES, | N/A | **Artesia High School** | |
| **English Learners**<br>*Goal 1: 1, 2, 3, 4, 5, 6,7, 8, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | Artesia HS<br>Juarez ES | Artesia HS,<br>Juarez ES,<br>Willow ES | Elliott ES,<br>Willow ES | N/A | |
| **Long-Term English Learners** | *Districtwide*<br>Artesia HS,<br>Fedde MS,<br>Haskell MS,<br>Ross MS | *Districtwide*<br>Artesia HS,<br>Fedde MS,<br>Haskell MS | | | |

| Student Groups with Actions and Services that support student needs | ELA* | Math* | ELPI* | College and Career Indicator | Science |
|---|---|---|---|---|---|
| **Hispanic**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | Artesia HS, Tracy HS | Artesia HS, Tracy HS | N/A | Tracy High School | |
| **African American**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | | | N/A | N/A | |

*Indicates ALL students categorized in the red for this school site.

## Table IC: 2025 Academic Indicators from CA Dashboard of Student Groups and Schools indicated in Red.

Note: Bolded items indicate multi-year identification in RED.

*Means ALL student groups in this school fall in this category

*Indicates ALL students categorized in the red for this school site.

| Student Groups with Actions and Services that support student needs | ELA* | Math* | ELPI* | College and Career Indicator | Science |
|---|---|---|---|---|---|
| **Low-Income**<br>*Goal 1: 1, 2, 3, 4, 5, 6,9,10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | | | | | Tracy HS* |
| **Foster Youth**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 2: 10*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | | ***Districtwide*** | | | |
| **Students with Disabilities**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*<br>*Goal 4: 1, 2, 3, 4* | **Stowers ES**<br>Gahr HS<br>Haskell MS<br>**Tetzlaff MS** | Aloha ES<br>**Nixon ES**<br>**Stowers ES**<br>Willow ES<br>**Fedde MS**<br>Ross MS<br>**Haskell MS**<br>**Tetzlaff MS**<br>Gahr HS | | | |
| **English Learners**<br>*Goal 1: 1, 2, 3, 4, 5, 6,7, 8, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | Gahr HS | Gahr HS<br>Haskell MS<br>**Juarez ES** | **Elliott ES***<br>**Willow ES*** | | |
| **Long-Term English Learners** | **Ross MS**<br>***Districtwide*** | Ross MS | | | Fedde MS |

| Student Groups with Actions and Services that support student needs | ELA* | Math* | ELPI* | College and Career Indicator | Science |
|---|---|---|---|---|---|
| **Hispanic**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | | | | | |
| **African American**<br>*Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13*<br>*Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* | | Haskell MS | | | |

# II. Student Connectedness

## Table IIA: 2023 Student Well-Being Indicators on the CA Dashboard of Student Groups and Schools indicated in Red.

| **Student Groups with Actions and Services that support student needs**<br>*Please note that Actions will be added in this area.* | **Chronic Absenteeism** | **Graduation Rate** |
|---|---|---|
| **Low Income**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Burbank ES*, Palms ES*, Willow ES*<br>**Also identified for ALL student groups* | Tracy HS (Continuation)* |
| **Students with Disabilities**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Burbank ES, Hawaiian ES, Leal ES, Nixon ES, Palms ES, Stowers ES, Willow ES<br>Carmenita MS, Ross MS | N/A |
| **English Learners**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Willow ES | N/A |
| **African American**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Bragg ES, Niemes ES, Palms ES<br>Ross MS | N/A |
| **Hispanic**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Aloha ES, Burbank ES, Leal ES, Palms ES, Stowers ES, and Willow ES | Tracy HS (Continuation) |
| **White**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Elliott ES, Gonsalves ES, Nixon ES | N/A |
| **Two or More Races**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Palms ES | N/A |

## Table IIB: 2024 Student Well-Being Indicators on the CA Dashboard of Student Groups and Schools indicated in Red.

| **Student Groups with Actions and Services that support student needs**<br>*Please note that Actions will be added in this area.* | **Chronic Absenteeism** | **Graduation Rate** |
|---|---|---|
| **Low Income**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | | N/A |
| **Students with Disabilities**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Fedde MS,<br>Carver ES,<br>Furgeson ES,<br>Ross MS | N/A |
| **Foster Youth**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 10, 12, 13*** | *Districtwide* | N/A |
| **English Learners**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Fedde MS | N/A |

| | | |
|---|---|---|
| **Long-Term English Learners** | Fedde MS | N/A |
| **African American**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Aloha ES, **Palms ES, Ross MS** | N/A |
| **Hispanic**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | | N/A |
| **White**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | | N/A |
| **Pacific Islander**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | *Districtwide* | N/A |
| **Two or More Races**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Hawaiian ES | N/A |

## Table IIC: 2025 Student Well-Being Indicators on the CA Dashboard of Student Groups and Schools indicated in Red.

| **Student Groups with Actions and Services that support student needs**<br>***Please note that Actions will be added in this area.*** | **Chronic Absenteeism** | **Graduation Rate** |
|---|---|---|
| **Low Income**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Fedde MS*<br>Willow ES* | |
| **Students with Disabilities**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Tetzlaff MS<br>Haskell MS<br>Hawaiian ES<br>Melbourne ES<br>Leal ES | Cerritos HS |
| **Foster Youth**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 10, 12, 13*** | | N/A |
| **English Learners**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Aloha ES<br>Willow ES | |
| **Long-Term English Learners** | | |
| **African American**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | **Aloha ES** | |
| **Hispanic**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Elliott ES<br>Palms ES<br>Willow ES*<br>Fedde MS*<br>Tetzlaff MS | |

| Student Groups with Actions and Services that support student needs<br>*Please note that Actions will be added in this area.* | Chronic Absenteeism | Graduation Rate |
|---|---|---|
| **White**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | Tetzlaff MS | |
| **Pacific Islander**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | | N/A |
| **Two or More Races**<br>***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*** | | |

# III. Safety

**Table IIIA: 2023 Safety Indicators on the CA Dashboard of Student Groups and Schools indicated in Red.**

| Student Groups with Actions and Services that support student needs | Suspension Rates |
|---|---|
| **Low_Income**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Melbourne*, Palms and Tracy HS*<br>**Also identified for ALL student groups* |
| **Students with Disabilities (SWD)**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Furgeson, Fedde MS, Tracy HS* |
| **English Learners**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Artesia and Tracy HS* |
| **African American**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Aloha |
| **Hispanic**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Hawaiian, Juarez, Melbourne, Palms, Tracy HS |

**Table IIIB: 2024 Safety Indicators on the CA Dashboard of Student Groups and Schools indicated in Red.**

| Student Groups with Actions and Services that support student needs | Suspension Rates |
|---|---|
| **Low_Income**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Furgeson ES, Tracy HS |
| **Students with Disabilities (SWD)**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Artesia HS, Haskell MS, Furgeson ES*, Tracy HS |
| **English Learners**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | **Artesia HS, Tracy HS** |
| **Long Term English Learners** | Artesia HS, Tracy HS |
| **African American**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Haskell MS |
| **Hispanic**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Furgeson ES<br>Tracy HS |

**Table IIIC: 2024 Safety Indicators on the CA Dashboard of Student Groups and Schools indicated in Red.**

| Student Groups with Actions and Services that support student needs | Suspension Rates |
|---|---|
| **Low-Income**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Aloha ES*<br>Willow ES* |
| **Students with Disabilities (SWD)**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | **Artesia HS**<br>**Haskell MS** |
| **English Learners**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | **Artesia HS**<br>Juarez ES |
| **Long-term English Learners** | **Artesia HS**<br>*Districtwide* |
| **African American**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Aloha ES*<br>Artesia HS<br>Gahr HS |
| **Hispanic**<br>*Goal 2: 2, 3, 4, 5, 6, 7, 8* | Aloha ES* |

| Student Groups with Actions and Services that support student needs | Suspension Rates |
|---|---|
| **Two or More Races** | Carver ES*<br>Palms ES* |
| **American Indian** | *Districtwide* |

## Table IV: Alignment of Learning Recovery Block Grant Funds with LCAP Actions

| Learning Recovery Block Grant Action | LCAP Action Alignment |
|---|---|
| **Extended Learning Time:** intervention support blocks and/or courses offered during, before, and/or after school, and summer school programs | Goal 1: Actions 2, 6, and 7<br>Goal 2: Action 12 |
| **Close the Instructional/Opportunity Gap:** Intervention Reading Specialist, tutoring/homework support, and math support | Goal 1: Actions 2 and 4<br>Goal 2: Action 10, 11 |
| **Educators Trained in Reading Intervention Programs**: Supplemental Materials and New Programs specific to the needs of students with IEPs and/or English Learners (e.g., newcomer or LTEL programs) | Goal 1: Action 1 and 7 |
| **Professional Learning for Administrators, Teachers, and Paraeducators:** Curriculum/Instruction, Assessment, Technology, and Social-Emotional Learning | Goal 1: Actions 4, 9, and 10 |
| **Students Graduate HS in 4-Years:** Credit recovery, middle school promotion requirements, College/Career Coordinators, English Learner Counselors, Dual Enrollment Courses, Early College Program, etc. | Goal 3: Actions 8, 10 |

**Table V: Alignment of LCAP Goals and Actions with LTEL Data for Differentiated Assistance.**

| Goal | Actions | Dashboard Data for LTEL |
|---|---|---|
| Goal 1: Academics | **Action 2, 4, and 7:** Literacy and math and language development supports.<br><br>**Action 3:** Progress Monitoring and data supports for LTEL<br><br>**Action 5:** Summer School<br><br>**Action 8:** Systems for Reclassification<br><br>**Action 9, 10**: Professional development and coaching for teachers and administrators to improve instructional strategies for LTEL.<br><br>**Action 11**: Implement small-group instruction and additional teachers in schools with a high concentration of LTEL, ensuring personalized academic support. | ELA: Red<br>96.3 points below standard<br><br>Math: Red<br>149.7 points below standard<br><br>Science: No Color<br>35.7 points below standard<br><br>CCI: Yellow<br>26.6% Prepared (6.6% increased) |

| Goal | Actions | Dashboard Data for LTEL |
|---|---|---|
| Goal 2: Connectedness | **Action 1**: Mental Health Professionals and District Social Worker to support LTEL's emotional and mental well-being.<br><br>**Action 2**: Attendance technical assistance to reduce chronic absenteeism, a critical issue for LTEL.<br><br>**Action 3-6**: Interventions aimed at reducing suspensions, increasing behavioral supports, and implementing restorative practices to address social-emotional challenges.<br><br>**Action 12**: Ensuring access to VAPA, Band, College and Career electives, and athletic programs, providing a sense of belonging and engagement for Foster Youth. | Chronic absenteeism: Yellow<br>17.1% absenteeism rate<br><br>Suspension Rates: Red<br>8.7% rate<br><br>Graduation Rates:<br>89% rate (increased 1.3%) |
| Goal 3: College and Career | **Actions 1, 4, 5 and 10**: College and career readiness programs (CTE Pathways, AP course offerings, early college programs, and academic counselors) to ensure LTEL have access to pathways for higher education and career development. | CCI: Yellow<br>26.6% Prepared (6.6% increased) |

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