LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alhambra Unified School District
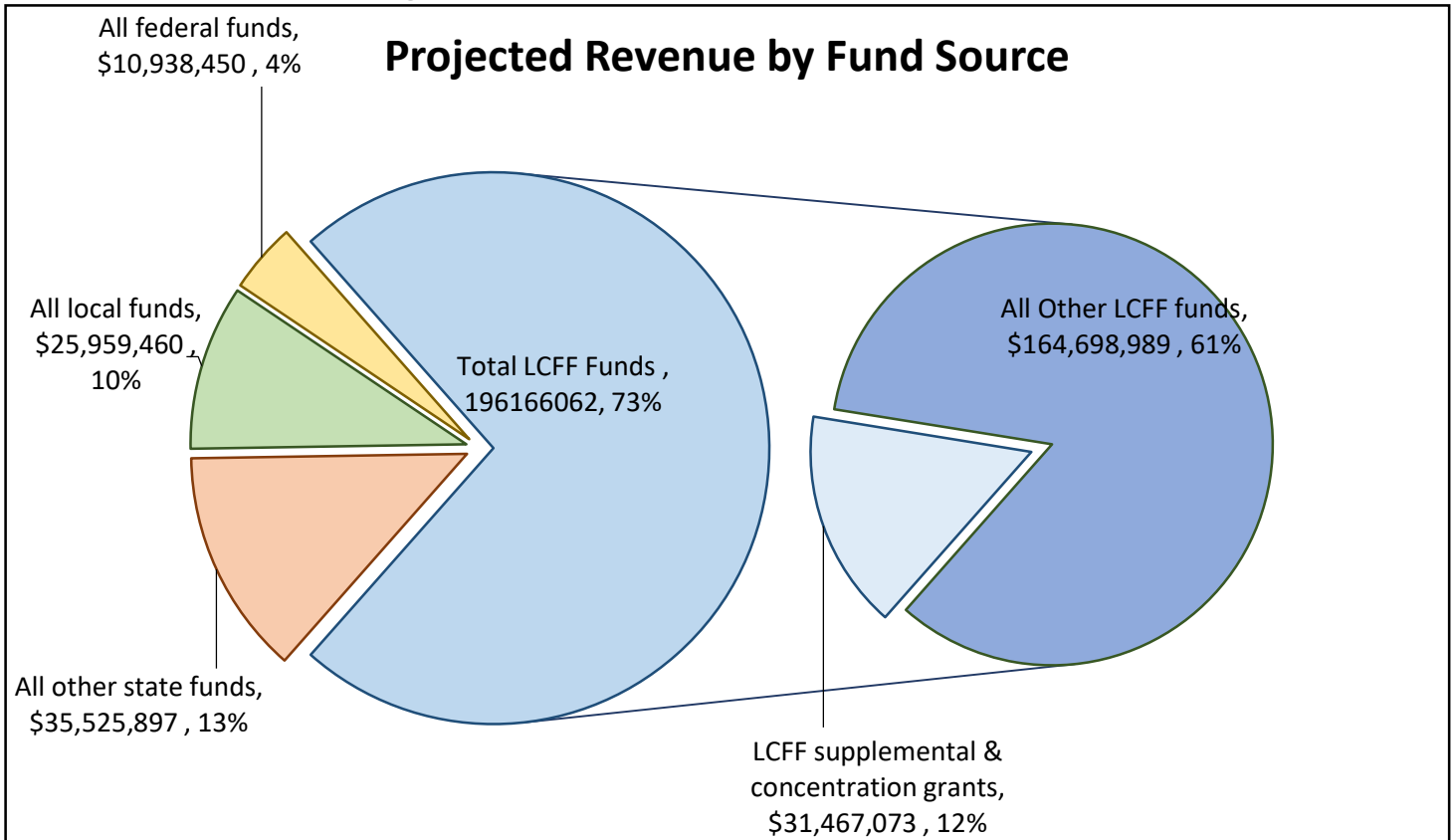
CDS Code: 19-75713

School Year: 2024-25

LEA contact information: Janet Lees

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $10,938,450 , 4%

All local funds, $25,959,460 , 10%

All other state funds, $35,525,897 , 13%

Total LCFF Funds , 196166062, 73%

All Other LCFF funds, $164,698,989 , 61%

LCFF supplemental & concentration grants, $31,467,073 , 12%
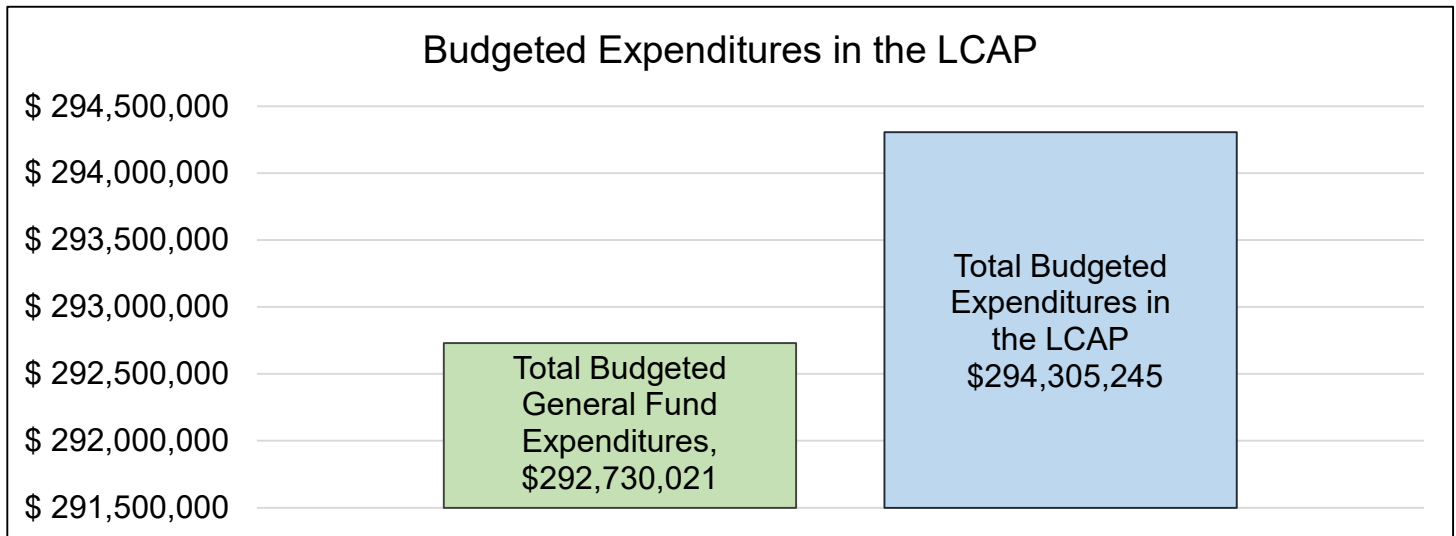
This chart shows the total general purpose revenue Alhambra Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alhambra Unified School District is $268,589,869.00, of which $196,166,062.00 is Local Control Funding Formula (LCFF), $35,525,897.00 is other state funds, $25,959,460.00 is local funds, and $10,938,450.00 is federal funds. Of the $196,166,062.00 in LCFF Funds, $31,467,073.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $292,730,021	Total Budgeted Expenditures in the LCAP $294,305,245

(Chart y-axis ranges from $291,500,000 to $294,500,000 in $500,000 increments.)

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

The text description of the above chart is as follows: Alhambra Unified School District plans to spend $292,730,021.00 for the 2024-25 school year. Of that amount, $294,305,245.00 is tied to actions/services in the LCAP and $-1,575,224.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Lifetime benefits and transfers to Bridge for retirees;
2. General Operating Budgets of School Sites and District Office;
3. STRS on behalf. (This is the portion of the State's payment to the teachers' retirement system on the district's behalf that we must recognize for proper accounting. It is a bookkeeping entry only.)
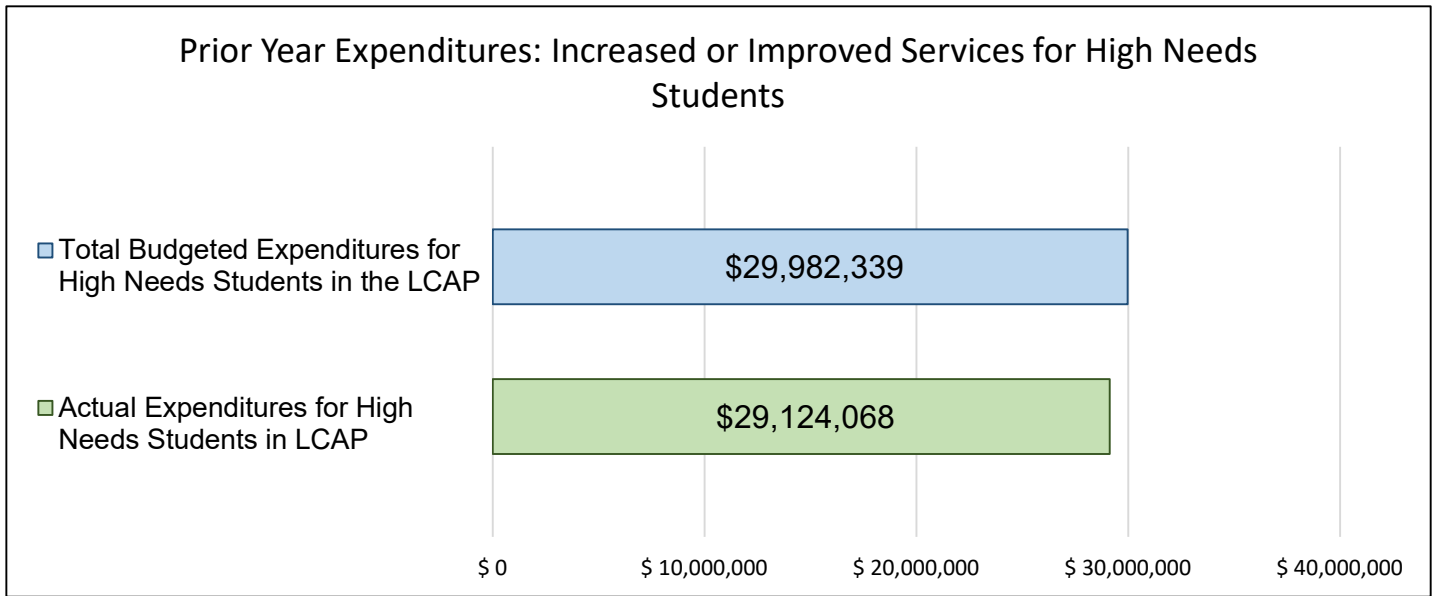
The Total Budgeted Expenditures in the LCAP also include expenditures from Funds 13, 14, 21, 25, and 67. The inclusion of these funds results in the total budget of the LCAP being greater than the total budget of the General Fund. These inclusions were shared at the public hearing.

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

In 2024-25, Alhambra Unified School District is projecting it will receive $31,467,073.00 based on the enrollment of foster youth, English learner, and low-income students. Alhambra Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alhambra Unified School District plans to spend $33,682,692.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP: $29,982,339

■ Actual Expenditures for High Needs Students in LCAP: $29,124,068

$ 0 — $ 10,000,000 — $ 20,000,000 — $ 30,000,000 — $ 40,000,000

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

The text description of the above chart is as follows: In 2023-2024, Alhambra Unified School District's LCAP budgeted $29,982,339.00 for planned actions to increase or improve services for high needs students. Alhambra Unified School District actually spent $29,124,068.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $858,271.00 had the following impact on Alhambra Unified School District's ability to increase or improve services for high needs students:

The difference was 3% total across 18 different actions. No single action was impacted enough to impact services. We were still able to provide services as expected, some actions just cost a bit less than expected.

2023-2024 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alhambra Unified	Janet Lees Assistant Superintendent-Educational Services	lees_janet@ausd.us 626-943-3500

Goals and Actions

Goal

Goal #	Description
1	Goal 1 Safety: The District will maintain a safe and secure environment. State Priorities: Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Student Sense of Perceived Safety % of students feeling safe or very safe at school based on the California Healthy Kids Survey (CHKS)	The perceived safety score as measured by the CHKS for grades 5, 6, 7, 9 and 11 was 73% in 2020-2021.	65% of students perceive "school as safe or very safe at school."	In 2022-23, 63% of students perceive "school as safe or very safe at school" based on CHKS results.	In 2023-24, 74% of students perceive "school as safe or very safe at school" based on CHKS results.	Based on CHKS results, at least 85% of students will report feeling safe or very safe at school.
Parent Sense of School Safety % of parents that agree or strongly agree with the statement that	In 2020-2021, 44% of parents responding to the CSPS strongly agree with the statement that "School is a safe place for my child".	92% of parents perceive that "school is a safe place for their child."	In 2022-23, 91% of parents perceive that "school is a safe place for their child" based on CSPS results.	In 2023-24, 93% of parents perceive that "school is a safe place for their child" based on CSPS results.	Based on CSPS results, 60% or more of parents will respond that they "agree" or "strongly agree" with the statement that "School is a safe place for my child".

"School is a safe place for my child" as measured by the California School Parent Survey (CSPS)					
Staff Sense of Student School Safety % of staff that agree or strongly agree with the statement that "This school is a safe place for students" as measured by the California School Staff Survey (CSSS)	In 2020-2021, 61% of staff responding to the CSSS strongly agree with the statement that "This school is a safe place for students".	93% of staff perceive that "school is a safe place for students."	In 2022-23, 93% of staff perceive that "school is a safe place for students" based on CSSS results.	In 2023-24, 90% of staff perceive that "school is a safe place for students" based on CSSS results.	Based on CSSS results, 80% or more of staff will respond that they "agree" or "strongly agree" with the statement that "This school is a safe place for students".
Staff Sense of School Safety % of staff that agree or strongly agree with the statement that "This school is a safe place for staff" as measured by the California School Staff Survey (CSSS)	In 2020-2021, 57% of staff responding to the CSSS strongly agree with the statement that "This school is a safe place for staff".	93% of staff perceive that "school is a safe place for staff."	In 2022-23, 93% of staff perceive that "school is a safe place for staff" based on CSSS results.	In 2023-24, 92% of staff perceive that "school is a safe place for staff" based on CSSS results.	Based on CSSS results, 80% or more of staff will respond that they "agree" or "strongly agree" with the statement that "This school is a safe place for staff".

Goal Analysis

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

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

All Goal 1 actions were implemented during the 2023-2024 school year, although some have not been fully completed. Positive feedback from District surveys was received from educational partners about safety on our school campuses. The District experienced ongoing challenges to fill some campus supervisor positions due to lack of applicants and extended learning hours, but did maintain adequate supervision at all school sites during the school day and extended learning hours. Completion of physical safety items (fencing, cameras, public address systems) are still ongoing projects at several school 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.

The difference between Budgeted and Actual Expenditures was due to an increase in the contract with the City of Alhambra for the School Resource Officers and an increase in salaries in Goal 1 Action 1 (G1.A1.). The campus security projects funded by Fund 21.5 and Fund 21.6 are not completed for all school campuses and are in progress resulting in estimated actuals that are less than the proposed budget for surveillance cameras, upgrading of bell systems and addition of public address (PA) systems in Goal 1 Action 3 (G2.A2.).

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

The implementation of the actions has been effective in maintaining the overall level of safety in the District by increasing communication, trainings, community partnerships, and increasing positions connected with safety.
Campus Safety
Full time campus supervisors at all sites provide coverage from 7:00 a.m. - 6:30 p.m. including a District Office roving head campus supervisor. Security is available six days per week from early morning to late evening based out of the District Office. The District maintains noon duty assistants for TK-8 elementary schools who receive training from the District Office Head Campus Supervisor. Two School Resource Officers (SROs) service AUSD through a contract with the City of Alhambra. AUSD maintains a contract with canine services to deter students from bringing drugs and contraband to school. Every elementary school site has an electronic campus visitors check-in system.
District Security
There are currently nine (9) District locations with fully active surveillance camera systems and eight (8) other sites either already underway or starting soon. Currently all elementary school sites have a camera monitored visitor buzz-in system.
Safety Training and Support
 Continuous training is provided for key staff on District emergency procedures and protocols. These trainings are specific to job positions and include debriefs with staff after incidents have occurred. Critical incident trainings are held at District school sites for Alhambra, Monterey Park and other neighboring city first responders with key District staff participating.

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

There will be changes to the goal. Goal 1: Safety currently states: The District will maintain a safe and secure environment. The goal will shift to Goal 4: Operational Effectiveness of Safety, Technology & Facilities. The District will support student learning and well-being by prioritizing operational effectiveness of safety, technology and facilities. Goal 4 includes safety, facilities, technology and information services to ensure all sites have what is needed to operate effectively to support student learning and well-being. All positions, trainings, and community partnerships from Goal 1 has been maintained in the 2024-2025 LCAP under the new Goal 4. There have been no changes to the expected outcomes and metrics.

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

Goal

Goal #	Description
2	Goal 2 instruction: The District will provide an equitable, quality and rigorous education for each child to be College and Career Ready (CCR). State Priorities: Priority 2: Implementation of State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Overall A-G Rate (UC/CSU Eligibility % of Prepared Students Meeting a-g Coursework according to DataQuest	Overall, 57.6% of students met a-g rate in 2019-20.	Overall, 67% of students met a-g rate in 2020-21.	Overall, 64.8% of students met a-g rate in 2021-2022.	Overall, 64.8% of students met a-g rate in 2022-2023.	Increase the overall a-g rate (UC/CSU eligibility) to 60.6%.
Hispanic A-G Rate (UC/CSU Eligibility) % of Prepared Hispanic Students Meeting a-g Coursework according to DataQuest	37.6% of Hispanic students met a-g rate in 2019-20.	47.4% of Hispanic students met a-g rate in 2020-21.	45.9% of Hispanic students met a-g rate in 2021-2022.	45.8% of Hispanic students met a-g rate in 2022-2023.	Increase the Hispanic a-g rate (UC/CSU eligibility) to 43.6%.
Asian A-G Rate (UC/CSU Eligibility) % of Prepared Asian Students Meeting a-g Coursework according to DataQuest	71.1% of Asian students met a-g rate in 2019-20.	80.3% of Asian students met a-g rate in 2020-21.	77.6% of Asian students met a-g rate in 2021-22.	77.5% of Asian students met a-g rate in 2022-2023.	Increase the Asian a-g rate (UC/CSU eligibility) to 74.1%.

Overall Graduation Rate % of students who meet the graduation rate according to the Five Year Adjusted Cohort Graduation Rate in DataQuest	Overall, 94.3% of students met the graduation rate in 2019-20.	95.5% of students met the graduation rate in 2020-21 according to the Five Year Adjusted Cohort Graduation Rate in DataQuest.	96.4% of students met the graduation rate in 2021-22 according to the Five Year Adjusted Cohort Graduation Rate in DataQuest.	Overall, 96.4% of students met the graduation rate, five-year cohort in DataQuest in 2022-2023.	Increase the percentage of students who meet the graduation rate to 95.8%.
Hispanic Graduation Rate % of Hispanic students who meet the graduation rate according to the Five Year Adjusted Cohort Graduation Rate in DataQuest	92.4% of Hispanic students met the graduation rate in 2019-20.	95.2% of Hispanic/Latino students met the graduation rate in 2020-21 according to the Five Year Adjusted Cohort Graduation Rate in DataQuest.	95.9% of Hispanic/Latino students met the graduation rate in 2021-22 according to the Five Year Adjusted Cohort Graduation Rate in DataQuest.	95% Hispanic/Latino students met the graduation rate in DataQuest in 2022-2023.	Increase the percentage of Hispanic students that meet the graduation rate to 95.4%.
Asian Graduation Rate % of Asian students who meet the graduation rate according to the Five Year Adjusted Cohort Graduation Rate in DataQuest	96.2% of Asian students met the graduation rate in 2019-20.	96.2% of Asian students met the graduation rate in 2020-21 according to the Five Year Adjusted Cohort Graduation Rate in DataQuest.	97.1% of Asian students met the graduation rate in 2021-22 according to the Five Year Adjusted Cohort Graduation Rate in DataQuest.	97.5% Asian students met the graduation rate in Dataquest in 2022-2023.	Increase the percentage of Asian students that meet the graduation rate to 97.7%.
Overall ELA SBAC Achievement % of students who meet or exceed standard on the ELA SBAC according to DataQuest. When SBAC is not available, local assessments will be utilized to track progress	Overall, 63.8% of students met or exceeded standard on the ELA SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress Overall, 58.31% of students met or exceeded standard on the Reading Inventory in 2021-22.	Overall, 62.8% of students met or exceeded standard on the ELA SBAC in 2021-2022.	Overall, 63% of students met or exceeded standard on the ELA SBAC in 2022-2023.	Increase the percentage of students that meet or exceed standard on the ELA SBAC to 71.3%.
Hispanic ELA SBAC Achievement % of Hispanic students who meet or exceed standard on	49.7% of Hispanic students met or exceeded standard on the ELA SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 56.5% of Hispanic	47.9% of Hispanic students met or exceeded standard on the ELA SBAC in 2021-2022.	47.8% of Hispanic students met or exceeded standard on the ELA SBAC in 2022-2023.	Increase the percentage of Hispanic students that meet or exceed standard on the ELA SBAC to 64.7%.

the ELA SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.		students met or exceeded standard on the Reading Inventory in 2021-22.			
Asian ELA SBAC Achievement % of Asian students who meet or exceed standard on the ELA SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	75% of Asian students met or exceeded standard on the ELA SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 59.84% of Asian students met or exceeded standard on the Reading Inventory in 2021-22.	75.4% of Asian students met or exceeded standard on the ELA SBAC in 2021-2022.	75.8% of Asian students met or exceeded standard on the ELA SBAC in 2022-2023.	75% of Asian students met or exceeded standard on the ELA SBAC in 2018-19.
SED ELA SBAC Achievement % of SED students who meet or exceed standard on the ELA SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	57.1% of SED students met or exceeded standard on the ELA SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 50.1% of SED students met or exceeded standard on the Reading Inventory in 2021-22.	54.8% of SED students met or exceeded standard on the ELA SBAC n 2021-2022.	55.9% of SED students met or exceeded standard on the ELA SBAC in 2022-2023.	Increase the percentage of SED students that meet or exceed standard on the ELA SBAC to 64.6%.
EL ELA SBAC Achievement Increase the percentage of EL students who meet or exceed standard on the ELA SBAC according to DataQuest. When SBAC is not available, local assessments will be	28.5% of ELs met or exceeded standard on the ELA SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 22.46% of EL students met or exceeded standard on the Reading Inventory in 2021-22.	28.4% of EL students met or exceeded standard on the ELA SBAC in 2021-2022.	24.9% of EL students met or exceeded standard on the ELA SBAC in 2022-2023.	Increase the percentage of EL students that meet or exceed standard on the ELA SBAC to 36%.

utilized to track progress.				
Overall Math SBAC Achievement % of students who meet or exceed standard on the Math SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	Overall, 56.4% of students met or exceed standard on the Math SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress Overall, 51.37% of students met or exceeded standard on the i-Ready Math/Math Inventory in 2021-22.	Overall, 50.5% of students met or exceeded standard on the Math SBAC in 2021-2022.	Overall, 52.4% of students met or exceeded standard on the Math SBAC in 2022-2023.	Increase the percentage of students that meet or exceed standard on the Math SBAC to 63.9%.
Hispanic Math SBAC Achievement % of Hispanic students who meet or exceed standard on the Math SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	32.9% of Hispanic students met or exceed standard on the Math SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 49.66% of Hispanic students met or exceeded standard on the i-Ready Math/Math Inventory in 2021-22.	26.8% of Hispanic students met or exceeded standard on the Math SBAC in 2021-2022.	30.0% of Hispanic students met or exceeded standard on the Math SBAC in 2022-2023.	Increase the percentage of Hispanic students that meet or exceed standard on the Math SBAC to 47.9%.
Asian Math SBAC Achievement % of Asian students who meet or exceed standard on the Math SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	76% of Asian students met or exceeded standard on the Math SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 52.67% of Asian students met or exceeded standard on the i-Ready Math/Math Inventory in 2021-22.	71.5% of Asian students met or exceeded standard on the Math SBAC in 2021-2022.	71.6% of Asian students met or exceeded standard on the Math SBAC in 2022-2023.	Increase the percentage of Asian students that meet or exceed standard on the Math SBAC to 83.5%.
SED Math SBAC Achievement % of SED students who meet or exceed	49.8% of SED students met or exceeded standard on the Math SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress	43.0% of SED students met or exceeded standard on the Math SBAC in 2021-2022.	44.6% of SED students met or exceeded standard on the Math SBAC in 2022-2023.	Increase the percentage of SED students the meet or exceed standard on the Math SBAC to 57.3%.

standard on the Math SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.		43.09% of SED students met or exceeded standard on the i-Ready Math/Math Inventory in 2021-22.			
EL Math SBAC Achievement % of EL students who meet or exceed standard on the Math SBAC according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	39% of EL students met or exceeded standard on the Math SBAC in 2018-19.	No SBAC data from 2020-21; local assessment used to measure students' progress 36.56% of EL students met or exceeded standard on the i-Ready Math/Math Inventory in 2021-22.	31.5% of EL students met or exceeded standard on the Math SBAC in 2021-2022.	28.4% of EL students met or exceeded standard on the Math SBAC in 2022-2023.	Increase the percentage of EL students that meet or exceed standard on the Math SBAC to 46.5%.
California Science Test (CST) % of students who meet or exceed standard on the California Science Test according to DataQuest When CAST is not available, local assessments will be utilized to track progress.	41.5% of students met or exceeded standard on the CST in 2018-19.	No CAST data from 2020-21	40.6% of students met or exceeded standard on the CAST in 2021-2022.	43.8% of students met or exceeded standard on the CAST in 2022-2023.	Increase percentage of students who meet or exceed standard to 44.5%.
ELPAC Achievement % of students who are proficient on the Summative ELPAC or making progress toward proficiency according to the CA Dashboard English Learner Progress Indicator	30.5% of ELs are proficient on the Summative ELPAC in 2018-19.	23.82% of ELs are proficient on the Summative ELPAC in 2020-21.	25.9% of ELs are proficient on the Summative ELPAC in 2021-2022.	23.7% of ELs are proficient on the Summative ELPAC in 2022-2023.	Increase percentage of students who meet or exceed standard to 44.5%.

Reclassification Rate % of ELs who are reclassified according to DataQuest	.1% of ELs were reclassified in 2019-20.	14.5% of ELs were reclassified in 2020-21.	10% of ELs were reclassified in 2021-2022.	12.38% of ELs were reclassified in 2022-2023.	Increase the percentage of ELs who are reclassified to 21.8%.
Overall AP Exam % of exam scores 3 or higher on AP exams according to College Board AP Central	73.4% of students who took AP exams scored a 3 or higher in 2019-20.	63% of students who took AP exams scored a 3 or higher in 2020-21.	69.4% of students who took AP exams scored a 3 or higher in 2021-2022.	68.2% of students who took AP exams scored a 3 or higher in 2022-2023.	Increase the percentage of students who score a 3 or higher on AP exams to 76.4%.
Hispanic AP Exam % of exam scores 3 or higher on AP exams taken by Hispanic students according to College Board AP Central	62.4% of Hispanic students who took AP exams scored a 3 or higher in 2019-20.	52.03% of Hispanic students who took AP exams scored a 3 or higher in 2020-21.	52.7% of Hispanic students who took AP exams scored a 3 or higher in 2021-2022.	57.1% of Hispanic students who took AP exams scored a 3 or higher in 2022-2023.	Increase the percentage of Hispanic students who scored a 3 or higher on AP exams to 68.4%.
Asian AP Exam % of exam scores 3 or higher on AP exams taken by Asian students according to College Board AP Central	72.9% of Asian students who took AP exams scored a 3 or higher in 2019-20.	64.96% of Asian students who took AP exams scored a 3 or higher in 2020-21.	72.8% of Asian students who took AP exams scored a 3 or higher in 2021-2022.	73.2% of Asian students who took AP exams scored a 3 or higher in 2022-2023.	Increase the percentage of Asian students who scored a 3 or higher on AP exams to 74.5%.
EAP ELA College Readiness % of students who exceed ELA SBAC and are ready for college according to DataQuest When SBAC is not available, local assessments will be utilized to track progress.	39.4% of students who took ELA SBAC are ready for college in 2018-19.	No SBAC data from 2020-21	39.3% of students who took ELA SBAC are ready for college in 2021-2022.	39.7% of students who took ELA SBAC are ready for college in 2022-2023.	Increase the percentage of students who exceed standard on SBAC ELA (EAP Ready) to 43.9%.
EAP Math College Readiness % of students who exceed Math SBAC and are ready for college according to DataQuest	33.4% of students who took Math SBAC are ready for college in 2018-19.	No SBAC data from 2020-21	24.9% of students who took Math SBAC are ready for college in 2021-2022.	25.5% of students who took Math SBAC are ready for college in 2022-2023.	Increase the percentage of students who exceed standard on SBAC Math (EAP Ready) to 37.9%.

When SBAC is not available, local assessments will be utilized to track progress.					
Overall CTE Pathway Completion % of students who meet the College/Career Indicator (CCI) via CTE Pathway Completion according to the Dashboard	15.3% of students met the CCI Prepared criteria via CTE Pathway Completion according to the 2020 CA Dashboard.	14.2% of students completed one CTE pathway according to the 2021 CA Dashboard. 2021 CA Dashboard did not provide any state indicators for CCI.	18.6% of students met the CCI Prepared criteria via CTE Pathway Completion according to CALPADS Data. College/Career Indicator not reported for 2022 CA Dashboard District calculated percentages based on CALPAD Data.	27.2% of students met the CCI Prepared criteria via CTE Pathway Completion according to the 2023 CA Dashboard.	Increase the percentage of students meeting the CCI Prepared criteria via CTE Pathway Completion to 18.3%.
Hispanic CTE Pathway Completion % of Hispanic students who meet the College/Career Indicator (CCI) via CTE Pathway Completion according to the Dashboard	16.7% of Hispanic students met the CCI Prepared criteria via CTE Pathway Completion according to the 2020 CA Dashboard.	11.1% of Hispanic students completed one CTE pathway according to the 2021 CA Dashboard. 2021 CA Dashboard did not provide any state indicators for CCI.	14.4% of Hispanic students met the CCI Prepared criteria via CTE Pathway Completion according to CALPADS Data. College/Career Indicator not reported for 2022 CA Dashboard District calculated percentages based on CALPAD Data.	22% of Hispanic students met the CCI Prepared criteria via CTE Pathway Completion according to the 2023 CA Dashboard.	Increase the percentage of Hispanic students meeting the CCI Prepared criteria via CTE Pathway Completion to 19.7%.
Asian CTE Pathway Completion % of Asian students who meet the College/Career Indicator (CCI) via CTE Pathway Completion according to the Dashboard	14.8% of Asian students met the CCI Prepared criteria via CTE Pathway Completion according to the 2020 CA Dashboard.	16% of Asian students completed one CTE pathway according to the 2021 CA Dashboard. 2021 CA Dashboard did not provide any state indicators for CCI.	21.4% of Asian students met the CCI Prepared criteria via CTE Pathway Completion according to CALPADS Data. College/Career Indicator not reported for 2022 CA Dashboard District calculated percentages based on CALPAD Data.	28.6% of Asian students met the CCI Prepared criteria via CTE Pathway Completion according to the 2023 CA Dashboard.	Increase the percentage of Asian students meeting the CCI Prepared criteria via CTE Pathway Completion to 17.8%.
Overall College Credit Course Completion % of students who meet the	5% of students met the CCI Prepared criteria via College Credit Course according to the 2020 CA	4.4% of students met the CCI Prepared criteria via College Credit Course according to the 2021 CA	13.4% of students met the CCI Prepared criteria via College Credit Course according to CALPADS	4.4% of students met the CCI Prepared criteria via College Credit Course according to the 2023 CA Dashboard.	Increase the percentage of students meeting the CCI Prepared criteria via College Credit Course to 8%.

College/Career Indicator (CCI) via College Credit Course according to the Dashboard	Dashboard.	Dashboard.	Data. College/Career Indicator not reported for 2022 CA Dashboard District calculated percentages based on CALPAD Data.		
Hispanic College Credit Course Completion % of Hispanic students who meet the College/Career Indicator (CCI) via College Credit Course according to the Dashboard	7.8% of Hispanic students met the CCI Prepared criteria via College Credit Course according to the 2020 CA Dashboard.	2.9% of Hispanic students met the CCI Prepared criteria via College Credit Course according to the 2021 CA Dashboard.	7.1% of Hispanic students met the CCI Prepared criteria via College Credit Course according to the 2022 CA Dashboard. College/Career Indicator not reported for 2022 CA Dashboard District calculated percentages based on CALPAD Data.	2.9% of Hispanic students met the CCI Prepared criteria via College Credit Course in CA Dashboard 2023.	Increase the percentage of Hispanic students meeting the CCI Prepared criteria via College Credit Course to 10.8%.
Asian College Credit Course Completion % of Asian students who meet the College/Career Indicator (CCI) via College Credit Course according to the Dashboard	3.7% of Asian students met the CCI Prepared criteria via College Credit Course according to the 2020 CA Dashboard.	5.5% of Asian students met the CCI Prepared criteria via College Credit Course according to the 2021 CA Dashboard.	17.2% of Asian students met the CCI Prepared criteria via College Credit Course according to CALPADS Data. College/Career Indicator not reported for 2022 CA Dashboard District calculated percentages based on CALPAD Data.	4.7% of Asian students met the CCI Prepared criteria via College Credit Course according to the 2023 CA Dashboard.	Increase the percentage of Asian students meeting the CCI Prepared criteria via College Credit Course to 6.7%.
Overall CTE Pathways and A-G Completion % of students who successfully complete CTE Pathways and A-G requirements according to CALPADS	6.7% of students successfully completed CTE Pathways and A-G requirements according to CALPADS in 2019-2020.	11.2% of students successfully completed CTE Pathways and A-G requirements according to the 2021 CA Dashboard.	15.0% of students successfully completed CTE Pathways and A-G requirements according to CALPADS Data.	17.5% of students successfully completed CTE Pathways and A-G requirements according to the 2023 CA Dashboard.	Increase the percentage of students who complete CTE Pathways and A-G requirements to 50%.
Hispanic CTE Pathways and A-G Completion % of students who successfully complete	4% of Hispanic students successfully completed CTE Pathways and A-G requirements according to CALPADS in 2019-	7.4% of Hispanic students successfully completed CTE Pathways and A-G requirements according to the 2021 CA Dashboard.	8.2% of Hispanic students successfully completed CTE Pathways and A-G requirements according to CALPADS Data.	12% of Hispanic students successfully completed CTE Pathways and A-G requirements according to the 2023 CA Dashboard.	Increase the percentage of Hispanic students who complete CTE Pathways and A-G requirements to 50%.

CTE Pathways and A-G requirements according to CALPADS	2020.				
Asian CTE Pathways and A-G Completion % of students who successfully complete CTE Pathways and A-G requirements according to CALPADS	8.5% of Asian students successfully completed CTE Pathways and A-G requirements according to CALPADS in 2019-2020.	13.6% of Asian students successfully completed CTE Pathways and A-G requirements according to the 2021 CA Dashboard.	14.5% of Asian students successfully completed CTE Pathways and A-G requirements according to CALPADS Data.	21.6% of Asian students successfully completed CTE Pathways and A-G requirements according to the 2023 CA Dashboard.	Increase the percentage of Asian students who complete CTE Pathways and A-G requirements to 50%.
State Seal of Biliteracy % of students who qualify for the State Seal of Biliteracy according to CALPADS	12.3% of students qualified for the State Seal of Biliteracy in 2019-20.	19.69% students qualified for the State Seal of Biliteracy in 2020-21.	17.9% students qualified for the State Seal of Biliteracy in 2021-2022.	17.9% students qualified for the State Seal of Biliteracy in 2022-2023.	Increase the percentage of students who qualify for the State Seal of Biliteracy to 15.3%.
PODER % of PODER students who meet a-g coursework according to PowerSchool	100% of PODER students met a-g requirements in 2019-20.	97% of PODER students met A-G requirements in 2020-21.	88% of PODER students met A-G requirements in 2022-23.	88% of PODER students met A-G requirements in 2023-2024.	Continue to maintain 100% of PODER students meeting the a-g requirements.
Local Assessment: Math Inventory % of 9th-11th grade students who score proficient and above on the Math Inventory assessment	30% of 9th-11th grade students who took the Math Inventory scored proficient and above in 2020-21.	25% of 9th-11th grade students who took the Math Inventory scored proficient and above on their most recent 2021-22 assessment. (updated 6/6/22)	23% of 9th-11th grade students who took the Math Inventory scored proficient and above on their most recent 2022-23 assessment.	27% of 9th-11th grade students who took the Math Inventory scored proficient and above on their most recent 2023-2024 assessment.	Increase the percentage of 9th-11th grade students who score proficient or above on the Math Inventory to 34.5%.
Local Assessment: i-Ready Math Diagnostic % of K-8th grade students who score Tier I/On-Grade Level on the iReady Math Diagnostic assessment	53% of K-8th grade students who took the i-Ready Math Diagnostic scored Tier I/On-Grade Level in 2020-21.	58% of K-8th grade students who took the i-Ready Math Diagnostic scored Tier I/On-Grade Level on their most recent 2021-22 diagnostic. (updated 6/6/22)	49% of K-8th grade students who took the i-Ready Math Diagnostic scored Tier I/On-Grade Level on their most recent 2022-23 diagnostic.	48% of K-8th grade students who took the i-Ready Math Diagnostic scored Tier I/On-Grade Level on their most recent 2023-2024 diagnostic.	Increase the percentage of K-8th grade students who score Tier I/On-Grade Level on the iReady Math Diagnostic to 57.5%.
Local Assessment: i-Ready Reading	55% of K-8th grade students who took the	This is an updated metric beginning in 2022-23 due	55% of K-8th grade students who took the	55% of K-8th grade students who took the iReady Reading	Increase the percentage of K-8th grade students who

Diagnostic % of K-8th grade students who score Tier I/On-Grade Level on the iReady Reading Diagnostic assessment	iReady Reading Diagnostic scored Tier I/On-Grade Level on their most recent 2022-23 assessment.	to changes in local assessments given.	iReady Reading Diagnostic scored Tier I/On-Grade Level on their most recent 2022-23 assessment.	Diagnostic scored Tier I/On-Grade Level on their most recent 2023-2024 assessment.	score Tier I/On-Grade Level on the iReady Reading Diagnostic to 60%.
Local Assessment: Reading Inventory Assessment % of 3rd-11th grade students who score proficient and above on the Reading Inventory Assessment	56% of 3rd-11th grade students who took the Reading Inventory Assessment scored proficient and above in 2020-21.	60% of 3rd-11th grade students who took the Reading Inventory Assessment scored proficient and above on their most recent 2021-22 assessment. (updated 6/6/22)	3rd-8th grade students did not take the Reading Inventory Assessment. They took the iReady Assessment. 55% of K-8th grade students who took the iReady Reading Diagnostic scored Tier I/On-Grade Level on their most recent 2022-23 assessment. 58% of 9th-11th grade students who took the Reading Inventory Assessment scored proficient and above on their most recent 2022-23 assessment.	3rd-8th grade students did not take the Reading Inventory Assessment. They took the iReady Assessment. 55% of K-8th grade students who took the iReady Reading Diagnostic scored Tier I/On-Grade Level on their most recent 2023-2024 assessment. 54% of 9th-11th grade students who took the Reading Inventory Assessment scored proficient and above on their most recent 2023-2024 assessment.	Increase the percentage of 3rd-11th grade students who score proficient and above on the Reading Inventory Assessment to 60.5%.
Local Assessment: Benchmark Assessment System (BAS) % of K-2nd grade students who read at the grade-level expectationcal Assessment: Benchmark Assessment System (BAS) Increase the percentage of K-2nd grade students who read at the grade-level expectation.	58.2% of K-2nd grade students who took the BAS read at grade level in 2020-21.	51% of K-2nd grade students who took the BAS read at grade level in 2021-22.	BAS was not taken in 22-23; assessment changed to iReady. See K-8th grade iReady data,	BAS was not taken in 23-24; assessment changed to iReady. See K-8th grade iReady data.	Increase the percentage of K-2nd grade students who read at grade level on the BAS to 62.7%.
Local Assessment:	60% of LLI students	47% of LLI students	83% of LLI students	85% of LLI students	Increase the percentage of

Leveled Literacy Intervention (LLI) % of LLI students who increase one level in the program	increased one level in 2020-21.	increased one level in 2021-22.	increased one level in 2022-23.	increased one level in 2023-2024.	LLI students who increase one level to 67.5%.
Local Assessment: Mandarin Dual Immersion Assessment % of Mandarin DI students who increase one level on the Level Chinese assessment	18% of Mandarin DI students increased one level on the Level Chinese assessment in 2020-2021.	41.7% of Mandarin Dual Language Immersion students increased one level on the Level Chinese assessment during the 2021-22 school year.	43.5% of Mandarin Dual Language Immersion students increased one level on the Level Chinese assessment during the 2022-2023 school year.	64.9% of Mandarin Dual Language Immersion students increased one level on the Level Chinese assessment during the 2023-2024 school year.	Increase the percentage of Mandarin DI students who increase one level to 24%.
Local Assessment: Spanish Dual Immersion Assessment % of Spanish DI students who increase one level on the Evaluacion del Nivel Independiente de Lectura (ENIL) assessment	50.8% of Spanish DI students increased one level on the ENIL assessment in 2020-2021.	28.63% of Spanish Dual Language Immersion students increased one level on the ENIL assessment in 2021-22.	54% of Spanish Dual Language Immersion students increased one level on the ENIL assessment in 2022-2023.	The Spanish Dual Language Immersion students did not take the ENIL assessment in 2023-2024. The assessment is ISIP Lectura iStation. 27.6% of Spanish Dual Language Immersion students increased one level on the ISIP Lectura iStation assessment in 2023-2024.	Increase the percentage of Spanish DI students who increase one level to 58.3%.
Local Assessment: Special Education Assessment Average quantile score of special education students using Transmath	Overall average quantile for students in Transmath was 585 points in 2020-21.	Overall average quantile for students in Transmath was 744.3 points for B2 in 2021-22.	Average quantile score for B1 for all three levels in 8/2022 was 657 points. Average quantile score for B1 for all three levels in 1/2023 was 713.9 points.	Average quantile score for B1 for all three levels in 8/2023: 548 points. Average quantlie score for B2 for all three levels 1/2024) was points.	Increase quantile score to 735 points.
Local Assessment: Special Education Assessments % of students in LanguageLive! with scores within the Below Basic (BB)/Beginner Reader (BR) performance band	Overall, 86% of special education students in LanguageLive! scored within the Below Basic (BB)/Beginner Reader (BR) performance band in 2020-21.	Overall, 84% of special education students in LanguageLive! scored within the Below Basic (BB)/Beginner Reader (BR) performance band in 2021-22.	Overall, 76% of special education students using LL! scored within the Below Basic (BB)/Beginner Reader (BR) performance band in 2022-23.	Overall, 80% of special education students using LLI scored within the Below Basic (BB)/Beginner Reader (BR) performance band in 2023-2024.	Decrease the percentage of special education students with scores within the BB/BR performance band to 65%.

Local Assessment: Special Education Assessment for the Moderate/Severe Specialized Programs % of students participating in the Unique Learning System (ULS) Benchmark Assessment	Overall, 1% of special education students in the moderate/severe specialized programs participated in ULS benchmark in 2020-21.	Overall, 42% of special education students in the moderate/severe specialized programs participated in ULS benchmark in 2021-22.	Overall, 78% of special education students in the moderate/severe specialized programs participated in ULS benchmark in 2022-23.	Overall, 65% of special education students in the moderate/severe specialized programs participated in ULS benchmark in 2023-24.	Increase the percentage of students participating in ULS to 76%.
Instructional Materials % of sufficient access to standards-aligned instructional materials and % of classrooms meeting Williams instructional materials reporting requirements according to textbook sufficiency survey.	100% of students had sufficient access to standards-aligned instructional materials and 100% of classrooms met Williams instructional materials reporting requirements 2020-21.	100% of students had sufficient access to standards-aligned instructional materials and 100% of classrooms met Williams instructional materials reporting requirements in 2021-22.	100% of students had sufficient access to standards-aligned instructional materials and 100% of classrooms met Williams instructional materials reporting requirements in 2022-23.	100% of students had sufficient access to standards-aligned instructional materials and 100% of classrooms met Williams instructional materials reporting requirements in 2023-24.	Maintain 100% sufficient access to standards-aligned instructional materials and 100% of classrooms meeting Williams instructional materials reporting requirements.
Implementation of State Standards Level of implementation of standards using Local Indicators tool on the Dashboard	Implementation of standards using the Local Indicators tool on the 2019 Dashboard were: Career Technical Education - 4 - Full Implementation Physical Education - 4 - Full Implementation World Language - 3 - Initial Implementation Health Education - 3 - Initial Implementation Visual and Performing Arts - 3 - Initial Implementation	Implementation of standards using the Local Indicators tool on the 2020 Dashboard were: Career Technical Education - 4 - Full Implementation Physical Education - 4 - Full Implementation World Language - 3 - Initial Implementation Health Education - 3 - Initial Implementation Visual and Performing Arts - 3 - Initial Implementation	" Implementation of standards using the Local Indicators tool on the 2021 Dashboard were: Career Technical Education - 4 - Full Implementation Physical Education - 4 - Full Implementation World Language - 3 - Initial Implementation Health Education - 3 - Initial Implementation Visual and Performing Arts - 3 - Initial Implementation "	Implementation of standards using the Local Indicators tool on the 2022 were: Career Technical Education - 4 - Full Implementation Physical Education - 4 - Full Implementation World Language - 5 - Initial Implementation Health Education - 4 - Initial Implementation Visual and Performing Arts - 4 - Initial Implementation	Level of implementation of standards will be a Level 4 - Full Implementation or higher.

Goal Analysis

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

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

The implementation of actions provided students with an equitable, quality and rigorous education to ensure students are College and Career Ready (CCR).

Goal 2 Action 1 (G2.A1.) Textbook Sufficiency: Core materials have been purchased to support Tier I instruction at the elementary and secondary levels. The District evaluated elementary science and secondary ethnic studies textbooks and materials to purchase for adoption. The 6th-8th Grade Science Textbook Adoption Committee has not yet reached consensus on the selection of a new science textbook.

Goal 2 Action 2 (G2.A2.)TK-3 Class Size Reduction: The district maintained the class size reduction average of 24:1 in TK-3 grade classrooms which allowed teachers to differentiate instruction and meet the individual needs of students.

Goal 2 Action 3 (G2.A4.) Multi-Tiered System of Support (MTSS) Tier 1

Goal 2 Action 4 (G2.A4.1) MTSS Tier 1 for Unduplicated Pupils

Goal 2 Action 6 (G2.A6.) MTSS Tiers 2 and 3: MTSS Tiers 1, 2 and 3 provided all students with differentiated levels of support based on individual student needs. Students who needed a little extra help received Tier 1 interventions within the general classroom. Those needing more intensive support accessed Tier 2 or Tier 3 interventions from intervention specialists in small groups.

Goal 2 Action 5 (G2.A5.) English Learner (EL) Program: The District continued to support our English Learners with a K-8 District ELD Instructional Specialist and three high schools ELD Instructional Specialists. Our Elementary ELD Instructional Specialist facilitated professional development for teachers focused on designated ELD instruction and Project GLAD. The high school ELD instructional specialists have been working with Creative Leadership Solutions to develop ELD Power Standards by ELD level.

Goal 2 Action 7 (G2.A7.) Students with Disabilities (SWD) Program: The District has purchased and maintained the curriculum for the Learning Center, Collaboration and SDC programs. The Autism programs at Garfield and Park have been maintained and this year expanded to Repetto. The Repetto Autism program mirrors the programs at Garfield and Park. This year the Autism program implemented the Autism Helper Curriculum to access the core curriculum. Teach Town, a social skills program was also used at all three programs. The preschool assessment team at Moor Field continued to assess a record number of students. The additional school psychologist and instructional specialist helped to facilitate the large number of assessments.

Goal 2 Action 8 (G2.7.1) SWDs Support in General Education Setting: This year all high school collaboration teachers were provided with three sub days to focus on case management and outreach to their students. All general education and special education Collaboration and Learning Center teachers and aides were provided with ten (10) hours of extra duty for collaboration. Elementary Learning Center teachers were provided with three training days. The Speech and Language Pathologists were provided with supervision training that allowed them to supervise their SLPAs and practicum students. The school psychologist received training at the start of the school year.

Goal 2 Action 9 (G2.A8.) Career Technical Education (CTE): The District continued to support the Career Technical Education pathway programs. This year, four (4) CTE teachers worked on creating course outlines for two new pathways: Networking and Marketing. The two CTE pathways will launch in the 2024-2025 school year. All CTE teachers participated in a one-day externship with industry partners. Get Focused Stay Focused curriculum continued to be implemented in the 9th grade. Articulation agreements were maintained with the following post-secondary institutions: Cerritos College, Citrus College, Mt. San Antonio College and Rio Hondo College.   East Los Angeles College continues to be the District's community college partner for college credit courses. This year, the AUSD/ELAC team worked on creating two new Career Pathways focused on Law and Financial Literacy; the two Career Pathways will be launched Summer 2024.   The College and Career Center continued to provide college and career focused field trips throughout the school year.

Goal 2 Action 10 (G2.A8.1): CTE for Low-Income Students: The District continued its efforts to ensure low income students have access to the Career Technical Education Pathways and college credit courses. This included providing monthly student/family workshops on College and Career related topics with translations in Spanish, Chinese (Mandarin/Cantonese), and Vietnamese. In addition, small group opportunities focused on targeted groups of students during Advisory, Power Time or Matador Enrichment Time at each respective high school.

Goal 2 Action 11 (G2.A9.) PODER (Pursuing Our Dreams through Education and Responsibility): PODER coordinators and teachers implemented the A-G approved PODER courses per grade level at all sites. All members attended district collaboration and planning days. Summer PE classes were offered for all PODER students. Field trips and connections with local colleges were made to support the students' exposure to 2 and 4 year options beyond high school.

Goal 2 Action 12 (G2.A10) Dual Immersion (DI) Program: 7th grade was added to Spanish and Mandarin DLI programs and 7th graders earned high school

credit in World Languages. Plans to expand TK and 8th grade are being developed for 2024-25 implementation. Through site-based decision making with district support, materials were purchased and professional development was provided.

Goal 2 Action 13 (G2.A12.) Access to Libraries/Media Centers: All of the elementary sites were staffed with part time library media aides. Each elementary library received a budget to purchase new library books.

Goal 2 Action 14 (G2.A13.) Science, Technology, Engineering, Arts and Mathematics (STEAM): The district expanded the arts program at the elementary schools and K-8 students received weekly instruction in drama, art, music, and STEM. All students in 6th grade were given the opportunity to attend science camp for three days and two nights.

Goal 2 Action 15 (G2.A16.) Physical Fitness: The District supported six PE teachers to provide instruction at 13 elementary sites. There has been a high turnover of PE instructional aides and the District has been unable to fill all the positions due to a limited number of applicants. As such, PE teachers were each supported with only one to two PE aides.   At each secondary site, a full time Athletic Director continued to support the athletic program. Hiring of athletic trainers has been challenging and resulted in the sharing of an athletic trainer across the high schools.

Goal 2 Action 16 (G2.A16.1) Healthy Lifestyles for Unduplicated Pupils: Playworks provided support two weeks/month at the elementary sites. There were challenges with stability and consistency of Playworks staff at the sites.

Goal 2 Action 17 (G2.A17.) After School Expanded Learning Opportunities (ELO) and Care: The After School Expanded Learning Opportunities (ELO) and Care program expanded this year to include more students during the school year and during the summer. Students participated in a variety of enrichment opportunities ranging from homework support to cooking to sports.

Goal 2 Action 18 (G2.A18.) Equity, Diversity and Inclusion (EDI): Increased Instructional Support: Each AUSD elementary and high school's Equity Team identified a "problem of practice" stemming from a disparity at their site. With the support of a consultant, each team developed a plan and implemented actions to address the identified disparity.

Goal 2 Action 19 (G2.A19.) Expanded and Enhanced Certificated Training: Five district-wide pupil free professional development days afforded teachers with time to collaborate and receive professional development around district and site initiatives including positive behavior intervention supports, restorative practices, social emotional learning, equitable practices, power standards, and differentiated instruction.

Goal 2 Action 20 (G2.A20.) Culturally Responsive Instruction: Various committees worked this year to develop a Culturally Responsive Literature (CRL) reading list and lessons that can be implemented across subject-areas. In addition, the K-8 and 9-12 Ethnic Studies Committees developed curriculum, lessons, and resources for course implementation in the 2024-2025 school year.

Goal 2 Action 21 (G2.A21.) Missed/Unfinished Learning: The District contracted with Creative Learning Solutions to facilitate Power Standards identification and performance tasks. Power Standards for each subject area to address missed and unfinished learning were developed. Each high school department developed a timeline for implementation, evaluating student progress on performance tasks, and reteaching.

Goal 2 Action 22 (G2.A22.) Universal Transitional Kindergarten: The district continued to support the expansion of Universal TK. Teachers collaborated monthly to identify instructional program shifts to accommodate the developmental needs of younger students. In additional, new materials, supplies, and furniture have been purchased to support a play-based learning environment.

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.

Funds budgeted for actions and services were primarily used as intended. There were a few actions that were not fully implemented, which resulted in funds not being spent as they were initially intended but overall, all funds were used to provide services to support students, including low-income, English Learners and foster youth students and families.

Textbook Sufficiency: The proposed budget included a new K-8 science textbook adoption. The adoption was paused, which resulted in funds not being spent. The 6th-8th Grade Science Textbook Adoption Committee has not yet reached consensus on the selection of a new science textbook.

English Learner (EL) Program: The budget included funding for a teacher committee to develop GLAD units aligned with the new science textbooks during the summer. The committee did not complete the work because the science adoption was postponed. In addition, the unavailability of the elementary District ELD instructional specialist resulted in limited professional development and curriculum development.

STEAM: The estimated actual expenditures exceeded the budgeted expenditures. This increase resulted in the expansion of the VAPA and STEM program that is aligned with Prop 28. Additional VAPA and STEM teachers were hired to supplement the base program.

After School Expanded Learning Opportunities (ELO) and Care: Families of unduplicated pupils (low income, English Learners and foster youth) families were targeted and given priority for participation in the Expanded Learning Opportunities Program (ELOP). The District exceeded proposed budgeted expenditures due to increased number of students participating in the program during the year and during the summer.

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

During the three-year LCAP cycle, the implementation of various actions resulted in students meeting the following goals. The a-g rate for all students and subgroups exceeded the intended three year outcome. This increase is a result of various actions that support students becoming college and career ready. The PODER program provided first generation, college bound students with enrollment in the PODER course that is specifically designed to prepare students for College and Career. Missed and unfinished learning prioritized learning and helped unduplicated pupils access grade-level content and continue a successful trajectory of learning and academic achievement post pandemic.   Power standards and performance tasks for each subject area were created to address missed and unfinished learning that manifested during the pandemic. CTE pathway completion increased across all subgroups over the past three years. CTE supported students in completing their given pathway by providing monthly student/family workshops on College and Career related topics. In addition, small group opportunities focused on targeted groups of students were provided during the high school intervention period.

There are a few actions that need to be expanded and developed in order to increase the desired results. CASSPP data, including SBAC ELA, Math, and CAST, along with local assessment data, reflects minimal to no growth for all subgroups over the three years. However, the California Dashboard indicates that students have maintained or increased progress in ELA and Math (green). Student learning and/or achievement gaps are being address through the implementation of MTSS Tiers 1, 2 and 3. The district's K-12 Multi-Tiered System of Support (MTSS) is designed to meet the needs of the whole child and ensure that high quality academic, social-emotional and behavioral supports and interventions are provided to all students when needed. Progress monitoring tools have also been developed to monitor student progress and program effectiveness in a consistent and timely manner in order to address needs as they become evident. The reclassification rate increased over three years but did not meet the three year desired outcome. In addition, the California Dashboard shows a decline in EL progress (orange). The EL program was designed to provide supplemental support for all English Learners. The increase in the reclassification rate over the past three years was a result of the professional development teachers received, the instructional specialists that provided on-going coaching, and the implementation of the EL intervention program.

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

During the 2024-2025 school year, changes will be made to the planned metrics, goals, and actions. The 2024-2025 metrics will align with the California Dashboard when available rather than DataQuest to measure student progress. In addition, individual student progress will be analyzed on local assessments to determine progress instead of only considering the number of students proficient. There will also be changes to goals and actions. Goal 2: Instruction currently states: The District will provide an equitable, quality and rigorous education for each child to be College and Career Ready. (CCR). The goal will shift to Goal 1: Teaching and Learning. The District will provide an equitable, safe and inclusive education ensuring each learner is life- and future-ready (LFR). Shifting the goal to focus on students being life and future-ready prepare students for a wider range of possibilities beyond traditional college or career paths and emphasizes adaptability, lifelong learning, digital literacy, financial literacy, and social-emotional learning. These skills empower students to navigate challenges, make informed decisions, and contribute positively to society. The goal will include metrics and actions that focus on student learning and teacher supports. Overall learning metrics will remain relatively the same as in 2023-2024 with additional targeted student subgroups and will also include metrics on various intervention programs and certificated staffing. Some of the actions found in the 2023-2024 LCAP have been combined with other actions. In the new plan, Goal 1 Action 2 Multi-Tiered System of Support (MTSS) will incorporate actions related to MTSS Tiers 1, 2 and 3, PODER, Equity, Diversity and Inclusion (EDI) , Culturally Responsive Instruction, and Missed/Unfinished Learning. All of these actions address the diverse needs of students and provide individual supports, as needed, through differentiated and culturally responsive instruction. Goal 1 Action 3 will focus on MTSS supports for unduplicated pupil and include the aspects of chronic absenteeism and attendance. Goal 1 Action 14 Additional Targeted Support and Improvement (ATSI) and Goal 1 Action 15 Differentiated Assistance (DA) will ensure the identified student group(s) at the identified school sites have the appropriate programs and supports in their site plans to improve achievement. Actions from Goal 4: Staff Quality will be part of Goal 1: Teaching and Learning and will include Teacher Training

and Certification (TT&C) Program, training and staff support and administrative staff support, mentoring and professional development. These actions have been moved to Goal 1: Teaching and Learning because student success of students requires skilled, knowledgeable, fully credentialed teachers and administrators. Lastly, After School Expanded Learning Opportunities (ELO) and Care has been moved to the new Goal 2 that will focus on Experiences and Well-Being.

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

Goal

Goal #	Description
3	Goal 3 Student Engagement: To support and maintain student wellness, the District will work with all stakeholders to create a nurturing and positive learning environment where students are actively engaged in their learning. State Priorities: Priority 5: Pupil Engagement; Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Student Four-Year Cohort Dropout Rate % of student dropout rate according to DataQuest	The student dropout rate was 1.7% in 2018-2019.	The student dropout rate was 0.01% in 2020-2021.	The student Four-Year Cohort dropout rate was 1.0% in 2021-2022.	The student Four-Year Cohort dropout rate was 1.3% in 2022-2023.	Maintain a student Four-Year Cohort dropout rate that is less than 2%.
Student Five-Year Cohort Dropout Rate % of student dropout rate according to DataQuest	The student Five-Year Cohort dropout rate was 2.8% in 2019-2020.	The student dropout rate was 2.4% in 2020-2021.	The student Five-Year Cohort dropout rate was 1.5% in 2021-2022.	The student Five-Year Cohort dropout rate was 1.5% in 2022-2023.	Decrease the student Five-Year Cohort dropout rate to less than 2%.
8th Grade Dropout Rate % of dropout rate according to CALPADS	8th grade dropout rate was 0% in 2018-2019.	8th grade dropout rate was 0% in 2020-2021.	8th grade dropout rate was 0% in 2021-2022.	8th grade dropout rate was 0% in 2022-2023.	Maintain 8th grade dropout rate of 0%.

Overall Chronic Absenteeism Rate % of overall chronic absenteeism rate according to Dashboard	Overall chronic absenteeism rate was 5.6% in 2019.	Overall chronic absenteeism rate was 3.8% in 2020-21.	Overall chronic absenteeism rate was 17.2% in 2021-2022.	Overall chronic absenteeism rate was 16.2% in 2022-2023.	Decrease overall chronic absenteeism rate to 4% or less.
Hispanic Chronic Absenteeism Rate % of Hispanic chronic absenteeism rate according to Dashboard	Hispanic chronic absenteeism rate was 10.1% in 2019.	Hispanic chronic absenteeism rate was 7.1% in 2020-21.	Hispanic chronic absenteeism rate was 28.5% in 2021-2022.	Hispanic chronic absenteeism rate was 28.4% in 2022-2023.	Decrease Hispanic chronic absenteeism rate to 7% or less.
Asian Chronic Absenteeism Rate % of Asian chronic absenteeism rate according to Dashboard	Asian chronic absenteeism rate was 1.3% in 2019.	Asian chronic absenteeism rate was 1.1% in 2020-2021.	Asian chronic absenteeism rate was 4.4% in 2021-2022.	Asian chronic absenteeism rate was 4.8% in 2022-2023.	Maintain Asian chronic absenteeism rate of 1.3% or less.
Overall Attendance Rate I% of overall attendance rate according to CALPADS	Overall attendance rate was 96.71% in 2019-2020.	Overall attendance rate was 98.03% in 2020-2021.	Overall attendance rate was 94.89% in 2021-2022.	Overall attendance rate was 94.6% in 2022-2023.	Increase overall attendance rate to 98%.
% of Hispanic attendance rate according to CALPADS	Hispanic attendance rate was 95.30% in 2019-2020.	Hispanic attendance rate was 97.09% in 2020-2021.	Hispanic attendance rate was 91.95% in 2021-2022.	Hispanic attendance rate was 91.96% in 2022-2023.	Increase Hispanic attendance rate to 98%.
Asian Attendance Rate % of Asian attendance rate according to CALPADS	Asian attendance rate was 98.27% in 2019-2020.	Asian attendance rate was 99.32% in 2020-2021.	Asian attendance rate was 97.47% in 2021-2022.	Asian attendance rate was 97.03% in 2022-2023.	Maintain Asian attendance rate of 98%.
Expulsion Rate % of expulsion rate according to DataQuest	Expulsion rate was .07% in 2019-2020.	Overall expulsion rate was .0% in 2020-2021.	Overall expulsion rate was 0.1% in 2021-2022.	Overall expulsion rate was .2% in 2022-2023.	Decrease expulsion rate to .05% or less.
Hispanic Expulsion Rate % of Hispanic expulsion rate	Hispanic expulsion rate was .14% in 2019-2020.	Hispanic expulsion rate was .0% in 2020-2021.	Hispanic expulsion rate was 0.1% in 2021-2022.	Hispanic expulsion rate was .38% in 2022-2023.	Decrease Hispanic expulsion rate to .05% or less.

according to DataQuest					
Asian Expulsion Rate % of Asian expulsion rate according to DataQuest	Asian expulsion rate was .01% in 2019-2020.	Asian expulsion rate was .0% in 2020-2021.	Asian expulsion rate was 0.0% in 2021-2022.	Asian expulsion rate was .11% in 2022-2023.	Maintain an Asian expulsion rate of .01%.
Suspension Rate % of suspension rate according to CALPADS	Suspension rate was 0.5% for 2019-2020.	Overall suspension rate was 0.0% for 2020-2021.	Overall suspension rate was 1% in 2021-2022.	Overall suspension rate was 1.9% in 2022-2023.	Maintain a suspension rate of less than 1%.
Hispanic Suspension Rate % of suspension rate according to CALPADS	Hispanic suspension rate was 1% for 2019-2020.	Hispanic suspension rate was 0.0% for 2020-2021.	Hispanic suspension rate was 1.6% in 2021-2022.	Hispanic suspension rate was 3.1% in 2022-2023.	Maintain a Hispanic suspension rate of less than 1%.
Asian Suspension Rate % of suspension rate according to CALPADS	Asian suspension rate was 0.1% for 2019-2020.	Asian suspension rate was 0.0% for 2020-2021.	Asian suspension rate was 0.3% in 2021-2022.	Asian suspension rate was 0.7% in 2022-2023.	Maintain an Asian suspension rate of less than 1%.
California Healthy Kids Survey (CHKS) Participation % of student participation rate in the California Healthy Kids Survey (CHKS) for grades 5, 6, 7, 9 and 11	The total participation rate in the CHKS for grades 5, 6, 7, 9 and 11 was 55% in 2020-2021.	63% of students in grades 5, 6, 7, 9 and 11 participated in the California Healthy Kids Climate Survey.	74% of students in grades 5, 6, 7, 9 and 11 participated in the California Healthy Kids Climate Survey in 2022-23.	74% of students in grades 5, 6, 7, 9 and 11 participated in the California Healthy Kids Climate Survey in 2023-24.	Increase CHKS participation rate of students in grades 5, 6, 7, 9 and 11 to 80%.
Student Sense of School Connectedness % of student school connectedness score for grades 5, 6, 7, 9 and 11 on the CHKS	The school connectedness score as measured by the CHKS for grades 5, 6, 7, 9 and 11 was 61% in 2020-2021.	The school connectedness score as measured by the CHKS for grades 5, 6, 7, 9 and 11 was 60% in 2021-2022.	59% of students "strongly agree" or "agree" that they feel connected to school.	69% of students "strongly agree" or "agree" that they feel connected to school.	Based on CHKS results, a scale score of 80% or greater will be achieved in the category of school connectedness.

Goal Analysis

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

All actions of Goal 3 have either been fully implemented or are in the process of implementation. To gain a comprehensive understanding of all domains included in the Healthy Kids Climate Survey, the goal was to reach an 80% participation rate among students, restructuring the window of time to create greater access to the school climate survey. Participation continued to require active parental consent for grades 5 and 6, and passive consent for grades 7, 9, and 11. Due to the challenging nature of collecting active parental consent forms from 5th and 6th grade, site administrators were provided guidance and information regarding the survey consent form process, and parents began receiving notifications in early August. Digital consent forms were created for use by the school sites as well as hard copies to be sent home. This allowed five months to collect consent forms. Blackboard messaging was utilized to encourage participation and opportunities for individual check-ins were offered to provide further assistance to site administrators. Notification letters providing further information, proctor instructions, and individual survey links were created for each individual school site for a more streamlined process that would generate more participation and buy-in among all educational partners. Encouragement, assistance, and guidance were provided throughout the entire survey window, which was also extended two weeks longer to gain the best possible participation rate. "School connectedness" focuses on the students' sense of belonging and contentment with their school. They could select "strongly agree" or "agree" in the areas of feeling close to others, being treated fairly, and feeling like a part of the school.

School sites continued to implement PBIS strategies to build a positive and respectful climate. Restorative circles provided students opportunities to share their feelings with others, or speak about what's on their mind. Restorative Practices as a whole allowed schools and classrooms to build community, reduce harm within the community, and address and repair harm when it occurs within the community. Social and emotional well-being was taken into consideration with the encouragement of classroom activities that connect with PBIS and promote self awareness, self management, responsible decision making, social awareness, and relationship skills. Tier 1 Social Emotional Learning (SEL) was put into place in grades TK-8 with designated time at each school site. With the goal of reducing suspensions, a progressive discipline plan was developed and revised to reflect updated strategies and approaches for providing student interventions. The plan lists five offenses, all of which state the actions taken by the school to encourage the cessation of tobacco and vape use. The progressive discipline plan was presented to site administrators, and they received training for implementing the process. An information sheet and script was provided to administrators, as well as an aligned student contract to be signed by both students and parents when an offense occurs. As a means for encouraging cessation or reducing the amount of tobacco used, students were to participate in either the Stanford Healthy Futures curriculum or Brief Interventions program for at least two sessions. In collaboration with LACOE, cessation resources of experienced professionals were gathered to assist students in stopping the use of vapes and tobacco.

The District has continued to establish a PBIS/MTSS based Tier 1, 2, and 3 approach to attendance. In order to create a school environment that is safe, predictable, and supportive, the District continued its implementation of PBIS for all students. Schools work to re-establish PBIS systems of expectations and rewards for in-person learning. Additionally, a team of counselors prepared thematic resources for all schools to utilize during different months of the school year to further build a positive school climate. School counselors and psychologists have received training in specific Tier 2 research based practices such as Check-in/Check-out, Class Pass, and skill based-acquisition for areas such as internalizing anger, externalizing anger, and engaging the control center of the brain. Classroom lessons for Social Emotional Learning have continued at the TK-8 level and via student presentations at the 9-12 level. Additionally, on a Tier 2 level, school sites continue to hold School Attendance Review Team (SART) meetings to address students with chronic attendance concerns. For Tier 3 Interventions, the School Attendance Review Board, which is comprised of school officials and community partners addressed students who continue to demonstrate chronic attendance issues beyond SART. The District utilizes a strong level of community agencies and partnerships to connect students to additional resources and supports so they may attend school and experience success. To formalize this process, the Coordination of Services Team (COST) was developed. At the beginning of the 2023-24 school year, school mental health counselors conducted thorough reviews of students with chronic absences and worked to identify the specific needs of the students and their families. The District also has worked to establish alternatives to exclusionary discipline practices. The Student Support Services (SSS) Division coordinated a District-wide professional development day (PD) before school started. Additionally SSS continued to provide a "trainer of trainer" model on restorative circles, where all certificate staff were trained district-wide with how to conduct "Restorative Classroom Practices" in their classrooms which helped to build a positive classroom community and a means to address unwanted behavior in the classroom or on campus. Circles were put into practice to varying degrees across the District. Counseling and school psychologist staff were all trained in Tier 2 interventions that could be applied to assist students in our schools. The District maintained Gateway Program certificated staff as well as hiring three

new licensed clinical therapists to provide services to students at our schools. The District collaborated and partnered with outside community based agencies and universities to link students and families to mental health resources and parent education seminars. (Tiers 1, 2 and 3). Many schools continued to build and implement PBIS on their campuses. The District continued to meet the needs of foster and homeless students by connecting them to District, local and state resources. The Student Support Services Department provided training to all District certificated staff in the area of Restorative Practices and the impacts of trauma on students. Alternatives to suspension such as Site and District Growth Achievement plans have been utilized, connecting students to resources on campus and/or via community partnerships. Support has been provided in the form of wellness materials for sites, such as calming boxes. Additional support has been provided to "at-promise" students including alternative educational opportunities through the BOLD Academy which is a Tier 3 credit recovery opportunity located within each comprehensive high school allowing students the opportunity to recover credits while having access to all programs and opportunities on the comprehensive campuses. AUSD also continued to employ a STAR/HOPE counselor to support and interface with students in foster care, students experiencing homelessness, students involved with probation, and students of military families. Efforts to provide materials and transportation for students have served to support school attendance and success.

In the area of health services, AUSD continued to work towards becoming fully staffed in the health offices at each school site. The precipitating factor that prevented this action from being fully realized is the lack of qualified applicants in the area of health office assistants.

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.

The areas where the Estimated actual Expenditures exceeded that of Budgeted Expenditures was Action 4. This was due to the cost associated with hiring District LVNs who had been working in our schools as part of a contract with an outside service provider. An area where actual expenditures were significantly lower than the projected budget can be attributed to the challenges of hiring qualified health office assistants, multiple expenditures being transferred to grant funding, including an instructional specialist position, restorative practice training, SEL training, and costs associated with supporting Action 5.

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

AUSD has maintained a strong Dropout Rate in comparison with Los Angeles County and the State. A significant reason for this is the counseling program which features school counselors, mental health counselors, CTE counselors, and a counselor who focuses on STAR and HOPE students. In addition, AUSD has multiple programs designed to keep students in school as well as providing means to recover credits while maintaining a connection to the comprehensive high schools. In addition to and Independent Study Program (ISP), the BOLD program continues to service students on each of the comprehensive sites. An emphasis on building a school environment that is positive, supportive and predictable through PBIS and Restorative Practices allows for students to focus on learning. Supporting students in recognizing their own emotions while developing healthy relationships through SEL and developing community through community circles, along with supports that are offered through SGAPs and DGAPS, have reduced the number of areas of non-compliance and provided alternatives to suspension. The TUPE program serves as a model through its prevention and intervention prior to consideration of suspension, which has also made a positive difference in the suspension and expulsion rates.

The chronic absenteeism rate remains high, particularly in the area of students identified as Hispanic. AUSD and Student Supportive Services (SSS) have utilized the SART and SARB process to help address this. SSS has also supported a number of conferences that helped to provide additional strategies to support positive attendance and will be implemented during the 2024-25 school year. Additionally, SSS efforts have included community conversations at each of the campuses where attendance was discussed as a primary topic.

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

To further reduce areas of exclusionary discipline and chronic absenteeism, AUSD, specifically SSS and Education Services, will continue the implementation of SEL curriculum, development of SEL Tiers 2 and 3 strategies, and the establishment of a Tier 2 team at each site with staff attending professional development to further systemize the use of data analysis, referral for services, and tracking of outcome data. SSS will assist sites in developing coordination of services teams to address areas of attendance as part of the SART process as well as targeting Kindergarten attendance. SSS will also employ two social

workers to help support sites and schools in addressing challenges existing within families that create barriers to attendance and academic success. Finally, SSS will continue to oversee the Community School grant and will work in conjunction with other AUSD divisions to support the efforts of schools operating under the community schools grant.
This will result in a change to the goal. Goal 3: Student Engagement currently states: To support and maintain wellness, the District will work with all stakeholders to create a nurturing and positive learning environment where students are actively engaged in their learning. The goal will shift to Goal 2: Experiences & Well-Being. The District will nurture a positive school experience that promotes well-being, growth, and development for all.

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

Goal

Goal #	Description
4	Goal 4 Staff Quality: The District will ensure qualified, well-trained, and effective staff who will provide a quality, equitable, and rigorous education and associated services. well-trained and effective employees who deliver a quality education and service to every student. State Priorities: Priority 1: Basic; Priority 7: Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Certificated Staff Credentialing % of teachers appropriately assigned and fully crdentialed through the assignment monitoring process	During the 2020-2021 school year, there were 75 misassignments that were identified through the assignment monitoring process.	During the 2020-2021 school year, there were 114 misassignments that were identified through the assignment monitoring process.	During the 2021-2022 school year, there were 141 misassignments that were identified through the assignment monitoring process.	During the 2022-2023 school year, there were 73 misassignments that were identified through the assignment monitoring process.	100% of the district's teachers will be appropriately assigned and fully credentialed.
Year 1 Induction Teachers % of teachers enrolled in Year 1 of the District Induction	100% of the District's teachers enrolled in Year 1 of the District Induction Program completed the Year 1 program in 2020-	100% of the District's 41 teachers enrolled in Year 1 of the District Induction Program completed Year 1 program and were	100% of the District's teachers enrolled in Year 1 of the District Induction Program completed the Year 1 program in 2022-	100% of the District's teachers enrolled in Year 1 of the District Induction Program completed the Year 1 program in 2023-2024 and	100% of the District' teachers enrolled in Year 1 of the District Induction Program will complete the Year 1 program and be

Program who complete the Year 1 program and are supported by a support provider	21 and were supported by a support provider.	supported by a support provider.	2023 and were supported by a support provider.	were supported by a support provider.	supported by a support provider.
Year 2 Induction Teachers % of teachers enrolled in Year 2 of the District Induction Program who clear their credentials	100% of the District's teachers enrolled in Year 2 of the District Induction Program iin 2020-21 cleared their credentials.	100% of the District's 19 teachers enrolled in Year 2 of the District Induction Program cleared their credentials.	100% of the District's teachers enrolled in Year 2 of the District Induction Program in 2022-23 cleared their credentials.	96% of the District's teachers enrolled in Year 2 of the District Induction Program in 2023-24 cleared their credentials.	100% of the District's teachers enrolled in Year 2 of the District Induction Program will clear their credentials.
Year 1 Administrative Induction Candidates % of the administrators enrolled in Year 1 of the ACSA Administrative Induction Program who are supported by a coach and complete the Year 1 program	100% of the District's administrators enrolled in Year 1 of the ACSA Administrative Induction Program in 2020-21 were supported by a coach and completed the Year 1 program.	The four administrators enrolled in Year 1 of the ACSA Administrative Induction Program completed Year 1 and were supported by coach.	100% of the District's administrators enrolled in Year 1 of the ACSA Administrative Induction Program in 2022-23 were supported by a coach and completed the Year 1 program.	100% of the District's administrators enrolled in Year 1 of the ACSA Administrative Induction Program in 2023-24 were supported by a coach and completed the Year 1 program.	100% of the District's administrators enrolled in Year 1 of the ACSA Administrative Induction Program will be supported by a coach and complete the Year 1 program.
Year 2 Administrative Induction Candidates % of administrators enrolled in Year 2 of the ACSA Administrative Induction Program who clear their credentials	100% of the District's administrators enrolled in Year 2 of the ACSA Administrative Induction Program in 2019-20 cleared their administrative credentials. There were no District administrators enrolled in Year 2 of the District Administrative Induction Program in 2020-21.	The three administrators enrolled in Year 2 of the ACSA Administrative Induction Program cleared their credentials and were supported by a coach.	100% of the District's administrators enrolled in Year 2 of the ACSA Administrative Induction Program in 2022-23 cleared their administrative credentials.	100% of the District's administrators enrolled in Year 2 of the ACSA Administrative Induction Program in 2023-24 cleared their administrative credentials.	100% of administrators enrolled in Year 2 of the ACSA Administrative Induction Program will clear their credentials.
Evaluations % of staff evaluations completed according to District evaluation timelines	During the 2020-21 school year, 90% of certificated evaluations and 90% of classified evaluations were	During the 2021-2022 school year, approximately 98% of certificated evaluations and approximately 95% of	During the 2022-2023 school year, 95% of certificated evaluations and approximately 90% of classified evaluations were	During the 2023-2024 school year, 95% of certificated evaluations and approximately 90% of classified evaluations were	100% of District staff evaluations that are due will be evaluated according to District evaluation timelines.

	completed.	classified evaluations were completed.	completed.	completed.	
Classroom Visits Number of classroom visits completed monthly by every site administrator	Every site administrator is expected to visit classrooms regularly. The goal is for every classroom teacher to be visited by an administrator at least once a month.	Although site administrators continued to conduct classroom visits, not every site administrator conducted a minimum of 20 classroom visits a month. Approximately 50% of site administrators conducted a minimum of 20 or more classroom visits during the 2021-2022 school year.	70% of site administrators conducted a minimum of 20 or more classroom visits a month during the 2022-2023 school year.	75% of site administrators conducted a minimum of 20 or more classroom visits a month during the 2023-2024 school year.	Every site administrator will conduct a minimum of 20 classroom visits a month.
Teacher Support % of teachers requesting support or referred for support who were provided with a coach/support provider	During the 2020-21 school year, 100% of teachers requesting support or referred for support were provided with a coach/support provider. This included mandatory PAR participants.	100% of teachers requesting support or referred for support are provided with a coach/support provider.	100% of teachers requesting support or referred for support are provided with a coach/support provider.	100% of teachers requesting support or referred for support are provided with a coach/support provider.	100% of teachers requesting support or referred for support are provided with a coach/support provider.
District Badge and Micro-Credential Program Number of badges or micro-credentials earned by staff	During the 2020-21 school year, 388 badges or micro-credentials were earned by staff.	713 employees earned badges for the 2021-2022 school year.	During the 2022-23 school year, 403 badges or micro-credentials were earned by staff.	During the 2023-24 school year, 526 badges or micro-credentials were earned by staff.	A minimum of 400 badges or micro-credentials will be awarded to staff yearly.
Staff Sense of School Connectedness Staff collegiality scale score on California School Staff Survey (CSSS)	The staff collegiality scale score as measured by the CSSS was 44% in 2020-2021.	91% of respondents "strongly agree" or "agree" that staff collegiality exists at their school site in 2021-2022.	In 2022-23, 91% of staff "strongly agreed or agreed" that there is collegiality amongst colleagues, as measured by the CSSS.	In 2023-24, 91% of staff "strongly agreed or agreed" that there is collegiality amongst colleagues, as measured by the CSSS.	Based on the CSSS results, a score of 65% or greater will be achieved in the category of staff collegiality.

Goal Analysis

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

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

The Alhambra Unified District continued to hire staff and provide training and professional development. Induction provided support to 49 AUSD teachers. Classified staff hiring is continuous especially in the area of aides. AUSD continues to provide support to certificated, classified, and administrative staff. Coaching and professional development was offered to provide support for teachers. Various site and District trainings were offered to staff. Coaches provided support, mentoring and professional development to aspiring and new certificated administrative staff which includes an administrative induction program via monthly seminars and weekly coaching. Documentation and evaluation remained a continuous process with certificated, classified, and management. Employee discipline, when warranted, is handled on a case by case basis. Trainings from various divisions occurred in Fall of 2023 for all 8.94 and 9.3 month classified staff. Our District EAPs provided support and voluntary workshops via Lincoln and EASE (Employee Assistance Service for Education).

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 variances between Budgeted Expenditures and Estimated Actual Expenditures, but not any major fluctuations either way. An improved access to workforce filled positions that were left vacant over the past couple of years, but any minor increases were offset by a reduction in the hiring of agency personnel.

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

The specific actions were mostly effective, especially in the areas of staff support and mentoring. Our AUSD Induction program has cleared the credentials for teachers and administrators. In the area of evaluation, AUSD collaborated with our certificated bargaining unit to provide a much-needed update to our evaluation tool for the first time in 30 years.
Although one of our lowest percentages in misassignments in years, AUSD is working toward being more effective in reducing our percentage of misassignments. A mitigating factor over the last three years was the nuanced criteria imposed on certain specialized areas (Dual Immersion, Special Education, etc.) and the scarcity of fully qualified teachers in these areas. AUSD has established connections with local university credential programs to establish teacher residency programs to further assist in this initiative.

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

While some goals have been condensed for the next three-year cycle, the actions removed have become embedded in district practice (through collective bargaining agreements or other means. Other removed goals are subject to continued funding from the state or other outside funding sources. Along with the condensing of actions, accompanying goals have also been modified or removed, depending on the goal.
AUSD believes the modifications to these goals and actions will provide a more focused approach to ensuring effectiveness in the pursuit of meeting the needs of all students. Our expected outcomes will remain high in our goals, as these goals are developed not for the purpose of attainability, but to ensure staff quality. Goal 4: Employee Quality currently states: The District will ensure qualified, well-trained, and effective staff who will provide a quality, equitable, and rigorous education and associated services. The goal will shift to Goal 1: Teaching and Learning. The District will provide an equitable and inclusive education ensuring each learner is life- and future-ready (LFR). Student success requires skilled, knowledgeable, fully credentialed teachers and administrators.

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

Goal

Goal #	Description
5	Goal 5 Families and Community: The District will actively engage families and the community as collaborative partners to promote student success. State Priorities: Priority 3: Parent Involvement; Priority 5: Pupil Engagement; Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent Sense of School Connectedness Percentage of parents that strongly agree with the statement that "My child's school encourages me to be an active partner" as measured by the California School Parent Survey (CSPS)	In 2020-2021, 37% of all parents responding to the CSPS strongly agree with the statement that "My child's school encourages me to be an active partner".	In 2021-2022, 87% of parents responded that they "agree" or "strongly agree" with the statement "My child's school encourages me to be an active partner."	In 2022-2023, 89% of parents responded that they "agree" or "strongly agree" with the statement "My child's school encourages me to be an active partner."	In 2023-2024, 75% of parents responded that they "agree" or "strongly agree" with the statement "My child's school encourages me to be an active partner."	Based on CSPS results, 50% or more of parents will respond that they agree or strongly agree with the statement that "My child's school encourages me to be an active partner".
Parent Participation Percentage of parents that strongly agree with the statement that "Parents feel welcome to participate at school" as measured by the	In 2020-2021, 36% of all parents responding to the CSPS strongly agree with the statement that "Parents feel welcome to participate at school".	In 2021-2022, 78% of parents responded that they "agree" or "strongly agree" with the statement "Parents feel welcome to partiicipate at school."	In 2022-2023, 83% of parents responded that they "agree" or "strongly agree" with the statement "Parents feel welcome to participate at school."	In 2023-2024, 78% of parents responded that they "agree" or "strongly agree" with the statement "Parents feel welcome to participate at school."	In 2020-2021, 50% or more of all parents responding to the CSPS agree or strongly agree with the statement that "Parents feel welcome to participate at school".

CSPS					
Parent Involvement Percentage of parents that strongly agree with the statement that ""School actively seeks the input of parents before making important decisions" as measured by the CSPS	In 2020-2021, 33% of all parents responding to the CSPS strongly agree with the statement that "School actively seeks the input of parents before making important decisions".	In 2021-2022, 75% of parents responded that they "agree" or "strongly agree" with the statement "School actively seeks the input of parents before making important decisions."	In 2022-2023, 75% of parents responded that they "agree" or "strongly agree" with the statement "School actively seeks the input of parents before making important decisions."	In 2023-2024, 74% of parents responded that they "agree" or "strongly agree" with the statement "School actively seeks the input of parents before making important decisions."	Based on CSPS results, 50% or more of parents will respond that they agree or strongly agree with the statement that "School actively seeks the input of parents before making important decisions".
Parent Input in Decision Making Number of parents who complete the written LCAP Survey	669 parents completed the LCAP Survey during the 2020-2021 school year.	1,455 online LCAP surveys were completed by parents during the 2021-2022 school year.	1,482 online LCAP surveys were completed by parents in March 2023.	Less than 500 online LCAP surveys were completed by parents in December 2023.	Increase the number of parents that complete the written LCAP survey to 4,000 parents.

Goal Analysis

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

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

All aspects of Goal Five: Families and Communities have been completed during the 2023-24 school year. School Community Coordinators were available at every site across the District and helped to facilitate strategic outreach and communication from both the sites and the District. They serve as an essential bridge between AUSD families and all parts of AUSD. A Public Information Officer also increased communication across multiple areas of social media and local news outlets. In areas of parent engagement of unduplicated pupils, community partners supported AUSD in holding webinars, parent empowerment opportunities including PACES, STEAM Nights, Community Conversations at the school site, and site Community Empowerment Workshops. Foster youth and youth experiencing homelessness were specifically supported through community partnered events such as Back to School and SPARK of Love events. Families also received targeted outreach through the District counselor serving as a liaison for Foster and Homeless Youth. Community entities that partnered with AUSD included Alhambra Fire and Police Departments, local mental health agencies, and Tzu Chi Temple. Lastly, a Student Advisory Council was established and monthly meetings were held with the purpose of developing a collaborative leadership model between elected student leaders and AUSD.
An area of difference in this year's Action 5 was a reduction of webinars from monthly to every other month. The reason for this was parent outreach was diversified through community outreach meetings, as well as STEAM and PACES events in addition to Community Empowerment Events like National Night Out, Trunk-Or-Treat, Library Card Day and Nights with Parents sponsored by TUPE.

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

Goal 5 Action 3 saw a significant increase in the amount expended on Community School staff. Identified schools completed their first year of implementation with costs related to a full time District Community Schools Instructional Specialist. Additionally, sites funded the services of a Community Schools Site Lead on an extra-duty basis to develop, plan and implement the coordination of services to support a community school. All six schools successfully identified their respective Site Steering Committees. Increased cost in this goal reflect the District's implementation of the Community Schools Grant to fund a full time District Community Schools Instructional Specialist and extra duty for six Community Schools Site Leads.

Goal 5 Action 6 saw expenses increased due to expanding summer leadership training to about 40 students instead of just the nine upper-grade members of SAC. The Student Board Member and Alternate attended the CSBA annual conferences, but we also provided governance training for ALL 12 members of SAC members, which resulted in additional expense beyond the original proposed budget.

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

The majority of this goal was successfully carried out with AUSD having a strong presence on social media and local newspapers, well attended and supported Parent Empowerment events, and the success and impact of the Student Advisory Council (SAC) on District practices. 2023-24 also saw the initial implementation of the Community Schools grant where five elementary and one high school campus formed the foundation for community schools. The area that was not successful was the participation in parent education classes which were offered in multiple languages and through four series of the classes. As a result, AUSD will shift to our partnerships with mental health agencies to provide parent classes to our families.

Based on the California School Parent Survey (CSPS), 75% of parents responded that they "agree" or "strongly agree" with the statement "My child's school encourages me to be an active partner." This exceeded the desired outcome of 50% and is a significant increase from the baseline of 37%.

In 2023-2024, 78% of parents responded that they "agree" or "strongly agree" with the statement "Parents feel welcome to participate at school." based on CSPS results. This exceeded the desired outcome of 50% and is a significant increase from the baseline of 36%.

In 2023-2024, 74% of parents responded that they "agree" or "strongly agree" with the statement "School actively seeks the input of parents before making important decisions." based on CSPS results. This exceeded the desired outcome of 50% and is a significant increase from the baseline of 33%.

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

A majority of the action items that addressed the needs of families and community were met with the identified action items. Participation in the parent survey leveled and indicated decline. Different administration times were implemented in the past three years in efforts to increase the participation rate. The District has a number of instruments that survey parents, students, families, staff and the community and may appear similar to each other. Additionally, sites have developed their own instruments to gather input data to support the development of programs and approaches in maintaining a positive learning environment. Student data and parent/family/caregiver data allow for informed decision making in the development and update of programs that support parents who support students. Efforts to coordinate the facilitation of surveys will be explored and implemented to increase participation.

There will be changes to Goal 5 Families and Community. The District will actively engage families and the community as collaborative partners to promote student success. The goal will shift to Goal 3: Families & Community Partnerships The District will actively collaborate with families and community partners to promote and support student success. The comparison chart below compares the 24-25 actions with the 23-24 actions. Actions 1-4, 6 and 8 reflect the Goal 5 Actions.

LCAP 2024-2025 - Goal 3: Families & Community Partnerships

Goal #	Goal Description
3	The District will actively collaborate with families and community partners to promote and support student success.

ACTIONS

Action #	2024-25 Action	2023-24 Action
1	Outreach & Emergency Notifications	G5A1 Parent & Family Engagement
2	Communication and Outreach	G5A4 Student Support Services Webinar
3	Student Voices	G5A6 Student Board Members/Student Advisory Council (SAC)
4	Community Schools	G5A3 Collaboration with Community Partners
5	Caregiver and Community Collaboration and Engagement	G2A4 MTSS Tier 1; G2A6 MTSS Tiers 2 & 3; G2A9 PODER Program; G5A1 Parent & Family Engagement; G5A2 Districtwide Webinars
6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	G5A1.1 Parent Engagement of Unduplicated Pupils
7	Foster/Homeless Youth	G3A5 Foster and Homeless Supports & Services
8	Certificated Adjunct Duties	G5A5 Certificated Adjunct Duties

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

Goal

Goal #	Description
6	Goal 6 Technology: The District will ensure all students and staff have access to technology to support student achievement. State Priorities: Priority 1: Basic; Priority 2: Implementation of State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Technical Support Requests % of work orders responded to within 24 hours	There were a total of 17,922 work orders for the 2019-20 school year. 73% of work orders were responded to within 24 hours.	There were a total of 12,213 work orders for the 2021-22 school year. Due to unfilled staff positions, average first response time was 48 hours.	There were a total of 18,560 work orders for the 2022-2023 school year. 77% of work orders were responded to within 24 hours.	There were a total of 12,149 work orders for the 2023-2024 school year. 75% of work orders were responded to within 24 hours.	Respond to 100% of all technical support work orders within 24 hours.
Student to Device Ratio Ratio of students to devices	The student to device ratio is 2.7:1 at elementary and 4.3:1 at high school for the 2020-21 school year.	The student to device ratio is 1:1 at the elementary and high school for the 2021-22 school year.	The student to device ratio is 1:1 at elementary and 1:1 at high school for the 2022-23 school year.	The student to device ratio is 1:1 at elementary and 1:1 at high school for the 2023-24 school year.	Achieve student to device ratio of 1:1.

Goal Analysis

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

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

The technology actions for the 2023-2024 school year were successful, achieving several key milestones. The district met its 1:1 student-to-device ratio,

ensuring equitable access to personal computing devices for all students. All technology-related positions were filled, and comprehensive tech support was provided from 7:30 am to 4:00 pm. The tech committee held multiple meetings that focused on Educational Technology in the classroom and the adoption of generative AI, reflecting a proactive approach to emerging educational technologies.

Holding multiple meetings to discuss and support the rollout of Generative AI in classrooms reflected a forward-thinking approach to integrating advanced technologies in education. All required licensing and maintenance agreements were completed, ensuring compliance and operational readiness. The district met all internet safety requirements, contributing to a secure digital environment. Additionally, ongoing network management, upgrades, and updates were successfully carried out, maintaining the robustness and reliability of the technological infrastructure. Lastly, the Educational Technology trainers provided effective in-person and web-based training, enhancing the digital literacy and proficiency of both staff and students.

The implementation process of the technology initiatives for the 2023-2024 school year faced several challenging aspects. One significant challenge was the delay in equipment orders due to supply chain issues, which impacted the timely distribution of devices and other technological resources to students and staff. This delay necessitated adjustments in planning and resource allocation to ensure minimal disruption to the integration of technology in classrooms. Additionally, the goal of responding to technology work orders within 24 hours was not consistently met, indicating a need for improved processes to handle the volume of requests more efficiently. This shortfall highlighted the importance of having robust systems in place for timely technical support.

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

In the 2023-2024 school year, the analysis of budgeted versus actual expenditures revealed several material differences due to unforeseen circumstances and adjustments in operational needs. Notably, technology purchases exceeded the budget due to supply chain issues and expanded project scopes.

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

Over the three-year LCAP cycle, the effectiveness of specific actions varied, influencing progress towards the goal of technology integration and improvement. The action to achieve a 1:1 student-to-device ratio was highly effective, as it successfully provided equitable access to technology for all students, significantly enhancing their learning opportunities. Additionally, the implementation of continuous professional development for teachers and staff, which included both in-person and web-based training, proved effective by improving digital literacy and competency across the district. These actions directly impacted student performance and engagement, as reflected in the positive feedback from surveys and improved digital literacy scores.

However, some actions did not produce the desired results. The goal of responding to technology work orders within 24 hours was ineffective, as consistent delays were noted. This ineffectiveness highlighted the need for improved processes. The delayed equipment orders due to supply chain issues also affected the timely implementation of some technology initiatives, demonstrating the need for more robust contingency planning.

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

There will be changes to the goal. Goal 6: Technology currently states: The District will ensure all students and staff have access to technology to support student achievement and communication with all stakeholders. The goal will shift to Goal 4: Safety and Operational Effectiveness The District will support student learning and well-being by prioritizing safety and operational effectiveness. Goal 4 combines safety and operations including facilities, technology and information services to ensure all sites have what is needed to operate effectively to support student learning and well-being. The educational technology action has been moved to Goal 1: Teaching and Learning.

Based on reflections from the previous three-year LCAP cycle, several changes have been implemented to enhance the effectiveness of technology integration and support. New and updated actions reflected in the comparison chart below in Actions 4-9 include organizing technology training boot camps for staff, providing a dedicated team of technology support personnel, enhancing IT infrastructure and implementing advanced cybersecurity measures. These adjustments aim to address identified gaps, such as delays in responding to technical issues and the need for ongoing professional development. Additionally, efforts to maintain up-to-date technology for staff and students and ensure robust cybersecurity defenses have been prioritized. These changes are intended to improve overall educational outcomes by ensuring reliable access to technology and support.

LCAP 2024-2025 - Goal 4: Safety & Operational Effectiveness

Goal #	Goal Description
4	The District will support student learning and well-being by prioritizing safety and operational effectiveness.

ACTIONS

Action #	2024-25 Action	2023-24 Action
1	Campus Safety	G1A1 Campus Safety
2	Safety Training	G1A3 Safety Training & Support
3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	G1A1.1 Afterschool & Extended Year Campus; G7A2.1 Extended Learning Environment
4	Technology Staff	G6A1 Technology Staff
5	Technology Support of Unduplicated Pupils	G6A1.1 Technology Support of Unduplicated Pupils; G6A6 Educational Technology
6	Technology Operations	G1A2 District Security; G6A4 Infrastructure & Licensing
7	Technology Infrastructure	G6A4 Infrastructure & Licensing
8	Cybersecurity	New Action
9	Staff & Student Technology Systems	G6A3 1:1 Initiative
10	Facilities Operations	G7A1 Maintenance; G7A2 Custodial; G7A3 Grounds; G7A4 Energy Management
11	Transportation Operations	G7A6 Transportation
12	Transportation for Unduplicated Pupils	G7A6.1 Transportation for Unduplicated Pupils

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

Goal

Goal #	Description
7	Goal 7 Operations: The District will promote student learning and wellness by: 1. Maintaining clean, safe, and functional school facilities and grounds; 2. Implementing the new CA State Meal Mandates and promoting student wellness by means of the school meal programs; 3. Providing student transportation to and from school and activities consistent with District practices. State Priorities: Priority 1: Basic; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Cleanliness Standards % of school facilities with a rating of "satisfactory" or better on the annual stakeholder survey of School Cleanliness Standards	The District has developed and published a set of School Cleanliness Standards by which all school facility cleanliness will be measured. Overall school cleanliness, condition of buildings and grounds will receive a rating of "Satisfactory" or better on the annual stakeholder survey.	85% of the survey respondents gave a rating of "fair" or better on the annual survey of School Cleanliness Standards.	During the 2022-23 school year, 100% of all school facilities received a rating of "satisfactory" or better on the annual stakeholder survey of School Cleanliness Standards.	During the 2023-24 school year, 100% of all school facilities received a rating of "satisfactory" or better on the annual stakeholder survey of School Cleanliness Standards.	100% of all school facilities will receive a rating of "satisfactory" or better on the annual stakeholder survey of School Cleanliness Standards.
Williams School Facilities Inspection % of schools with a rating of "good" or better on the annual School Facilities	During the 2019-20 school year, 100% of schools (17/17) received a rating of "good" or better on the annual School Facilities	During the 2020-21 school year, 100% of schools received a rating of "good" or better on the annual School Facilities Inspection.	During the 2022-23 school year, 100% of schools received a rating of "good" or better on the annual School Facilities Inspection.	During the 2023-24 school year, 100% of schools received a rating of "good" or better on the annual School Facilities Inspection.	100% of schools will receive a rating of "good" or better on the annual School Facilities Inspection.

Inspection	Inspection.				
School Meal Program Menu % increase of new menu items that are positively received/well accepted and meet nutritional requirements	During the 2020-21 school year, there were 20 menu items per month on a cycle menu.	Due to supply chain issues, there was not an increase in new menu items. The menu items were based on the food supplies that were received.	During the 2022-23 school year, on the average, there were 100 menu items per month. Nineteen percent of the menu items were newly introduced, using products that were positively received/well accepted and meet nutritional requirements.	During the 2023-24 school year, on the average, there were 140 menu items per month. 26% of the menu items were newly introduced, using products that were positively received/well accepted and met nutritional requirements.	There will be a 10% increase of new menu items that are positively received/well accepted and meet nutritional requirements.
Environmentally Sustainable School Meal Program Decrease in % of pre-packaged menu items resulting in school meals with more fruits and vegetables and more items made from scratch	During the 2020-21 school year, 70% of the menu items are purchased pre-packaged.	Due to supply chain issues, there was no decrease in the percentage of pre-packaged menu items.	During the 2022-23 school year, 52% of the school menu items were purchased pre-packaged with the majority being breakfast items. On the average, 22% of the lunch items and 80% of the breakfast items were purchased pre-packaged.	During the 2023-24 school year, 35% of the school menu items were purchased pre-packaged with the majority being breakfast items. On the average, 10% of the lunch items and 62% of the breakfast items were purchased pre-packaged.	No less than 40% of the menu items will be freshly prepared resulting in school meals with more fruits and vegetables and more menu items made from minimally processed food.

Goal Analysis

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

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

Effective implementation of the planned action and services was delivered by the Maintenance, Custodial, Grounds and Transportation Departments. Outcomes were measured through the annual stakeholder survey using School Cleanliness Standard and the Facilities Inspection Tool (FIT) report. The Facilities Department achieved the goal of providing a safe, clean and functional learning environment. Through the preventative, corrective and deferred maintenance schedule, Facilities was able to address aging and damaged flooring and repair, restore and replace roofing systems, replace HVAC systems and refrigeration components, and keep elevators functional, restrooms renovated and lighting systems upgraded. There were minor challenges like supply chain issues, scarcity of job applicants for certain positions and budget challenges but not enough to signicantly affect the desired outcomes. All planned action and services were implemented. The planned action and services for Maintenance, Custodial, Energy Management and Transportation helped the department make progress. The latest restroom cleanliness survey went up by eight points. This is due in part to the corrective actions by the Maintenance Department and the enhanced cleaning action and quality assurance program by the custodial team.
Some actions were not as effective in achieving the desired results. The goal of maintaining a functional facilities and grounds was challenging because the planned actions for use of overtime to renovate the athletic fields became the grounds team's operational norm to maintain the athletic fields. This highlighted the need for a scheduled seasonal maintenance to prepare the athletic fields. Due to unforeseen conditions and emergencies, the estimated

actuals exceeded the proposed budgets. With aging infrsastructure and equipment, several emergency repairs were authorized to ensure a safe and functional learnig environment.

Students were provided with nutritious meals through the state and federal meal programs. All planned actions and services for the school meal program were delivered.

A Culinary Specialist was hired and with his expertise, freshly prepared breakfast and lunch entrees were featured on the menus. Plant-based items were also introduced on both elementary and high school menus. Food and Nutrition Services hosted the annual Food and Wellness Fair which provided menu item tasting, nutrition education, and physical activity opportunities. Popular menu items from the food tasting were featured on the menus. We continued working with local community organizations to expand our food recovery program to reduce food waste.   When placing orders, bulk items were the first choice over wrapped items to decrease solid waste. The freshly prepared entrees were well received by the students. Two schools are in the process of starting the food recovery program.

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

Goal 7 Action 1 (G7.A1.) Maintenance: HVAC assessments, maintenance and repairs, roof upgrades, restroom rehabilitation and plumbing maintenance were scheduled but not completed due to unforeseen conditions and emergencies, which were authorized to ensure a safe and functional learning environment.

Goal 7 Action 2 (G7.A2.) Custodial: Daily routine and enhanced cleaning estimated actuals exceeded the proposed budget.

Goal 7 Action 3 (G7.A2.1) Extended Learning Environment: The hiring of mid-day custodians to support afterschool and extended year programs was a challenge.

Goal 7 Action 4 (G7.A3.) Grounds: The filling of open positions, hiring of an additional groundskeeper and use of overtime exceeded the proposed budget.

Goal 7 Action 5 (G7.A4.) Energy Management: Engaging an Energy Consulting Service along with the installation of energy management controls provided the District with monitoring and analysis that resulted in on-going utilities cost savings. The replacement of energy efficient HVAC equipment and controls at the six elementary schools provided comfort to students and staff, better indoor air quality, energy conservation and savings. This resulted in estimated actuals that were less than the proposed budget.

Goal 7 Action 6 (G7.A5.) School Meal Program: A significant raise increased the cost of Food and Nutrition Services salaries which resulted in estimated actuals that exceeded the proposed budget.

Goal 7 Action 7 (G7.A6.) Transportation: Delays in the construction of a new vehicle maintenance facility and the replacement of four buses resulted in estimated actuals that were less than the proposed budget.

Goal 7 Action 8 (G2.A6.1) Transportation of Unduplicated Pupils: A significant raise increased the cost of Transportation salaries which resulted in estimated actuals that exceeded the proposed budget.

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

Maintenance

Preventative and corrective maintenance were identified and completed within the scheduled timeframes. RRM and DFM identified projects have been completed and/or scheduled. Vehicles that were beyond its useful life were declared obsolete and replaced.

Custodial

All planned action and services are an on-going process. Daily and enhanced cleaning is part of routine and daily/weekly tasks. Hiring of additional sub custodians continues to be a challenge but recruitment is on-going. Electronic time keeping has been implemented which ensures absence coverage. Field supervisors were hired to implement and maintain quality assurance through site inspections. Maintenance Manager and Director conduct site walks with plant foreman and site administrators.

Extended Learning Environment

The hiring of mid-day custodians provided the Custodial Department with the resources to create a daily and enhanced cleaning protocol for before and after school programs that include the extended year enrichment opportunities. The Field supervisors monitor and inspect for quality assurance.

Grounds

The weekly maintenance of athletic fields is on-going. The District has hired an additional groundskeeper for Mark Keppel HS. Through the strategic use of overtime and the weekly maintenance schedule, the San Gabriel High School stadium landscaping was addressed but continues to be on-going maintenance. Athletic and play fields were renovated and are now part of the on-going maintenance.   Quality control program is performed through inspections conducted by the Grounds Foreman and Grounds Manager. Weekly meetings with grounds crews was re-established to ensure problems and issues are handled expeditiously. The Director conducts separate inspections and walk throughs with site administrators. All open positions are filled.

Energy Management

Engaging an energy consulting service along with the installation of energy management controls provided the District with monitoring and analysis that resulted in on-going utilities cost savings. The replacement of energy efficient HVAC equipment and controls at the six elementary schools provided comfort to students and staff, better indoor air quality, energy conservation and savings.

School Meal Program

Starting in September, menu items that are freshly prepared and plant-based have been featured. Instead of a consultant, a Culinary Specialist to support the implementation of freshly prepared menus has been hired. On 10/31/2023, FNS hosted the annual Food and Wellness Fair at Monterey Highlands. Starting in January, new products from the food fair were gradually introduced on the menus. The District continues to work with the current organization to expand the food recovery program to other schools.

Transportation

The fleet vehicle maintenance team provides inspections, preventative maintenance and corrective repairs that ensures our school buses are operationally safe. The construction of the Vehicle Maintenance Facility has started. Proposals for new buses/vans are currently being reviewed. As soon as the new buses are purchased, bus driver staffing will be reviewed.   Electronic Timekeeping has been implemented. School bus replacement plan is in development and identification of grant opportunities and incentive programs are in progress.

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

There will be changes to the goal and actions. Goal 7: Operations currently states: The District will promote student learning and wellness by: 1. Maintaining clean, safe, and functional school facilities and grounds; 2. Implementing the new CA State Meal Mandates and promoting student wellness by means of the school meal programs; and 3. Providing student transportation to and from school and activities consistent with District practices. The goal will shift to Goal 4: Safety and Operational Effectiveness. The District will support student learning and well-being by prioritizing safety and operational effectiveness. Goal 4 combines safety and operations including facilities, technology and information services to ensure all sites have what is needed to operate effectively to support student learning and well-being. Most of the actions and services in Goal 7 have been maintained in the 2024-2025 LCAP under the new Goal 4. All of the facilities operations actions have been combined into one action as Goal 4 Action 10 Facilities Operations. There have been no changes to the expected outcomes and metrics which are now in Goal 4. The school meal program action has been moved to Goal 2: Experiences and Well-Being. The expected outcomes and metrics for the school meal program have been updated to focus on increased participation in the breakfast and lunch program.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alhambra Unified	Janet Lees Assistant Superintendent-Educational Services	lees_janet@ausd.us 626-943-3500

Plan Summary 2024-2025

General Information

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

Alhambra Unified School District (AUSD) is located in the West San Gabriel Valley, adjacent to Los Angeles to the west and Pasadena to the northwest. AUSD provides educational services to the children of Alhambra, as well as to children in three neighboring municipalities, Monterey Park, San Gabriel and Rosemead. All four municipalities are similar in demographics and can be characterized as blue collar middle class communities. AUSD educates 14,447 TK - 12th grade students. At the elementary level we serve 8,460 students among 13 TK/K - 8th grade elementary schools. Nine elementary schools are within the city limits of Alhambra and four elementary schools are within Monterey Park. At the secondary level, we serve 5,987 students at three comprehensive high schools. Each of the three comprehensive high schools will have an Independent Studies (IS) program on each of their campuses which will accommodate both in-person and virtual options.   In addition, the District supports preschool and adult special education students with two additional programs. We have a preschool special education program at Moor Field that services 145 students and our LIFT adult transition program that services 66 MDD and moderate to severe adults from ages 18-22. During the 2023-2024 school year, there were 23 K-8 students who were enrolled in the Independent Study Program virtual option.
What follows is a demographic breakdown of the students AUSD serves according to the Dashboard:
56.1% Socioeconomically Disadvantaged
26.9% English Learners
9.8% Students with Disabilities
1.4% Homeless
0.2% Foster Youth
48.5% Asian
42.3% Hispanic
2.9% Two or More Races
2.5% Filipino
2% White
.6% African American
.1% American Indian
.1% Pacific Islander

Reflections: Annual Performance

Each year the State and Local District Performance Indicators are reported on the California School Dashboard. The Dashboard includes a concise set of state and local indicators.

State Indicators
Priority 4, Student Achievement is measured by the Academic Performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment for students in grades 3-8 and 11. In 2023, the district's performance across various academic domains demonstrates strong and consistent achievement. Notably, in English Language Arts (ELA) and Mathematics the Alhambra Unified School District earned a "green" designation in each of those core academic areas. In ELA, students were 32.7 points above standard, maintained 2.4 points, and in Mathematics 2.1 points above standard, increased 6.1 points. In spite of the District's notable academic performance, one school earned a designation of "orange" in both ELA and Mathematics. Furthermore, Students with Disabilities earned a "red" designation in ELA, 82.5 points below standards, and Homeless earned a "red" designation in Mathematics, 102 points below standard on the 2023 CA Dashboard.
Summary of "Red" Lowest Performance Level in English Language Arts by District/School and Student Group:
District: SWD
Garfield: SWD
Martha Baldwin: SWD
Park: SWD
Ramona: SWD
SGHS: EL, SWD
William Northrup: SWD

Summary of "Red" Lowest Performance Level in Math by District/School and Student Group:
District: Homeless
AHS: Hispanic
Brightwood: SWD
Garfield: SWD
Granada: SWD
Martha Baldwin: SWD
SGHS: EL

Students with disabilities (SWD) emerge as the group with the most pronounced need in both English Language Arts and Math across the District. Given that a high percentage of SWD students are also low-income and/or English learners, addressing their needs remains a priority. Existing services and programs, such as new teacher support, coaching, paraeducator training and classroom support, aim to bolster student outcomes in these areas. Beginning in the 2024-2025 school year, Special Education Instructional Specialists who previously were housed at the District Office, will be site-based to better support SWD students and staff. At the high school level, there is a full-time ELD Instructional Specialist (IS) at each of the high schools. At SGHS, the ELD IS will be working closely with the Math Department Chair and Department. The Homeless/Foster Youth District Liaison/Counselor will be disaggregating the homeless data and working with the sites to identify and support the homeless population in math.

Summary of "Red" Lowest Performance Level on the College and Career Indicator by School and Student Group:
IHS (Alternative): All, Hispanic
SGHS: SWD

The College and Career Indicator on the California Dashboard demonstrates that 61% of AUSD students are considered "prepared" for college and career coursework. Currently, there is one comprehensive high school, SGHS, and our alternative education program, IHS, with student groups in the "red" lowest performance level category. The District Coordinator of College and Career Preparation will work with the programs/sites to review course offerings to enhance and ensure accessibility for diverse student populations. Goal 1 Actions 8 & 9 are designed to provide services to address the needs in the area of College and Career.

In 2023, 50.9% of English learners are making progress toward English language proficiency, a 5.7% decline on the English Learner Progress Indicator (ELPI) of the CA Dashboard. Despite the District's ELs earning an "orange" designation, one elementary and one high school earned "red" designations on the 2023 CA Dashboard (ELPI).
Summary of "Red" Lowest Performance Level on ELPI by School and Student Group:

Fremont: EL
MKHS: EL

Critical to the acquisition of English proficiency for EL students is the professional development and coaching of all teachers. Ongoing professional development and coaching by the ELD Instructional Specialists at the elementary and high school levels will be focused on the implementation of research-based classroom practices that support engagement of English Learners in a standards-based, grade level appropriate, and rigorous program as part pf Goal 1 Action 5. Progress monitoring is essential to the delivery of designated and integrated ELD that is differentiated and targeted to the needs of English Learners to accelerate the acquisition of English proficiency. The data from progress monitoring will also be utilized to differentiate opportunities for primary English Learners, newcomers, English Learners at risk of becoming Long-Term English Learners (LTELs) and LTELs as well as high school level emerging and expanding English Learners.

Priority 5, Student Engagement measures how well schools are engaging students in their learning and measures Chronic Absenteeism and Graduation Rate. The 2023 CA Dashboard reports that 16.9% of students were chronically absent, an increase of 0.7%, earning an "orange" designation. Chronic Absenteeism, moreover, affects several of the District's Student groups and have a "red" designation: African-American, Hispanic, Homeless, SED, SWD, and White. Additionally, four of the District's elementary schools also earned "red" designations for Chronic Absenteeism.   Conversely, the Graduation Rate was 94.8%, earning a "green" designation, maintained -0.8%.
Summary of "Red" Lowest Performance Level for Chronic Absenteeism by District/School and Student Group:
District: African American, Hispanic, Homeless, SED, SWD, White
Brightwood: EL, SED, SWD
Emery Park: All, EL
Fremont: All, EL, Hispanic, SED, SWD
Marguerita: Hispanic, SWD
Martha Baldwin: SWD
Monterey Highlands: Hispanic, SWD
Park: Two or More Races, SWD
Ramona: All, Hispanic, SED, SWD
Repetto: All, Hispanic, SED, SWD
William Northrup: Hispanic, SED
Ynez: Hispanic, SWD

In addition to academic data, other measures are employed to identify barriers to student learning. Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates as a key indicator. Chronic absenteeism significantly impacts students' instructional learning time and, consequently, their academic achievement. According to the 2023 California Dashboard, AUSD's Chronic Absenteeism Rate saw a slight increase of .7%, at 17.9%. There are six student groups in the "red" lowest performance level and 11/13 elementary schools with "red" lowest performance level student groups. Under the leadership of Student Support Services, there is a need for a concerted effort across schools to implement structures such as SART/SARB to address chronic absenteeism. Specific student groups exhibit higher rates of chronic absenteeism, signaling a need for targeted support. Analysis of the CA Dashboard underscores high chronic absenteeism rates among Hispanic students (31.3%). Coordinated efforts between the District and the site will focus on research-based practices to improve attendance such as increased home school connections with bilingual support for Spanish-speaking Hispanic families, structured SART teams and exploration of programs to enhance data and documentation support is ongoing.

Goal 2 was developed to ensure all students have access to campuses that are safe, supportive, and predictable. AUSD recognizes that students are more likely to attend school and be cognitively ready to learn if they feel emotionally regulated and safe within their school environment.

Priority 6, Conditions and Climate captures how well schools are providing a healthy, safe and welcoming environment and is measured by the Suspension Rate. In 2023, AUSD's Suspension Rate received a "yellow" designation, 1.9% of students were suspended at least one day, a slight increase of 0.9%. Nine out of the District's 17 schools earned an "orange" designation. Students identified as Homeless received a "red" on Suspension Rate, 6.7% suspended at least one day. However, the Suspension Rate of four of the district's schools earned them "green" designations on the CA Dashboard.
Summary of "Red" Lowest Performance Level for Suspension Rate by District/School and Student Group:
District: Homeless
AHS: Homeless, SWD
Brightwood: Hispanic
Garfield: SWD

Granada: SED
Marguerita: SWD
Repetto: Two or More Races, SED, SWD
SGHS: SWD

Safety for students encompasses understanding their sense of safety and measuring severe discipline incidents that may impact campus culture. Student suspensions significantly affect instructional learning time. 1.9% of AUSD students were suspended at least one day in 2022-2023, which is an increase of .9%. According to the California Dashboard, most student groups increased in suspension rates, with the largest increase among homeless at 6.7%, which is an increase of 2.6%. Student Support Services staff collaborated with site administrators on professional learning centered around alternative correction methods, focusing on trauma-informed care and restorative practices and circles. All schools are implementing Positive Behavior Intervention Strategies (PBIS), collaborating with staff to promote positive behavior correction. SWD and SED students were suspended at higher rates across schools and highlight a need for additional behavior support strategies.

As described in Goal 2 Action 2, AUSD will continue implementation of data-informed multi-tiered practices of support and intervention, which includes restorative practices to establish a positive school community and restorative solutions to exclusionary practices of discipline.

Local Indicators
Local indicators are measured annually via the use of State Board of Education (SBE) adopted Self-Reflection Tools and other measures. The tools ensure a collection and reflection of locally available information relevant to progress of local priority areas. As a result of the reflection process, in June 2024, AUSD staff members reported to the Board of Education that all local indicators were "Met" in the 2022-23 school year. Below is a summary by LCFF priority, highlighting areas of success, areas needing improvement, and their corresponding strategies of progress.

Priority 1, Basic Services and Conditions are measured through data reported on the School Accountability Report Card (SARC) and California Longitudinal Pupil Achievement Data System (CALPADS). Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities. Out of the 746.5 certificated teachers (includes classroom teachers, instructional coaches and instructional specialists), 73 teacher misassignments were reported to CALPADS in 2022-23. Consistent with prior years, 100% of all students have access to their own copies of standards-aligned instructional materials for use at school and home. Ratings improved in the area of safe, clean, and functional school facilities. Poor/Fair Rating at Sites remained the same 26 from the previous year.

Priority 2, Implementation of State Academic Standards is measured via the SBE Reflection Tool. Overall, this was an area of strength for AUSD. The Self-Reflection-Tool reports Full Implementation (4) or Full Implementation and Sustainability (5) on all categories including 1) Professional Learning, 2) Instructional Materials, 3) Improving Pedagogy, 4) Other Curricular Areas, and 5) Priorities for Professional Development. These ratings include ELA, ELD, Math, History-Social Science, CTE, Health Education, PE, Visual and Performing Arts, and World Languages. The Next Generation Science Standards (NGSS) will continue to be an area of focus as AUSD rated themselves at a Level 3 - Initial Implementation Stage. The methods and practice of teaching Science will continue to require emphasis during the 2024-25 school year, furthermore, a scheduled Science textbook adoption has been postponed.

Priority 3, as a means of fostering and promoting Parent and Family Engagement, AUSD annually measures its progress and seeks input from parents over relevant decision making and strategies that promote parental participation. Overall, the Self-Reflection Tool reported Full Implementation (4) and Full Implementation and Sustainability (5) in the areas building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.

According to Hanover Research, the District has demonstrated significant strengths and progress in seeking input for decision-making, as evidenced by educational partner input and local data analysis. Notably, there's been a marked increase in the involvement of parents in the decision-making process at the district level. In the past year, district schools have shown a noteworthy improvement, with 72% of parents now having a say in decision-making, up from 63% in the previous academic year. The LEA's analysis of educational partner input and local data highlights key areas for enhancing input in decision-making processes. One focus is addressing inconsistencies in encouraging community member and organization involvement. While this area showed strength at 78% in 2021-22, subsequent years saw fluctuations, dropping to 70% in 2022-23 before rebounding to 76% in 2023-24.

Priority 6, School Climate is measured by the California Healthy Kids Survey (CHKS) and captures the perceptions of school safety and connectedness. Each year, AUSD administers the California Healthy Kids Survey (CHKS) to students in grades five, six, seven, nine, and eleven. Additionally, surveys are administered to staff and parents.

CalSCHLS data will be used by the District to develop and update the LCAP, and for county-level reporting for the TUPE program. Schools will also review the school climate data to update and develop school site plans, PBIS matrices, and WASC preparations. In addition, CHKS data will be presented to the Board of Education in the fall of 2024.

Approximately 4368 students, a 73% participation rate, completed the 2023-24 CHKS survey. Approximately 2001 parents, a participation rate of 15%, completed the 2023-24 CSPS survey. And, approximately 1,046 staff, a participation rate of 75%, completed the 2023-24 CSSS survey.

Of students surveyed in grades 5, 6, 7, 9, and 11, students reported: academic motivation (62% - 80%); school connectedness (54% - 69%); and, reports of cyberbullying ranging from 14% - 27%. Students who considered having suicidal thoughts in the past 12 months ranged from 10% - 13%. Students reporting electronic cigarette/vaping usage 1 or more days in the last month, ranged from 0% - 3%. Students reporting alcohol or drug use in the past month: ranged from 3% - 6%.

The percentage of students who reported "very much true" or "pretty much true" in regards to experiencing social emotional distress was 26% of 6th grade students to 25% for 11th grade students. These percentages in 7th, 9th, and 11th grades have declined each of the last three years. However, this percentage is increasing (from 22% in 2022 to 26% this year) for our 6th grade students. An average of 55% of the District's LGBTQ+ population reported social emotional distress. This is an area of concern for the District and it will address this area by increasing staff awareness / training and rolling out new procedures to support students at school sites.

Staff survey findings indicate concerns about bullying, fairness/rule clarity, student safety as it pertains to harassment, depression, and vape use. 30% of staff were concerned about bullying and harassment, and 43% were concerned about student depression. The survey reflected a leveling of percentages related to perceptions of school safety for staff and students, from 44% in 2022 to 36% in 2024. 35% believe that there is adequate counseling support for students.

Parent survey results indicate concerns about a perceived increase in substance abuse. Parents rated the District high in the area of schools encouraging them to be an active partner. 60% of parents feel as though they are involved in their child's school, a number that reflects a marked bounce from during the pandemic when the percentage was only 31%. Parents also responded positively when asked about the teachers' responsiveness to their child's social and emotional needs with 82% of respondents saying "agree or strongly agree."

Priority 7, Broad Course of Study, annually, via a narrative summary, AUSD measures its progress by the extent to which students have access to, and are enrolled in a broad course of study. The narrative summary of progress reports no change in the tools used to track the extent to which all students have access to, and are enrolled in a broad course of study. AUSD continues to use the same tools which collect different forms of data: CALPADS (California Longitudinal Pupil Achievement Data System), California Department of Education DataQuest, and PowerSchool.

AUSD continues to prioritize a well-rounded education for all students (K-8) by offering a broad course of study encompassing English Language Arts, Mathematics, Social Sciences, Science, Visual and Performing Arts, STEM, and Physical Education. Dual language immersion programs at two elementary sites provide Foreign Language (A-G) and high school credit. Secondary schools expand course offerings to include World Languages, Career Technical Education, honors, and advanced placement classes, ensuring all students have access to A-G requirements and programs aligning with their interests.

Analysis of qualitative and quantitative data has informed barriers that limit students' access to a broad course of study. Scheduling students into courses of their choice can be limited due to scheduling conflicts and fiscal restraints. Learning gaps are evident within various groups including: Hispanic / Latino students, socio-economically disadvantaged students, students with disabilities, and English learners. The District has been identified as disproportionate in the number of Hispanic Students with Other Health Impairments and Specific Learning Disabilities. Students with disabilities in elementary are either placed in the Learning Center general education setting which is co-taught by the general education teacher and special education teacher/paraeducator or in a special day class. In high school, students with disabilities can be placed in a program that is a combination of A-G general education co-taught classes and SDC. Students who are on a Certificate of Completion pathway spend a portion of their day in general education but the majority of the day in SDC. The IEP team determines class and course placement. Additionally, students who have services such as speech and language therapy, occupational therapy, physical therapy, and counseling are pulled out of class to receive these services which results in a loss of content instruction. For Newcomers, time is a barrier in high school as it takes 5-7 years for English Learners to achieve English language fluency.

Although AUSD students continue to grow in most academic areas, several student groups and schools perform below the District averages. AUSD will continue to build on those academic strengths and will identify research based practices that foster and promote Academic Engagement with an emphasis on students who are chronically absent. To further strengthen this comprehensive approach, AUSD is implementing key initiatives, which include the site level equity plan to achieve equitable outcomes for students. Additionally, each elementary school is supported by a full-time instructional coach and two counselors. A district-level counselor is dedicated to coordinating homeless and foster youth services, and a district-level Behavior Analyst Team supports all of the schools in the district. With the community schools grant awarded to seven of our schools, we look forward to witnessing a measurable increase in student success and a stronger connection between schools and their communities.

Reflections: Technical Assistance

Alhambra Unified School District was identified for Differentiated Assistance based on the 2023 California Dashboard lowest performance ratings for Homeless Youth student group in chronic absenteeism (Priority 5) and suspension rate (Priority 6) and for Students with Disabilities student group in chronic absenteeism (Priority 5) and in ELA and Math (Priority 4).

As part of receiving technical assistance, Alhambra Unified School District has worked with the county office to increase the following actions to support Homeless Youth: increase home visits, strengthen partnership with parents, train staff targeting attendance teams, explore alternative disciplinary practices, and increase transportation options (Goal 1 Action 15, Goal 2 Actions 1 & 2, Goal 3 Action 7 and Goal 4 Action 12).

As part of receiving technical assistance, Alhambra Unified School District has worked with the county office to increase the following actions to support Students with Disabilities: audit IEPs to ensure grade-level standards-based IEP goals, add attendance goal in IEPs for chronically absent students, and ensure CAASPP assessment accommodations are in place at the beginning of the school year (Goal 1 Actions 6 & 7).

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.

No schools in AUSD are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partners Overview	To ensure that all AUSD educational partners had an opportunity to participate in the LCAP process and to meet all statutory requirements, AUSD established a timeline with June 25, 2024 being the date for final Board approval of the LCAP. With that date in mind, we backward mapped and established specific dates and actions to engage our educational partners. AUSD actively gathered and incorporated input for our LCAP from all educational partner groups through a variety of site/district meetings and an LCAP Survey. The survey was posted on the District website as well as on every school's website. The survey was also emailed to our educational partners through our Blackboard Connect communication messaging system. The survey was published in English, Spanish, Chinese and Vietnamese to meet the needs of our English and non-English speaking educational partners. To ensure that all educational partners were informed in a timely manner of the various opportunities to participate in the LCAP process, the District developed a well articulated LCAP calendar that contained specific dates of LCAP meetings and activities. The District utilized a variety of communication platforms such as Blackboard Connect phone calls and messages, posted information on the District and school websites, Facebook, Twitter, and flyers to ensure that educational partners received timely information.
Teachers	Executive Cabinet met with every elementary and high school staff as well as our special education preschool and adult transition staff at least once during the school year. All teachers had the opportunity to complete the online LCAP survey and provide input on the LCAP goals and actions. Principals were asked to get input on the 24-25 LCAP from teachers and use their site's Google sheet in the 2024-2025 LCAP Development Input folder to gather feedback in the spring by the end of April 2024.
Principals	Executive Cabinet met monthly with principals throughout the school year from August through June. LCAP updates were provided to ensure that principals were informed of progress towards implementation of Actions and Services. All principals had the opportunity to complete the online LCAP survey.
Administrators	Executive Cabinet met monthly with assistant principals throughout the school year from August through June. They also met with Cabinet weekly. LCAP updates were provided to ensure that administrators were informed of progress towards implementation of Actions and Services. District office administrators were engaged in the LCAP process through various meetings where their input was gathered, questions answered and updates provided. All administrators had the opportunity to complete the online LCAP survey.
Other School Personnel	Other school personnel which included both certificated and classified staff had the opportunity to complete the online LCAP survey and provide input on the LCAP goals and actions. Principals were asked to get input on the 24-25 LCAP from other school personnel and use their site's Google sheet in the 2024-2025 LCAP Development Input folder to gather feedback in the spring by the end of April 2024.
Local Bargaining Units of the District	The classified and certificated union leadership met monthly with Executive Cabinet. Our certificated union leadership selected representative members to meet with Cabinet over three days on each of the seven LCAP goals. Our classified union leadership did not feel it was necessary to meet separately on LCAP development and input. They encouraged their members to complete the online survey.
Parents	To ensure that educational parents were informed of progress towards implementation of all Actions & Services, updates were provided throughout the year at PAC, DELAC, Board of Education, PTA Council and other meetings. The in-person PAC Meeting on March 18, 2024 was an opportunity for attendees to provide feedback and input on the LCAP. Charts were posted by LCAP Goals and District staff were available at each of the seven goals. Translators (Spanish, Cantonese, Mandarin and Vietnamese) were also available. Staff were able to have engaging conversations to gather input and feedback on each of the LCAP goals. This resulted in post-its notes being added to each of the seven goals. The input received was utilized to develop the 2024-2025 LCAP plan that reflects our goals as a community with actions and services that will ultimately support our students. All parents had the opportunity to participate in the LCAP online survey. The survey was published in English, Spanish, Chinese and Vietnamese to meet the needs of our English and non-English speaking educational partners. Additionally, at each PAC and DELAC meeting, formal LCAP presentations were made. LCAP information and data was shared and input was gathered.
Students	Students were given opportunities to participate in the entire LCAP process. Through the District online survey, students were able to provide input. The other opportunity was through the Superintendent Advisory Council (SAC) monthly meetings. The twelve SAC members represented each of the high school grade levels from each of our three comprehensive high schools. Students were given

	opportunities to ask questions and receive answers, and provide input into the LCAP development. One of the SAC members was elected and sworn in as our District's first Student Board Member along with an alternate. Our Student Board Member was an advisory voting member at every Board Meeting.
SELPA	The District collaborated with SELPA to complete the Comprehensive Coordinated Early Intervening Services Plan (CCEIS). Collaboration included: CCEIS and State Performance Plan Technical Assistance Project workshops, individual consultation with District Special Education Directors and information provided via the Superintendents' Council meetings.
Public and Board	At the request of the Board, staff reports at Board meetings throughout the school year embedded LCAP updates. This provided the Board with an opportunity to receive LCAP updates regularly. The development of the 2024-2025 LCAP draft was shared with educational partners throughout the year. The public was notified of the opportunity to submit written comments regarding the LCAP actions and expenses at all of the meetings listed in the LCAP Development Calendar utilizing the chat and Q&A feature in Zoom. For example, at every PAC and DELAC meeting, it was announced that at any time in the LCAP process, if anyone wanted to ask questions or make comments, they were given directions to do so. Through the use of the tools in Zoom, educational partners could ask questions and give feedback by utilizing the Q&A and/or hand raising features. Before the end of each meeting, every question was answered in writing through the Q&A feature or answered verbally. Recordings, minutes and presentations from each PAC and DELAC meeting are posted on the District website. At every PAC and DELAC meeting, it was announced that at any time in the LCAP process, if anyone wanted to direct questions or comments to the Superintendent and receive a response in writing from the Superintendent, they were given the directions to do so. The Superintendent was committed to responding in writing to any comments that were submitted. Each committee supported the actions and services and there were no additional comments submitted.

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

Alhambra Unified School District's adopted LCAP is the result of feedback and input from our educational partners. The beginning of a three-year LCAP cycle prompted the Cabinet to analyze the current seven goals and feedback from our educational partners to explore changes to the goals. The current seven goals are aligned and specific to departments and divisions within the District.   It was determined that there was a need to develop broad goals that were not department specific and reflected collaboration among departments to achieve the goals. This resulted in three proposed goals focused on Student Learning, Student and Staff Experiences and Caregiver and Community Partnerships. After getting feedback from our educational partners, particularly our Board of Education and PAC, the goals were revised and a fourth goal was added. The four goals focused on Teaching and Learning, Experiences and Well-Being, Families and Community Partnerships and Operational Effectiveness of Safety, Technology and Facilities as defined below:

Goal 1: Teaching & Learning
The District will provide an equitable, safe, and inclusive education ensuring each learner is life-and future-ready (LFR).
Goal 2: Experiences & Well-Being
The District will nurture a positive school experience that encourages well-being, growth, and development for all.
Goal 3: Families & Community Partnerships
The District will actively collaborate with families and community partners to promote and support student success.
Goal 4: Operational Effectiveness of Safety, Technology and Facilities)
The District will support student learning and well-being by prioritizing operational effectiveness of safety, technology and facilities.

A chart that provides a crosswalk of the current 2023-2024 goals and the proposed 2024-2025 goals is attached.

The Measuring and Reporting Results section of the adopted LCAP is organized differently than previous LCAPs based on feedback from our educational partners. Under an overall metric area, all subgroup data is included. For example, the Graduation Rate metric includes Overall, Asian, Hispanic and PODER data. Whenever available, the metrics utilized the CA Dashboard data, which changed the data sources from previous LCAPs.   The targets for year 3 outcomes reflect the District's commitment to closing the achievement gap and ensuring all students have equitable access in their instructional program. As a result, for many of the metrics, the targets for year 3 are the same for all subgroups.

The 2023-2024 LCAP actions are included in the adopted 2024-2025 plan. Some actions are consolidated, some actions are updated and some actions are new. A crosswalk of the 2024-2025 actions and the 2023-2024 actions by Goal is in the Appendix. There is a sample of the Goal 1 crosswalk of the 2024-25 actions and the 2023-2024 actions below.

LCAP 2024-2025 - Goal 1: Teaching & Learning

Goal #	Goal Description
1	The District will provide an equitable and inclusive education ensuring each learner is life- and future-ready (LFR).

ACTIONS

Action #	2024-25 Action Title	2023-24 Action
1	Textbook Sufficiency	G2A1 Textbook Sufficiency
2	Multi-Tiered System of Support (MTSS)	G2A4 MTSS Tier 1; G2A6 MTSS Tiers 2 & 3; G2A9 PODER Program; G2A18 Equity, Diversity and Inclusion (EDI): Increased Instructional Support; G2A20 Culturally Responsive Instruction; G2A21 Missed/Unfinished Learning
3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	G2A4.1 MTSS Tiers 2 & 3; G3A1 Chronic Absenteeism and Attendance
4	Equity School Plans	New Action
5	English Learner (EL) Program	G2A5 English Learner (EL) Program
6	Students with Disabilities (SWD) Programs	G2A7 Students with Disabilities (SWD) Programs
7	Students with Disabilities (SWD) Inclusive Practices	G2A7.1 Students with Disabilities (SWD) Inclusive Practices
8	Career Technical Education (CTE)/ Dual Enrollment (DE)	G2A8 CTE
9	CTE/DE for Low Income Students	G2A8.1 CTE for Low Income Students
10	Dual Language Immersion Program (DLIP)	G2A10 DI Program
11	Arts Education	G2A13 Science, Technology, Engineering, Arts and Mathematics (STEAM)
12	Expanded and Enhanced Certificated Training	G2A19 Expanded and Enhanced Certificated Training
13	Educational Technology Training and Innovation	G6A2 District Technology Committee; G6A5 Internet Safety
14	Additional Targeted Support and Improvement (ATSI)	New Action
15	Differentiated Assistance (DA)	New Action
16	High Quality Administrative, Certificated, Classified and Substitute Staff	G2A2 TK-3 Class Size Reduction; G2A12 Access to Libraries/Media Centers; G2A16 Physical Fitness; G4A1 High Quality Certificated Staff; G4A3 High Quality Administrative, Classified and Substitute Staff; G4A7 Documrntation and Evaluation; G4A10 Digital Human Resources Platform
17	Teacher Training and Certification (TT&C) Program	G4A2 Teacher Training and Certification (TT&C) Program; G4A4 Coaching and Support Services for Teachers
18	Staff Training and Support	G4A5 Staff Training and Support; G4A9 Classified Staff PD to Support Optimal Learning Environment; G4A11 Employee Assistance Program
19	Administrative Staff Support, Mentoring and Professional Development (PD)	G4A6 Administrative Staff Support, Mentoring and Professional Development (PD)

Goals and Actions

Goal

Goal #	Description	Type of Goal

	1	Student Learning: The District will provide an equitable, safe and inclusive education ensuring each learner is life- and future-ready (LFR).	Broad Goal

State priorities address by this goal.

1, 2, 4, 5, 7

An explanation of why the LEA has developed this goal.

The Alhambra Unified School District developed this goal to ensure all students have access to an equitable, safe and inclusive education ensuring each learner is life- and future-ready (LFR). The actions address the needs of the whole child and are designed to provide differentiated supports that align with the individual needs of each student. To ensure the success of students, the Alhambra Unified School District will ensure all staff are well-trained and effective staff who deliver a quality education and service to every student. The District's Teacher and Administrator Induction Programs prepare and support with the skills needed to reach every student. The metrics align with the actions and ensure that students are prepared for their future when they graduate from high school and staff are appropriately assigned, credentialed and supported. The targets for year 3 outcomes reflect the district's commitment to closing the achievement gap and ensuring all students have equitable access in their instructional program. As a result, for many of the metrics, the targets for year 3 are the same for all subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	A-G Rate (UC/CSU Eligibility) % of Prepared Students Meeting a-g Coursework according to DataQuest % of PODER Students Meeting a-g Coursework according to PowerSchool	2022-2023 64.8%: All 77.5%: Asian 45.8%: Hispanic 61.5%: SED 2023-2024 88%: PODER			95%: All 95%: Asian 95%: Hispanic 95%: SED 95%: PODER	

2	Graduation Rate % of students who graduate according to the CA Dashboard	2022-2023 94.8%: All 93.3%: Hispanic/Latino 95.8: Asian 85.4%: EL 94.5%: SED 90.5%: Homeless			98%: All 98%: Hispanic/Latino 98%: Asian 98%: EL 98%: SED 98%: Homeless	
3	ELA SBAC Achievement Points above or below standard on the ELA SBAC according to the CA Dashboard

Early Assessment Program (EAP): % of 11th grade students who exceed standards on the ELA SBAC and are ready for college and % of 11th grade students who meet standards on the ELA SBAC and are conditionally ready for college according to the CAASPP-ELPAC Public Reporting Site | 2022-2023 District: 32.7 points above standard (Green) Hispanic: 9.1 points below standard (Orange) Asian : 67.2 points above standard (Blue) SED: 13.2 points above standard (Green) EL: 1.9 points below standard (Green) Foster Youth: 32.8 points below standard (Yellow) SWD: 82.5 points below standard (Red) ATSI/Differentiated Assistance

EAP: 39.7% of 11th grade students exceeded standards on the ELA SBAC and were ready for college and 26.6% of 11th grade students met standards on the ELA SBAC and were conditionally ready for college | | | District: 70 points above standard (Blue) Hispanic: 70 points above standard (Blue) Asian: 70 points above standard (Blue) SED: 70 points above standard (Blue) EL: 70 points above standard (Blue) Foster Youth: 20 points above standard (Green) SWD: 25 points below standard (Yellow)

EAP: 50% of 11th grade students will exceed standards on the ELA SBAC and are ready for college and 40% of 11th grade students will meet standards on the ELA SBAC and are conditionally ready for college. | |

4	Math SBAC Achievement District: points above or below standard on the Math SBAC according to the CA Dashboard Early Assessment Program (EAP): % of 11th grade students who exceed standards on the Math SBAC and are ready for college and % of 11th grade students who meet standards on the Math SBAC and are conditionally ready for college according to the CAASPP-ELPAC Public Reporting Site	2022-2023 District: 2.1 points above standard (Green) Hispanic/Latino Students: 60.9 points below standard (Yellow) Asian Students: 57.9 points above standard (Blue) SED Students: 19.1 points below standard (Green) EL Students: 10.7 points below standard (Green) Foster Youth: 84.8 points below standard (Orange) SWD: 126.2 points below standard (Orange) ATSI Homeless: 102 points below standard (Red) EAP: 25.5% of 11th grade students exceeded standards on the Math SBAC and were ready for college and 17.8% of 11th grade students met standards on the Math SBAC and were conditionally ready for college			District: 65 points above standard (Blue) Hispanic/Latino Students: 65 points above standard (Blue) Asian Students: 65 points above standard (Blue) SED Students: 65 points above standard (Blue) EL Students: 65 points above standard (Blue) Foster Youth: 65 points above standard (Blue) SWD: 20 points below standard (Green) Homeless: 20 points below standard (Green) EAP: 40% of 11th grade students exceed standards on the Math SBAC and are ready for college and 40% of 11th grade students meet standards on the Math SBAC and are conditionally ready for college	

| 5 | California Science Test (CAST) % of students who meet or exceed standard on the California Science Test (CAST) according to the CAASPP-ELPAC Public Reporting Site | 43.8%: All in 2022-2023 | | | 75%: All | |

| 6 | ELPAC Achievement
% of ELs who are making progress toward English language proficiency or maintaining the highest level according to the CA Dashboard
% of current EL students maintaining the highest level, level 4, on the ELPI
% of current EL students progressing at least one ELPI level
% of current EL students maintaining ELPI levels lower than level 4 (1, 2L, 2H, 3L, 3H)
% of current EL students decreasing at least one ELPI level | 2022-2023
50.9%: progress towards English language proficiency or maintained the highest level (Orange)
9%: maintained the highest level
42.3%: progressed at least one ELPI level
30.1%: maintained ELPI levels lower than level 4
18.6%: decreased at least one ELPI level | | | 80%: progress towards English language proficiency or maintain the highest level (Green)
20%: maintain the highest level
60%: progress at least one ELPI level
20%: maintain ELPI levels lower than level 4
0%: decrease at least one ELPI level | |
| 7 | Reclassification Rate
% of ELs who are reclassified according to DataQuest | 12.38%: reclassified in 2022-2023 | | | 25%: reclassified | |

8	AP Exam % of exam scores 3 or higher on AP exams according to College Board AP Central	2022-2023 68.2%: All 57.1%: Hispanic 73.2%: Asian			80%: All 80%: Hispanic 80%: Asian	
9	College/Career % of high school graduates who are placed in the "Prepared" level on the College/Career Indicator according to the Dashboard	2023 61%: All 41.5%: Hispanic 77.1%: Asian 57.2%: SED 17.6%: SWD			80%: All 80% Hispanic 80%: Asian 80%: SED 80%: SWD	
10	CTE Pathway Completion % of students who meet the College/Career Indicator (CCI) via CTE Pathway Completion according to the Dashboard	2023 27.2%: All 22%: Hispanic 28.6%: Asian			50%: All 50%: Hispanic 50%: Asian	
11	College Credit Course Completion % of students who meet the College/Career Indicator (CCI) via College Credit Course according to the Dashboard	2023 3.3%: All 2.9%: Hispanic 4.7%: Asian			25%: All 25%: Hispanic 25%: Asian	

12	Overall CTE Pathways and A-G Completion % of students who successfully complete CTE Pathways and A-G requirements according to CALPADS	2023 17.5%: All 12%: Hispanic 21.6%: Asian			30%: All 30%: Hispanic 30%: Asian	
13	State Seal of Biliteracy % of students who are eligible for the State Seal of Biliteracy according to CALPADS	17.9% in 2023			50%	
14	Inclusive Practices % of Students with Disabilities (SWD} who are instructed in the general education classroom at least 70% of their day	58% in 2023-24			75%	
15	Local Assessments iReady Math Assessment: % of students who score on grade level on the iReady Math iReady Reading Assessment: % of students who	2023-24 58%: 9th-11th-Math Inventory 23%: 9th-11th-Reading Inventory 60%: K-8th-i-Ready Math 62%: K-8th-iReady Reading 64.9%: Mandarin Dual			80%: 9th-11th-iReady Math 80%: 9th-11th-iReady Reading 80%: K-8th-iReady Math 80%: K-8th-iReady Reading 80%: Mandarin Dual Language Immersion-Level Chinese 80%: Spanish Dual Language Immersion-ISIP Lectura (iStation).	

score on grade level on the iReady Reading i Level Learning Chinese: % of Mandarin DI students who increase one level on the Level Learning assessment

iStation Spanish: % of Spanish DI students who increase one level on the ISIP Lectura (iStation)

Special Education TransMath: Average quantile score of Students with Disabilities (SWD) using TransMath

Special Education LanguageLive!: % of SWDs in LanguageLive! with scores within the Below Basic (BB)/Beginner Reader (BR) performance | Language Immersion-Level Chinese

27.6%: Spanish Dual Language Immersion-ISIP Lectura (iStation)

721 points-SWD-Transmath

47%: SWD-LanguageLive!

76%: SWD-ULS Benchmark | | | 850 points: SWD-Transmath

35%: SWD-LanguageLive!

100%: SWD-ULS Benchmark |

	band Special Education Assessment for the Moderate/Severe Specialized Programs: % of students participating in the Unique Learning System (ULS) Benchmark Assessment					
16	Local Assessment: Elementary Intervention % of Leveled Literacy Intervention (LLI) students who increase one level in the program % of intervention Sonday System (SS) students who increase performance on the program	2023-24 85%: LLI 90%: SS			95%: LLI 95%: SS	

17	Instructional Materials % of sufficient access to standards-aligned instructional materials and % of classrooms meeting Williams instructional materials reporting requirements according to textbook sufficiency survey	2023-24 100%			100%	
18	Implementation of State Standards Level of implementation of standards using Local Indicators Reflection tool on the Dashboard for Other Adopted Academic Standards	Implementation of standards using the Local Indicators tool on the 2023 were: Career Technical Education - 4 - Full Implementation Physical Education - 4 - Full Implementation World Language - 5 - Full Implementation and Sustainability Health Education - 4 - Initial Implementation Visual and Performing Arts - 4 - Initial Implementation			Implementation of standards using the Local Indicators tool on will receive the following score: Career Technical Education - 5 -Full Implementation and Sustainability Physical Education - 5 - Full Implementation and Sustainability World Language - 5 - Full Implementation and Sustainability Health Education - 5 - Full Implementation and Sustainability Visual and Performing Arts - 5 - Full Implementation and Sustainability	

| 19 | Certificated Staff Credentialing % of teachers appropriately assigned and fully credentialed according to the California Statewide Assignment Accountability System (CalSAAS) | 73 misassignments in 2022-23 | | | 100% | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook Sufficiency	Provide every student with District adopted textbooks and instructional materials compliant with state standards (Williams).	$1,833,100.00	No
2	Multi-Tiered System of Support (MTSS)	Expand, enhance and align diverse, equitable and inclusive tiered supports within our K-12 Multi-Tiered System of Support (MTSS) to better meet the needs of the whole child through implementation of Universal Design for Learning (UDL); high school extended learning opportunities built into daily schedule; greater variety of course offerings in 9th-12th grades; Universal Access; Positive Behavioral Intervention and Supports (PBIS), including Peer Leaders Uniting Students (PLUS); Tier 2 and 3 Intervention programs (K-12); Districtwide established Student Success Team (SST) process; Credit Recovery Program; Alternative settings/options for learning; Extended Learning Opportunities; Behavior Assist Team (BAT); PODER Program; Equity, Diversity and Inclusion (EDI): Increased Instructional Support; and Culturally Responsive Instruction.	$1,448,249.00	No
3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Focus diverse, equitable and inclusive tiered supports within our MTSS framework to meet the needs of unduplicated pupils and reduce the disproportionality of targeted students by: 1. Developing coaches and department chairs that work with classroom teachers to ensure that differentiated instruction is focused on the needs of unduplicated students; 2. Developing administrators' through the National Institute of School Leadership (NISL) to develop systems on differentiation of instruction focused on the needs of unduplicated pupils; 3. Providing data-driven collaboration that includes progress monitoring of unduplicated pupils; 4. Providing an opportunity for each elementary school and high school to develop and implement a site-specific plan aligned to their SPSA that targets and supports unduplicated pupils (low income, foster youth and English Learners).	$4,547,478.83	Yes
4	Equity School Plans	Identify and address patterns of significant disproportionality in achievement outcomes across various student groups (e.g., race/ethnicity, English Learner status, students with disabilities, socioeconomically disadvantaged students) through the implementation of site equity plans.	$123,300.00	No
5	English Learner (EL) Program	Enhance the English Learner program by providing additional supports through: 1. Tier I training of teachers to deliver the curriculum to English Learners through Guided Language Acquisition Design (elementary); 2. Training of teachers to deliver Designated & Integrated ELD Instruction (secondary); 3. Employment of secondary ELD Instructional Specialists who will support and collaborate with classroom teachers to support EL instruction at sites implementing Designated ELD and Integrated ELD; 4. District ELD Instructional Specialist who will assist all sites with establishing and implementing the School Plan for Student Achievement (SPSA), student progress monitoring, and the implementation of research-based classroom practices that support engagement of English Learners in a standards-based, grade level appropriate, and rigorous program; 5. Implementation of an ELD Intervention program at all sites;	$646,292.00	Yes

		6. Implementation of a progress monitoring tool; 7. Implementation of a program to address long-term English Learners; 8. Implementation of a High School Emerging/Expanding EL Summer Program.			
6	Students with Disabilities (SWD) Programs	Support Students with Disabilities (SWDs) with materials and programs that are common core aligned and provide skills to improve overall achievement.	$54,453,767.40		No
7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	Provide support services to ensure Students with Disabilities (SWDs) are educated in the least restrictive environment (LRE) by providing support to SWDs in the general education setting with a focus on improvement in attendance, ELA and math.	$320,914.40		No
8	Career Technical Education (CTE)/ Dual Enrollment (DE)	Develop and enhance student learning experiences/opportunities in Career Technical Education (CTE) and Dual Enrollment (DE) that will support a well-rounded education.	$4,023,270.65		No
9	CTE/DE for Low Income Students	Support a well-rounded education for low income students in Career Technical Education (CTE)/Dual Enrollment (DE) by connecting them with programs/pathways, counselors and teachers.	$1,212,624.35		Yes
10	Dual Language Immersion Program (DLIP)	Implement a Transitional Kindergarten-8th Grade Spanish-Mandarin Dual Language Immersion Program with a planned expansion to 12th grade.	$4,709,976.00		No
11	Arts Education	Provide students with access to expanded programs supporting arts instruction at all school sites through: 1. VAPA classes provided at least weekly during the instructional day to K-8th grade students; 2. Expansion of VAPA course offerings at the high schools based on student interest survey data; 3. Extended day VAPA programs.	$2,174,979.00		No
12	Expanded and Enhanced Certificated Training	Expand and enhance training (five additional district-wide professional development days) for teachers and certificated support staff including counselors, psychologists and SLPs, to support unduplicated pupils.	$2,817,771.37		Yes
13	Educational Technology Training and Innovation	Organize technology training sessions and boot camps focused on the latest educational technologies to enhance staff proficiency and integration of these tools into their daily practices and allocate resources for ongoing research and development efforts, including pilot testing of new technologies.	$0.00		No
14	Additional Targeted Support and Improvement (ATSI)	Collaborate with each of the five schools in ATSI (Baldwin, Fremont, Garfield, Park and San Gabriel HS) to develop and implement a school level plan, School Plan for Student Achievement (SPSA), to improve student outcomes of the identified underperforming subgroups.	$27,000.00		No
15	Differentiated Assistance (DA) for Homeless Youth	Increase the attendance of Homeless Youth through increased home visits, strengthened partnerships with parents, training of staff targeting attendance teams, exploration of alternative disciplinary practices and increased transportation options.	$578,654.00		Yes
16	High Quality Administrative, Certificated, Classified and Substitute Staff	Hire, retain and support high quality administrative, classified and substitute staff to ensure an optimal learning environment for all students as well as high quality teachers and certificated support staff to ensure rigorous and relevant instruction in all subjects for a broad course of study for all students and reduce certificated misassignments.	$98,554,389.00		No
17	Teacher Training and Certification (TT&C) Program	Retain and support high quality teachers through the Teacher Training and Certification (TT&C) Program which includes a California Commission on Teacher Credentialing (CCTC) accredited Induction Program for multiple subjects, single subjects, educational specialist credentials, NBCT and BCLAD/bilingual authorization.	$913,220.00		No
18	Staff Training and Support	Expand and enhance training and support for all staff. Expand and enhance training and support for all staff (classified, certificated, and management)	$97,875.00		No

		through various trainings including but not limited to leadership trainings, micro-credentials, badges, professional development to ensure an optimal learning environment for students and supports addressing employee wellness.			
19	Administrative Staff Support, Mentoring and Professional Development (PD)	Provide continued support, mentoring and professional development to aspiring and new certificated administrative staff which includes an administrative induction program.	$154,651.00		No

Goal

Goal #	Description	Type of Goal
2	Experiences & Well-Being: The District will nurture a positive school experience that promotes well-being, growth, and development for all.	Broad Goal

State priorities address by this goal.
1, 3, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

The Alhambra Unified School District developed this goal to ensure all students have access to campuses that are safe, supportive, and predictable. AUSD recognizes that students are more likely to attend school and be cognitively ready to learn if they feel emotionally regulated and safe within their school environment. This will be achieved through the three-tiered approach of MTSS as described in Goal 1 Action 2. This includes PBIS, SEL and ACES, as well as the further development of restorative practices and Tiers 2 and 3 support in the area of social emotional learning. As part of Tier 3, AUSD will also maintain and enhance School Attendance Review Team (SART) meetings through the Coordination of Services Team model to address school attendance, truancy, and Tier 2 intervention (Attendance Clerks, Mental Health Counselor and Assistant Principal), increase positive attendance rates at schools and decrease chronic absences through implementation of Tier 2 interventions and supports. The metrics for this action will demonstrate a reduction of suspension and expulsion rate of pupils by maintaining a system of data. Use of alternative means of discipline will include the use of the TUPE progressive discipline matrix, use of site and district growth achievement plan data, and attendance at community events such as parent empowerment and community conversations.

Measuring and Reporting Results

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

1	Dropout Rate: Student Four-Year Cohort Dropout Rate % of student dropout rate according to DataQuest Student Five-Year Cohort Dropout Rate % of student dropout rate according to DataQuest	2022-23 1.3%: Four-Year Cohort dropout rate 1.5%: Five-Year Cohort dropout rate 0%: 8th grade dropout rate			Less than 1%: Four-Year Cohort dropout rate Less than 1%: Five-Year Cohort dropout rate 0%: 8th grade dropout rate	
2	Chronic Absenteeism Rate % of Chronic Absenteeism Rate according to the Dashboard	2022-23 17.9%: Overall 31.3%: Hispanic 4.4%: Asian 42.4%: African American 22.4%: White 50%: Homeless (Differentiated Assistance) 30.2%: Foster Youth (Differentiated Assistance) 31.8%: SWD (Differentiated Assistance) 14.8%: Two or More Races (ATSI) 21.6%: SED 15.4%: EL			3%: Overall 3%: Hispanic 3%: Asian 3%: African American 3%: White 3%: Homeless (Differentiated Assistance) 3%: Foster Youth (Differentiated Assistance) 3%: SWD (Differentiated Assistance) 3%: Two or More Races (ATSI) 3%: SED 3%: EL	

3	Overall Attendance Rate % of Attendance Rate according to CALPADS	2022-23 94.7%: Overall 92.1% Hispanic 97.1% Asian 89.6%: Homeless 89.6%: Foster Youth 91.6%: SWD 94.6%: Two or More Races			98%: Overall 98% Hispanic 98% Asian 98%: Homeless 98%: Foster Youth 98%: SWD 98%: Two or More Races	
4	Expulsion Rate % of expulsion rate according to DataQuest	2022-23 .01%: Overall .38%: Hispanic .11%: Asian			.01% or less: Overall .01% or less: Hispanic .01% or less: Asian	
5	Suspension Rate % of suspension rate according to the Dashboard	2022-23 1.9%: Overall 3.1%: Hispanic 0.7%: Asian 1.9%: Two or More Races 2.3%: SED 4.2%: SWD 6.7%: Homeless			Less than 1%: Overall Less than 1%: Hispanic Less than 1%: Asian Less than 1%: Two or More Races Less than 1%: SED Less than 1%: SWD Less than 1%: Homeless	
6	Student Sense of School Connectedness % of student school connectedness score for grades 5, 6, 7, 9 and 11 on the California Healthy Kids Survey (CHKS)	54%: Grades 5, 6, 7, 9, and 11 in 2023-2024			90%: Grades 5, 6, 7, 9, and 11	

7	EDI (Equity, Diversity & Inclusion) Student Attitudes and Experiences Percentile ranking compared to CA schools that participate in the YouthTruth Survey, ""I feel like I can talk to students from my school about my race and/or ethnicity (YouthTruth)."	48th percentile ranking in 2023			80th percentile ranking	
8	School Meal Participation % increase of average daily school meal participation	2023-24 32%: breakfast 55%: lunch			50%: breakfast 75%: lunch	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive School Attendance and Reduction of Chronic Absenteeism	Provide a positive school experience that is safe, supportive, and predictable and promotes well-being, growth and development for all.	$174,525.00	No
2	Positive Behavior Outcomes	Maintain a system of data-informed multi-tiered practices of support and intervention which includes implementation of restorative practices to establish a positive school community and find restorative solutions to exclusionary practices of discipline.	$603,714.00	No
3	Positive School Climate	Maintain an overall positive school climate for all educational partners by continuing to use schoolwide programs in a learning environment that is positive, predictable, and supportive through the continuation of schoolwide programs such as PBIS and COST; preventive strategies through Tobacco Use Prevention Education (TUPE); development of social emotional learning strength in students; collaboration with outside agencies to support mental health; and wellness centers on school campuses.	$9,716,913.00	No
4	Health Services	Maintain a health services program to support students and learning at all sites through educating members of the school community about healthy habits and good nutrition, as well as facilitating health screenings in the area of school vaccinations, hearing exams, vision exams, and oral exams.	$3,236,322.00	No
5	Counseling and Health Services Support for Unduplicated Pupils	Maintain support for unduplicated students in the areas of mental health, healthy choices, health services, and direct support for foster youth and youth experiencing homelessness.	$7,085,936.00	Yes
6	After School Expanded Learning Opportunities (ELO) and Care	Provide students and families with options for Expanded Learning Opportunities (ELO) and on-site after school care through the AUSD Adventures Program and fee for service programs to students in our elementary schools.	$7,225,345.18	No
7	Athletics	Provide and offer CIF authorized sports that adhere to Title IX obligations and requirements that are supported by annual uniform rotations, an Athletic Facilities Maintenance schedule, a full-time Athletic Director and a certified Athletic Trainer as well as regularly scheduled training sessions and seasonal meetings for all coaches.	$468,250.00	No

| 8 | Extracurricular Activities | Promote and offer a wide range of extracurricular activities that encourage student engagement and involvement within the school community. | $1,078,153.00 | | No |
| 9 | School Meal Program | "Promote student wellness by providing state and federal meal programs to students while meeting all nutritional requirements by:
1. Creating student menus to include freshly prepared as well as plant-based items from diverse cultures, meeting age-appropriate nutritional needs and standards;
2. Hosting an annual food and wellness fair that provides menu item tasting, nutrition education, and physical activity opportunities; and
3. Expanding the food recovery program with local community organization(s) to reduce food waste to all schools. | $11,710,003.00 | | No |

Goal

Goal #	Description	Type of Goal
3	Families & Community Partnerships: The District will actively collaborate with families and community partners to promote and support student success.	Broad Goal

State priorities address by this goal.

3, 6

An explanation of why the LEA has developed this goal.

Family connectedness to the school community is vital to the academic success and emotional well-being of students. Families can provide meaningful input to the resources/services needed for their child to succeed academically and/or socio-emotionally. Their ideas in conjunction with district/school staff are used to determine the types and duration of programs/services being offered district/school-wide. Beyond input, family presence and involvement in district and school events helps them to feel connected and have a sense of ownership in their child's overall educational experiences. The actions and metrics align to ensure that parents and the community have the knowledge to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Sense of School Connectedness Percentage of parents that strongly agree with the statement that "My child's school encourages me to be an active partner" as measured by the California School Parent Survey (CSPS)	89% in 2023-24			95%	

2	Parent Participation 95% or more of parents will respond that they "strongly agree" or ""agree" with the statement that "My child's school encourages me to be an active partner".	83% in 2023-24			95%	
3	Parent Involvement Percentage of parents that strongly agree with the statement that "School actively seeks the input of parents before making important decisions" as measured by the CSPS	80% in 2023-24			95%	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable	

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Outreach & Emergency Notifications	Incorporate a variety of outreach strategies to actively engage students, caregivers, and the community, and provide timely emergency notifications in collaboration with sites and departments.		No
2	Communication and Outreach	Utilize a variety of communication tools in collaboration with sites/departments to actively engage parents and caregivers.	$1,126,150.00	No
3	Student Voices	Continue with high school Student Advisory Council (SAC), including a student board member (and alternate) to develop leadership skills in students and to ensure student voices are considered in the decision-making process.	$11,000.00	No
4	Community Schools	Maintain the California Community Schools Partnership Program and expand to other sites.	$1,513,017.00	No
5	Caregiver and Community Collaboration and Engagement	Expand opportunities for caregiver and community collaboration by hosting advisory meetings and providing ongoing sessions on topics relevant to student success.	$160,550.00	No
6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Increase engagement for unduplicated pupils' caregivers and community collaboration by hosting advisory meetings and providing ongoing sessions on topics relevant to student success with interpretation services.	$2,145,150.00	Yes
7	Foster/Homeless Youth	Maintain STAR/HOPE program to support unduplicated pupils.	$4,279,676.00	Yes
8	Certificated Adjunct Duties	Expand and enhance family and parent engagement through certificated adjunct duties by ensuring every required certificated staff member participates in a minimum of ten (10) hours of family and parent engagement activities that target families of unduplicated pupils.	$2,653,297.00	Yes

Goal

Goal #	Description	Type of Goal
4	Safety & Operational Effectiveness: The District will support student learning and well-being by prioritizing safety and operational effectiveness.	Broad Goal

State priorities address by this goal.

1, 6, 3, 5

An explanation of why the LEA has developed this goal.

The Alhambra Unified School District developed this goal to ensure a safe, secure and functional learning environment. This includes delivering campus safety, quality technology systems and support, maintaining all systems within the building envelope to include grounds and athletic fields and safe transportation services for all eligible students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Sense of Perceived Safety % of students in grades 5, 6, 7, 9 and 11 feeling safe or very safe at school based on the California Healthy Kids Survey (CHKS)	74% in 2023-24			At least 95%	

2	Parent Sense of School Safety % of parents that strongly agree with the statement that "School is a safe place for my child" as measured by the California School Parent Survey (CSPS	93% in 2023-2024			95% or more	
3	Staff Sense of Student School Safety % of staff that strongly agree or agree with the statement that "This school is a safe place for students" as measured by the California School Staff Survey (CSSS)	93% in 2023-2024			95% or more	

4	Staff Sense of Staff School Safety % of staff that strongly agree or agree with the statement that "This school is a safe place for staff" as measured by the California School Staff Survey (CSSS)	93% in 2023-2024			95% or more	
5	School Cleanliness Standards % of school facilities with a rating of ""satisfactory"" or better on the annual stakeholder survey of School Cleanliness Standards	100% in 2022-23			100%	
6	Williams School Facilities Inspection % of schools with a rating of "good" or better on the annual School Facilities Inspection	100% (17/17) in 2023-24			100%	

| 7 | Technology Support Requests % of work orders responded to within 24 hours | 20,361 work orders responded to within 36 hours in 2023-24 | | | 100% | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Safety	Maintain a safe school environment at each school site.	$4,300,147.55	No

2	Safety Training	Maintain ongoing safety training and support to employees in collaboration with local first responders.	$0.00	No
3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Support the extended learning environment and total school experience for unduplicated pupils attending before/after school and extended year enrichment opportunities which requires additional safety, cleaning and maintenance.	$2,073,829.45	Yes
4	Technology Staff	Provide a team of technology staff, which includes roles in Data Operations, Technical Support, Instructional Technology and Infrastructure Support.	$1,219,670.00	No
5	Technology Support of Unduplicated Pupils	Maintain and expand the use of technology to support learning of unduplicated pupils through services and resources to families provided by district and site based technology staff.	$2,418,579.00	Yes
6	Technology Operations	Enhance and maintain technology systems within the district, including instructional technology services and support for audio / visual, security cameras, public announcement systems, system maintenance & licensing, and data storage to support a safe and technologically equipped learning environment.	$657,935.74	No
7	Technology Infrastructure	Strengthen and optimize the District's technology infrastructure for enhanced reliability and resilience by: 1. Continuing to upgrade and manage both wireless and wired networks; 2. Providing ongoing support services, and overseeing architectural and engineering enhancements; and 3. Optimizing and maintaining the district's telecommunications infrastructure.	$987,701.77	No
8	Cybersecurity	Enhance the District's cybersecurity defenses through comprehensive cybersecurity operations, which involves a multi-faceted approach designed to safeguard the District's digital assets and infrastructure.	$500,086.32	No
9	Staff & Student Technology Systems	Ensure that staff and students have access to reliable, up-to-date technology devices, software, licenses, technical support, and, maintenance to support their educational and administrative needs.	$1,870,954.87	No
10	Facilities Operations	Maintain, repair and clean all school facilities, grounds, play and athletic fields to ensure a safe and functional learning environment.	$34,433,833.00	No
11	Transportation Operations	Provide student transportation to and from school and activities consistent with District policies.	$10,148,798.00	No
12	Transportation for Unduplicated Pupils	Provide student transportation to support eligible unduplicated pupils to and from school and school related activities.	$3,868,196.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$31,467,073.00	$2,404,072.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.40%	1.19%	$1,994,251.25	20.59%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	ELA SBAC Achievement In 2022-2023, ELA achievement was determined by points above or below standard on the ELA SBAC according to the CA Dashboard. Current English Learners are 65.1 points below standard. In comparison, English Only students are 31.1 points above standard. SED students are 13.2 points above standard. Foster Youth are 32.8 points below standard. In comparison, all students are 32.7 points above standard.	Teachers need additional training and support in using student assessment data to make instructional decisions that will improve student English proficiency. English Learners need access to teachers who understand the ELD standards and effective strategies for curriculum delivery. Low income students may have deficits in language (vocabulary and comprehension) due to limited exposure to books in their home, working family members who are not home or lack of resources to provide students extra help. Teachers need to know the standards and effective strategies for increasing student access to core instruction. They also need to ensure	ELA and Math SBAC data will reflect an increase in students meeting standard according to the California Dashboard as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. There will be an increase in the percentage of English Learners who are proficient on the Summative ELPAC or making progress toward proficiency according to the CA Dashboard English Learner Progress Indicator as measured by Goal 1 Metric 6.

Math SBAC Achievement
In 2022-2023, math achievement was determined by points above or below standard on the Math SBAC according to the CA Dashboard. English Learners are 10.7 points below standard. SED students are 19.1 points below standard. Foster Youth are 84.8 points below standard. In comparison, all students are 2.1 points above standard.

Educational partner feedback from the LCAP survey and DELAC highlighted a need to support English Learners.

Our Board of Education feedback has prioritized the importance of working towards all student groups meeting and exceeding standards at equal levels of achievement.

that low income students have access to rigor and additional supports to address the learning gaps they are experiencing due to a lack of resources.

Instructional coaches at each of the elementary schools and high schools as well as district instructional specialists have all been provided with ongoing cognitive coaching professional development to develop their coaching skills to work with classroom teachers and will also be given the opportunity to participate in advanced cognitive coaching. Every trained site and district instructional specialist/coach will coach classroom teachers on differentiated diagnostic/prescriptive instruction that is focused on the needs of English Learners, low income and foster youth students in achieving proficiency in the California State Standards. Most of our classrooms have a majority of English Learners and low income students.

Research indicates that student achievement increases when there is true collaboration among teachers working towards a common goal. Developing inquiry-based learning lab classrooms will allow for collaborative learning and coaching to occur. Improving designated and integrated ELD instruction through GLAD strategies will be a focus of the learning lab classrooms as it has been identified as an area of development for teachers. Weekly structured collaboration through the development of grade level Professional Learning Communities (PLCs) will be provided for all TK-8th grade teachers. Site Instructional coaches will spend at least 75% of their time coaching and supporting classroom teachers to better serve the needs of unduplicated pupils and provide English Learners the level of instruction needed to support their English proficiency advancement.

As we move forward, "inspecting what we expect" will be essential. Development of district and site administrators will continue to provide instructional leadership opportunities to implement equity plans focused on development of systems on differentiation of instruction focused on the needs of unduplicated pupils.

These actions are being provided on an LEA-wide basis to maximize their impact in increasing ELA and math achievement for all students.

| Goal 1 Action 9 | In 2022-2023, the A-G rate for socio-economically disadvantaged (SED) students was 61.5% in comparison to 64.8% for All students according to DataQuest. 16.2% of SED (low income) students completed at least one CTE Pathway with a C or better. 12.5% of socio-economic disadvantaged (low income) students completed the A-G requirements and at least one CTE Pathway. 67.3% of socio-economic disadvantaged (low income) students completed college credit courses with a grade of C or better. Educational partner feedback from SED families indicated a lack of knowledge about CTE and scheduling conflicts that prevented them from participating in informational meetings about CTE. | Career and Technical Education (CTE) prepares students for a wide range of high-wage, high-skill and high-demand careers. CTE offers a unique opportunity to engage students in a variety of subjects incorporating academic, creative and technical skills with the specific goal of preparing students for life after high school. With CTE, students gain knowledge, attitude and skills to succeed. In order to ensure low income students have an opportunity to participate in CTE programs, three full-time College and Career counselors have been hired. Another option these counselors will help low income students access is the Intersegmental General Education Transfer Curriculum (IGETC). This allows students to complete the University of California (UC) and Cal State University (CSU) general education requirements. A strong partnership has been developed with East Los Angeles College (ELAC), which provides college courses on each of the three high school campuses. The targeted students for IGETC are low income first generation college-bound students. Dual enrollment with the ability to take courses at ELAC is also available. These opportunities provide our low income students with a head start on their college coursework. Low income students will have increased access to CTE Pathway programs and targeted, purposeful supports to ensure they are successfully enrolling and completing CTE Pathway programs which lead to college and/or career readiness. Credentialed CTE teachers who are industry experts within their pathway(s), will provide low income students a sequence of courses that embeds academic standards, leadership, technology and work-based learning opportunities. The CTE staff will also ensure that low income students have access to high quality career counseling that makes them aware of CTE options and any related prerequisites early on in their academic planning. The CTE teachers and staff will partner with ELAC to recruit low income students to participate in dual enrollment courses.   CTE staff will continue to identify and remove barriers and create systems that support low income learners in accessing, fully participating in and successfully completing a high-quality CTE program of study. These actions are being provided on an LEA-wide basis because all our students can benefit from participation in CTE and the goal of preparing students for life after high school. | There will be an increase in the A-G rate for SED students as measured by Goal 1 Metric 1, which will include a comparison between SED students and All. Low income students will have increased high school graduation rates (Goal 1 Metric 2). There will be an increase in the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator (Goal 1 Metric 9). |

Goal 1 Action 12	The ELA and Math SBAC data for 2022-2023 for unduplicated pupils (EL, SED, Foster Youth) is as follows compared to All students. ELA: District: 32.7 points above standard (Green) SED: 13.2 points above standard (Green) EL: 1.9 points below standard (Green) Foster Youth: 32.8 points below standard (Yellow) Math: District: 2.1 points above standard (Green) SED Students: 19.1 points below standard (Green) EL Students: 10.7 points below standard (Green) Foster Youth: 84.8 points below standard (Orange) Through the Professional Development Collaborative (PDC) Committee of certificated staff, union leadership and site and district administration, consensus was reached on the importance of focusing professional development on the social-emotional and behavioral needs of our students through Multi-Tiered System of Support (MTSS), particularly on the needs of foster youth, low income students and English Learners. This need was also expressed by the DELAC and PAC parents. DELAC parents also expressed a need for accelerating the English language development and proficiency for English Learners. Educational partners including PAC and DELAC have expressed concern about the number of days teachers are pulled out of their classrooms for district professional development. There is an increased negative impact on student learning when there are substitutes in the classrooms, which increasingly impacts English Learners, low income and foster youth students who need consistency in teaching. In addition, the lack of available substitutes to cover classes add an additional negative impact.	These five days of districtwide professional development continue to be pupil-free days, which are added to the calendar so substitutes will not be utilized. The professional development for certificated staff will be focused on the social-emotional and behavioral needs through MTSS particularly focused on foster youth, English Learners and low income students under the umbrella of equity, diversity and inclusion. With the addition of intervention and expanded learning opportunities built into the school day, there is a need to focus on strategies focused on the needs of unduplicated pupils through the use of flexible groupings and Tiers 1, 2 and 3 intervention strategies through MTSS. The professional development also targets strategies for working with the varying levels of our English Learners within core instruction through the use of research-based strategies including GLAD (Guided Language Acquisition Design). The importance of attending to mental health has become even more pronounced post pandemic especially for our unduplicated pupils. The upcoming school year will continue to focus on establishing a culture of support, connectivity, and the well-being of students, staff and parents. Feeling safe, both physically and emotionally, are necessary for successful academic outcomes for our unduplicated pupils. In addition, there must be a focus on developing social emotional foundations for our unduplicated pupils as well as focusing on self-care and well-being for all. Our efforts to accelerate learning and achieve equitable outcomes for all unduplicated pupils must include promoting activities that build and strengthen positive well-being. All staff will create positive, predictable, nurturing environments and include classroom restorative circle practices and the adopted SEL curriculum at K-8 to attend to mental health needs of unduplicated pupils. At the K-8th grade level, 20 minutes will continue to be built into the daily schedule to address social emotional needs and development. High school block schedules include built in additional time for implementation of restorative circle practices and flexible groupings to meet the targeted needs of unduplicated pupils. These actions are being provided on an LEA-wide basis because all students can benefit from research-based practices and strategies as well as consistency in teaching.	There will be an increase in the ELA and Math SBAC achievement as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. The California Healthy Kids Survey (CHKS) will reflect an increase in student sense of school connectedness as measured by Goal 2 Metric 6. There will be a decrease in office referrals in response to increased use of restorative circle practices and adopted SEL curriculum.

Goal 2 Action 5	Although overall perceptions around mental health have improved compared to the previous year, only around half of students agree that their mental health needs are supported, their school helps them build healthy relationships, and their school teaches them about their emotions. According to the 2022-2023 Dashboard, 15.4% of EL are chronically absent. 21.6% of SED are chronically absent and 32.8& of Foster Youth are chronically absent. In comparison, overall, 17.9% are chronically absent. Our data indicates that our English Learners, low income and foster youth seem to have greater health needs that are compounded by a lack of access to resources. At our DELAC meetings, parents of English Learners have expressed a need to ensure that families' basic needs are being met, especially since these families may not feel comfortable and/or their cultural backgrounds challenge them from reaching out for support. Health Services staff will check in with families in an effort to connect with them and share resources.	Schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds, which is representative of our English Learners, low income and foster youth. Our schools serve students with different motivations for engaging in learning, behaving positively and performing academically. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers and life. Research shows that social and emotional learning not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing and empathy), improves student attitudes towards school and reduces depression and stress among students (Duriak et al., 2011). The Student Support Services team of counselors and interns work collaboratively with the school sites to ensure that the attendance and behavior of our English Learners, low income and foster youth are not negatively impacting their academic achievement. Research indicates that factors such as attendance and behavior can positively or negatively impact student achievement (Bergin and Ferrara, 2019). Our Multi-Tiered System of Supports emphasizes the importance of attendance and behavior and provides positive incentives and recognition principally targeting English Learners, low income and foster youth. Educational partners including PAC expressed the value of full-time counseling support at each of the school sites. Every elementary school has a full-time counselor. Two additional full-time counselors have been hired to reduce the high school caseload to 1:350. Direct services provided by the Student Support Services teams will prioritize social-emotional and mental health services for unduplicated pupils to address barriers to attendance and equitable access to educational services. These services will ensure unduplicated pupils are attending school daily and ready to learn. There will continue to be a robust recruitment process that will result in the hiring of school nurses and LVNs to ensure that every school has increased health staff on campus. A lead nurse has been hired to oversee the District's Health Services Department. This is being provided LEA-wide because all families can benefit from an increase in the outreach efforts of health staff in coordination with counseling staff to connect with families to ensure the basic needs of families including safety needs and concerns are being addressed.	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. Documentation of Tier II and Tier III services will demonstrate increased social emotional support of unduplicated pupils. The District and school leadership teams will disaggregate and analyze the California Healthy Kids Survey (CHKS) and California School Parent Survey (CSPS) data and use that data in the decision making process for fostering supportive school climates for our unduplicated pupils. There will be an increase in the areas related to school connectedness on the CHKS as measured by Goal 2 Metric 6.
Goal 3 Action 6	Engaged parents impact student attendance. According to the 2022-2023 Dashboard, 15.4% of EL are chronically absent. 21.6% of SED are chronically absent and 32.8& of Foster Youth	English Learners, low income and foster youth are the target of parent engagement. School Community Coordinators who are bilingual and counseling staff ensure that these parents and families are connected to the schools as well as to	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. The California School Parent Survey (CSPS)

are chronically absent. In comparison, overall, 17.9% are chronically absent.

Feedback from our educational partners indicate positive sentiments regarding parent and community engagement, with the most attended events including parent-teacher conferences, back to school night, and open houses.

However, educational partners still express a desire for more communication between the school and parents, and many express a desire for more parent/community-oriented activities to further

engage family and the community as partners. Programs such as PODER and IGETC specifically target English Learners, low income and foster youth students who are potentially the first in their families to graduate from college. Many parents of these students are not aware of and have not experienced college or navigating college applications and scholarships. These programs provide parents with an opportunity to not only be involved, but informed so they can be supportive of their child's goals.

The convenience of being able to participate without having to leave their homes, make sure their children were fed and make arrangements for childcare increased the attendance of parents of unduplicated pupils. The engagement of parents of unduplicated pupils increased through the use of Zoom features such as the chat, Q&A, breakout rooms, polling and reactions.

community resources and services.

Another topic of importance is effectively addressing and supporting families with social and emotional learning and mental health.

The District and sites will continue to explore ways to improve parental engagement with school activities. During the pandemic, the utilization of Zoom Pro Webinar licenses increased attendance of meetings and parent education by parents of unduplicated pupils at both the site and District level. The use of Zoom as a parent engagement tool will continue to be utilized. Simultaneously, there will be a shift as a District to move towards more in-person opportunities to develop and foster relationships with our families and community.

Additional support and attention is being given to foster youth and homeless students through our District liaison. English Learners will receive additional support through the support of AUSD's School Community Coordinators who can communicate directly with families, provide translation for more in depth support, and help facilitate parent training and webinars.

To engage families and parents, schools provide virtual site meetings and the District offers a diverse selection of parent webinars and meetings offered by various departments. All parent education meetings and webinars are offered in multiple home languages and some departments archived and post webinars on the District website.

We will prioritize identifying topics relevant to parents of unduplicated pupils and then provide and broadcast parent-oriented events to improve parental engagement through more robust District and site websites and the use of social media, Blackboard Connect and the Remind application. Partnerships with school-based and community-based agencies will result in increased resources for the families of our unduplicated pupils. The District has been and will continue to connect low income and foster families with resources including, but not limited to, food, shelter, health services, mental health services, parenting and daycare. Maximizing the use of School Community Coordinators has increased our partnerships with community resources that connect families with services. University interns placed in our schools provide additional mental health services and interventions. Community partners also provide dental and vision screenings and referrals for unduplicated pupils. These actions are being provided on an LEA-wide basis because all our families can benefit from increased engagement and collaboration focused on student success.

results will show an increase in participation of parent and/or community events by our parents of unduplicated pupils which will be the result of continued use of Zoom meetings and webinars, more convenient times, more communications, more in-person events and relevant topics on how to support students at home as measured by Goal 3 Metrics 1, 2 and 3.

Goal 3 Action 8	Positive relationships and connections between certificated staff and families of unduplicated students impact student attendance. According to the 2022-2023 Dashboard, 15.4% of EL are chronically absent. 21.6% of SED are chronically absent and 32.8& of Foster Youth are chronically absent. In comparison, overall, 17.9% are chronically absent. The 2023 LCAP Survey respondents reported that more communication between the school and parents (46%), more information on involvement opportunities (44%), more convenient times for participation (44%), more information on how to support students at home (43%), and more participation opportunities at the school level (41%) would help parents/community members become more involved at AUSD. Additionally, respondents indicated that increasing the number of parent-oriented activities would help engage families and the community as partners (50%).	Research shows that positive relationships between families/students and their teachers are critical to the success of unduplicated pupils, especially students from cultural backgrounds different from their own (Nishioka, 2019). Families of unduplicated pupils are often focused on providing for basic family needs as they work more than one job to make ends meet. Families of English Learners experience language and cultural barriers as they try to support their children. Families of foster youth are focused on developing relationships at home first before focusing on relationships with teachers. Families of our unduplicated pupils know the importance of positive relationships with their child(ren)'s teachers and the school. At the same time, with all that the families are working through, they are not always going to attend school or class events. It is important for the school site to initiate the outreach to families of unduplicated pupils, especially the teachers. With this priority in mind, all certificated staff are required to participate in a minimum of ten hours of adjunct duties to increase engagement of families and parents of English Learners, low income students and foster youth. These hours are to be completed yearly and focus on connecting with the families of unduplicated pupils through individual outreach; monthly check-ins; individualized technology support including use of online tools and checking of grades online; individualized wellness check-ins; family office hours at various times of the day; targeted Family Math and Literacy Nights; and personalized tutorials on the use of communication tools to contact school staff. The priority is to proactively engage and provide support for families of English Learners, low income and foster youth beyond parents attending events such as Back to School Night and Open House. There will be an increase in the engagement of families and parents of unduplicated pupils at the schools and an increase in positive relationships and connections between certificated staff and families of unduplicated pupils. This action is being provided on an LEA-wide basis because all our families can benefit from additional opportunities to be actively involved in their children's learning through teacher outreach which will result in increased hours of engagement by every certificated staff member.	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. The 2025 LCAP Survey will indicate an increase in communication and parent-oriented activities to help engage and increase involvement in AUSD of our families of unduplicated pupils.

| Goal 4 Action 3 | Physical safety and security concerns from parents of unduplicated pupils impact student attendance.
 According to the 2022-2023 Dashboard, 15.4% of EL are chronically absent. 21.6% of SED are chronically absent and 32.8& of Foster Youth are chronically absent. In comparison, overall, 17.9% are chronically absent.
Although 2024 LCAP survey responses show increases in the percentage of respondents who express positive sentiments regarding physical safety as AUSD schools, survey responses show that respondents would like to see AUSD further improve safety and security measures by upgrading school security infrastructure and increasing the number of campus supervisors on school grounds. | Our families of unduplicated pupils, in particular, have expressed concerns about after school supervision when there are not as many adults on campus. This has led to reluctance and hesitation about having their children participate in extended day programs. As a result, full-time campus supervisors are being hired to ensure the safety of students from 7:00 am - 6:30 pm on TK-8th grade campuses. This also allows for extended day programs to occur before school. It is our goal to address the safety concerns of our parents to maximize the number of unduplicated pupils who participate in the extended learning programs.
Supporting the extended learning environment and total school experience for unduplicated pupils attending before/after school and extended year enrichment opportunities requires additional cleaning and maintenance. The Facilities Department will support the physical learning environments for unduplicated pupils while promoting a culture of safety and professionalism to ensure the cleanliness of all schools.
These actions are being provided on an LEA-wide basis because all our students can benefit from access to before/afterschool and extended year learning opportunities. | There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. Student attendance of our unduplicated pupils during extended learning programs will increase at every school site as we are prioritizing targeted outreach to the families of our unduplicated pupils. Our 2025 LCAP survey will indicate an increase in the level of agreement that there are enough security personnel at after school activities. |

| Goal 4 Action 5 | Technology devices are an essential instructional tool for students and is the access to digital textbooks and resources which impacts graduation rate. The graduation rate of SED is 94.5% and 85.4% for EL compared to 94.8% districtwide. Note that there is no data for Foster Youth because there are less than 11 students and data is not displayed for privacy.
94.5%: SED
90.5%: Homeless
Technology is a continued priority that has been expressed by PAC and DELAC as well as through educational partners surveys. In the LCAP Survey, respondents report that they are very happy with AUSD's efforts to provide students access to technology resources. Others indicate that AUSD can help ensure that students have access to technology resources by updating existing technology infrastructure and providing teachers with additional technology implementation training. In particular, the educational partners of English Learners expressed a need for the use of technology to be integrated during designated and integrated ELD, SEI and SDAIE classes and mainstream classes. Low income families and foster youth families wanted access to technology support to ensure that their children were able to utilize the technology resources available, troubleshoot hardware and connection challenges and provide technology training for families. | The three Technology Instructional Specialists provide support on resources and programs that target tools to enhance the learning of English Learners, low income and foster youth. Teachers of unduplicated pupils will receive specialized training to support students and increase the integration of the digital curriculum and daily instruction.
Parents' time may be limited to support their child due to working multiple jobs, or being single parents. Students have limited access to devices and the internet along with limited time for parent support. District technology staff will provide district devices, access to the internet and technology support to students and families. District and site based technology staff will provide services and resources to support the learning of unduplicated pupils which include one-to-one tutoring, technology support hotline for parents and students, developing capacity of families to access technology and online tools and extended day opportunities such as robotics and coding.
Unduplicated pupils will use technology to demonstrate critical thinking, communication, collaboration and creativity to enhance their learning. Programs such as Seesaw allow students to create a digital portfolio and empower them to independently document their learning with built-in tools. Families will get immediate and personalized information on their child's school day through their phones or other technology.
Technology devices have become an essential instructional tool/supply as basic as pencil and paper. With the increased use of technology, it is critical that our unduplicated pupils not only have access to the devices, but also have access to additional supports. Our unduplicated pupils can receive an additional device so that one device can be kept at school and one can be kept at home and will always have access to this essential tool, which we have done in the past with textbooks. Learning lab opportunities outside the school day will also target our unduplicated pupils as well as providing online tutoring support.
These actions are being provided on an LEA-wide basis because all families can benefit from technology services and resources provided by district and site based technology staff to support student learning. | ELA and Math SBAC data for All, EL, SED and Foster Youth will reflect an increase in students meeting standard according to the California Dashboard as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth.
The graduation rate for All, SED and EL will increase as measured by Goal 1 Metric 2. There is no graduation rate data for Foster Youth because there are less than 11 students and the data is not displayed for privacy. |

| Goal 4 Action 12 | Lack of transportation impacts unduplicated pupils from participating in learning opportunities, which affects student achievement.
ELA SBAC Achievement
In 2022-2023, ELA achievement was determined by points above or below standard on the ELA SBAC according to the CA Dashboard. Current English Learners are 65.1 points below standard. In comparison, English Only students are 31.1 points above standard.
SED students are 13.2 points above standard. Foster Youth are 32.8 points below standard. In comparison, all students are 32.7 points above standard.
Math SBAC Achievement
In 2022-2023, math achievement was determined by points above or below standard on the Math SBAC according to the CA Dashboard. English Learners are 10.7 points below standard. SED students are 19.1 points below standard. Foster Youth are 84.8 points below standard. In comparison, all students are 2.1 points above standard.
Educational partners have indicated that lack of student transportation should not be a barrier that prevents English Learners, low income and foster youth students from participating in extended day learning opportunities including extracurricular activities. | Additional transportation routes will be provided with late pick up to allow unduplicated students to participate in these opportunities and activities.
This action is being provided on an LEA-wide basis because all our students can benefit from participation in extended day learning opportunities including extracurricular activities. | ELA and Math SBAC data will reflect an increase in students meeting standard according to the California Dashboard as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. |

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	24.9% of EL students met or exceeded standard on the ELA SBAC in 2022-2023. In comparison, overall, 63% of students met or exceeded standard on the ELA SBAC in 2022-2023.	Critical to the acquisition of English proficiency for EL students is the professional development and coaching of all teachers. Ongoing professional development and coaching will be focused on the implementation of research-based classroom practices that support engagement of English Learners in a standards-based, grade level appropriate, and rigorous program. Progress monitoring is essential to the delivery of designated and integrated ELD that is differentiated and targeted to the needs of English Learners to accelerate the acquisition of English proficiency. The data from progress monitoring will also be utilized to differentiate opportunities for primary English Learners, newcomers, English Learners at risk of becoming Long-Term English Learners (LTELs) and LTELs as well as high school level emerging and expanding English Learners.	These supports for our English Learners will result in outcomes that will show an increase in our redesignation rate, increased percentage of English Learners making progress towards English language proficiency, and increased percentage of ELs who are proficient on the summative ELPAC as measured by Goal 1 Metrics 6 & 7. There will be an increased percentage of ELs meeting and exceeding standards on the ELA and Math SBAC as measured by Goal 1 Metrics 3 & 4.
Goal 1 Action 15	Alhambra Unified School District was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for Homeless Youth student group in chronic absenteeism (Priority 5) and suspension rate (Priority 6).	As part of receiving technical assistance, Alhambra Unified School District is working with the county office to increase the following actions to support Homeless Youth: increase home visits, strengthen partnership with parents, train staff targeting attendance teams, explore alternative disciplinary practices, and increase transportation options.	There will be a decrease in the chronic absenteeism rate of Homeless as measured by Goal 2 Metric 2. There will be a decrease in the suspension rate of Homeless as measured by Goal 2 Metric 5.
Goal 3 Action 7	Alhambra Unified School District was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for Homeless Youth student group in chronic absenteeism (Priority 5) and suspension rate (Priority 6).	Under the direction of the Foster and Homeless Counselor/Liaison, targeted services will support the specific needs of foster and homeless students. A priority will be to connect students and families with school and community resources to ensure that their basic needs are being met. School Community Coordinators (SCCs) will support the foster and homeless families who need bilingual services to establish and maintain ongoing communication and relationships. The Foster and Homeless Liaison/Counselor works collaboratively with the site counselors and School Community Coordinators to ensure that these parents and families are connected to the schools as well as to community resources and services. This support will result in students being able to stay focused on their academic progress and goals while also being provided with social emotional support as needed.	There will be a decrease in the chronic absenteeism rate of Homeless as measured by Goal 2 Metric 2. There will be a decrease in the suspension rate of Homeless as measured by Goal 2 Metric 5.

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 additional concentration grant add-on funding will be used to increase the following staff providing direct services to students at schools that have a high concentration of unduplicated pupils. Direct services provided will be based on the priority needs of each site.

Goal 1 Action 3
MTSS Tier 1 for Unduplicated Pupils
- at least one full-time intervention teacher for elementary schools
- behavior intervention aides (BIAs) to redirect and provide behavior supports in the classroom
- intervention staff (teachers, intervention specialists and intervention aides) to support implementation of MTSS at the elementary schools
- content-related tutors to support PODER students with a focus on math tutors

Goal 1 Action 11
Arts Education
- STEAM teachers to provide weekly STEAM classes to K-8th grade students during the instructional day

Goal 2 Action 5
Counseling and Health Support Services for Unduplicated Pupils
- counselors to support social-emotional needs of students

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	1:31	1:21
Staff-to-student ratio of certificated staff providing direct services to students	1:22	1:17

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$162,218,138.00	$31,467,073.00	19.40%	1.19%	20.59%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$183,990,262.90	$87,371,057.98	$631,000.00	$22,312,924.00	$294,305,244.88	$244,615,574.20	$49,689,670.68

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	Textbook Sufficiency	All	No				Ongoing	$0	$1,833,100	$2,000	$1,819,100	$0	$12,000	$1,833,100	0.00%
1	2	Multi-Tiered System of Support (MTSS)	All	No				Ongoing	$573,184	$875,065	$1,014,484	$0	$0	$433,765	$1,448,249	0.00%
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Homeless, English learner (EL), Student with Disabilities (SWD), Low Income, Hispanic or Latino, Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$2,472,879	$2,074,600	$4,547,479	$0	$0	$0	$4,547,479	0.00%
1	4	Equity School Plans	All	No				Continuing	$12,500	$110,800	$0	$0	$0	$123,300	$123,300	0.00%
1	5	English Learner (EL) Program	All	Yes	Limited	English learner (EL)	All Schools	Ongoing	$597,792	$48,500	$1,500	$0	$0	$644,792	$646,292	0.00%
1	6	Students with Disabilities (SWD) Programs	Student with Disabilities (SWD)	No				Ongoing	$47,034,733	$7,419,034	$0	$51,191,824	$0	$3,261,943	$54,453,767	0.00%

Goal	Action #	Title	Student Group	Contributing	Scope	Unduplicated Group	Location	Time Span								
1	7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	Student with Disabilities (SWD)	No				Ongoing	$310,914	$10,000	$0	$320,914	$0	$0	$320,914	0.00%
1	8	Career Technical Education (CTE)/ Dual Enrollment (DE)	All	No				Ongoing	$4,011,721	$11,550	$2,252,017	$1,570,408	$0	$200,846	$4,023,271	0.00%
1	9	CTE/DE for Low Income Students	All	Yes	LEA-wide	Low Income	All Schools, Specific Grade Spans, High School	Ongoing	$1,212,624	$0	$1,212,624	$0	$0	$0	$1,212,624	0.00%
1	10	Dual Language Immersion Program (DLIP)	All	No				Ongoing	$4,350,926	$359,050	$4,520,926	$189,050	$0	$0	$4,709,976	0.00%
1	11	Arts Education	All	No				Ongoing	$2,086,979	$88,000	$20,000	$2,154,979	$0	$0	$2,174,979	0.00%
1	12	Expanded and Enhanced Certificated Training	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,817,771	$0	$2,817,771	$0	$0	$0	$2,817,771	0.00%
1	13	Educational Technology Training and Innovation	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	14	Additional Targeted Support and Improvement (ATSI)	Student with Disabilities (SWD), Two or More Races	No				Ongoing	$20,000	$7,000	$0	$0	$0	$27,000	$27,000	0.00%
1	15	Differentiated Assistance (DA) for Homeless Youth	Homeless	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$578,654	$0	$578,654	$0	$0	$0	$578,654	0.00%
1	16	High Quality Administrative, Certificated, Classified and Substitute Staff	All	No				Ongoing	$98,554,389	$0	$91,745,256	$909,858	$0	$5,899,275	$98,554,389	0.00%
1	17	Teacher Training and Certification (TT&C) Program	All	No				Ongoing	$851,220	$62,000	$68,000	$845,220	$0	$0	$913,220	0.00%
1	18	Staff Training and Support	All	No				Ongoing	$97,875	$0	$97,875	$0	$0	$0	$97,875	0.00%
1	19	Administrative Staff Support, Mentoring and Professional Development (PD)	All	No				Ongoing	$154,651	$0	$154,651	$0	$0	$0	$154,651	0.00%
2	1	Positive School Attendance and Reduction of Chronic Absenteeism	All	No				Ongoing	$165,750	$8,775	$165,750	$8,775	$0	$0	$174,525	0.00%
2	2	Positive Behavior Outcomes	All	No				Ongoing	$557,750	$45,964	$290,464	$313,250	$0	$0	$603,714	0.00%
2	3	Positive School Climate	All	No				Ongoing	$9,716,913	$0	$4,124,345	$5,592,568	$0	$0	$9,716,913	0.00%
2	4	Health Services	All	No				Ongoing	$3,236,322	$0	$2,211,591	$1,024,731	$0	$0	$3,236,322	0.00%

Goal	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Timeframe	Col1	Col2	Col3	Col4	Col5	Col6	Total	%
2	5	Counseling and Health Services Support for Unduplicated Pupils	English learner (EL), Foster Youth, Low Income, Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$6,010,286	$1,075,650	$7,085,936	$0	$0	$0	$7,085,936	0.00%
2	6	After School Expanded Learning Opportunities (ELO) and Care	All	No				Ongoing	$4,017,016	$3,208,329	$0	$7,225,345	$0	$0	$7,225,345	0.00%
2	7	Athletics	All	No				Ongoing	$398,750	$69,500	$468,250	$0	$0	$0	$468,250	0.00%
2	8	Extracurricular Activities	All	No				Ongoing	$1,078,153	$0	$1,078,153	$0	$0	$0	$1,078,153	0.00%
2	9	School Meal Program	All	No				Ongoing	$6,411,253	$5,298,750	$0	$0	$0	$11,710,003	$11,710,003	0.00%
3	1	Outreach & Emergency Notifications	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	2	Communication and Outreach	All	No				Ongoing	$1,065,750	$60,400	$1,126,150	$0	$0	$0	$1,126,150	0.00%
3	3	Student Voices	All	No				Ongoing	$0	$11,000	$11,000	$0	$0	$0	$11,000	0.00%
3	4	Community Schools	All	No				Ongoing	$1,513,017	$0	$0	$1,513,017	$0	$0	$1,513,017	0.00%
3	5	Caregiver and Community Collaboration and Engagement	All	No				Ongoing	$0	$160,550	$142,550	$18,000	$0	$0	$160,550	0.00%
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$888,650	$1,256,500	$2,145,150	$0	$0	$0	$2,145,150	0.00%
3	7	Foster/Homeless Youth	Foster Youth, Homeless	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$4,279,676	$0	$4,279,676	$0	$0	$0	$4,279,676	0.00%
3	8	Certificated Adjunct Duties	English learner (EL), Foster Youth, Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,653,297	$0	$2,653,297	$0	$0	$0	$2,653,297	0.00%
4	1	Campus Safety	All	No				Ongoing	$3,920,148	$380,000	$4,300,148	$0	$0	$0	$4,300,148	0.00%
4	2	Safety Training	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools, Specific Grade Spans, Elementary (TK-8)	Ongoing	$2,073,829	$0	$2,073,829	$0	$0	$0	$2,073,829	0.00%

4	4	Technology Staff	All	No				Ongoing	$1,219,670	$0	$1,219,670	$0	$0	$0	$1,219,670	0.00%
4	5	Technology Support of Unduplicated Pupils	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Continuing	$876,500	$1,542,079	$2,418,579	$0	$0	$0	$2,418,579	0.00%
4	6	Technology Operations	All	No				Continuing	$0	$657,936	$657,936	$0	$0	$0	$657,936	0.00%
4	7	Technology Infrastructure	All	No				Continuing	$160,500	$827,202	$987,702	$0	$0	$0	$987,702	0.00%
4	8	Cybersecurity	All	No				Continuing	$0	$500,086	$500,086	$0	$0	$0	$500,086	0.00%
4	9	Staff & Student Technology Systems	All	No				Continuing	$0	$1,870,955	$1,870,955	$0	$0	$0	$1,870,955	0.00%
4	10	Facilities Operations	All	No				Continuing	$23,368,398	$11,065,435	$26,975,320	$6,827,513	$631,000	$0	$34,433,833	0.00%
4	11	Transportation Operations	All	No				Continuing	$1,396,937	$8,751,861	$4,302,293	$5,846,505	$0	$0	$10,148,798	0.00%
4	12	Transportation for Unduplicated Pupils	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Continuing	$3,868,196	$0	$3,868,196	$0	$0	$0	$3,868,196	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$162,218,138.00	$31,467,073.00	19.40%	1.19%	20.59%	$33,682,692.00	0.00%	20.76%	**Total:**	$33,682,692.00
								LEA-wide Total:	$28,822,862.00
								Limited Total:	$4,859,830.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$4,547,478.83	0.00%
1	5	English Learner (EL) Program	Yes	Limited	English learner (EL)	All Schools	$1,500.00	0.00%
1	9	CTE/DE for Low Income Students	Yes	LEA-wide	Low Income	All Schools, Specific Grade Spans, High School	$1,212,624.35	0.00%
1	12	Expanded and Enhanced Certificated Training	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,817,771.37	0.00%
1	15	Differentiated Assistance (DA) for Homeless Youth	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$578,654.00	0.00%
2	5	Counseling and Health Services Support for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$7,085,936.00	0.00%
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,145,150.00	0.00%
3	7	Foster/Homeless Youth	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$4,279,676.00	0.00%
3	8	Certificated Adjunct Duties	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,653,297.00	0.00%
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools, Specific Grade Spans, Elementary (TK-8)	$2,073,829.45	0.00%
4	5	Technology Support of Unduplicated Pupils	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,418,579.00	0.00%
4	12	Transportation for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,868,196.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$292,371,792.00	$290,607,102.93

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	G1.A1. Campus Safety	No	$5,703,997.00	$5,907,388.10
1	2	G1.A1.1 Afterschool and Extended Year Campus	Yes	$1,905,041.00	$1,847,559.90
1	3	G1.A2. District Security	No	$12,081,701.00	$10,212,251.38
1	4	G1.A3. Safety Training and Support	No	$5,000.00	$0.00
2	1	G2.A1. Textbook Sufficiency	No	$2,615,499.00	$1,488,989.70
2	2	G2.A2. TK-3 Class Size Reduction	No	$4,240,377.00	$4,388,791.00
2	3	G2.A4. Multi-Tiered System of Support (MTSS) Tier 1	No	$4,506,550.00	$2,443,447.00
2	4	G2.A4.1. MTSS Tier 1 for Unduplicated Pupils	Yes	$5,165,000.00	$5,345,775.00
2	5	G2.A5. English Learner (EL) Program	Yes	$1,036,834.00	$683,417.00
2	6	G2.A6. MTSS Tiers 2 and 3	No	$3,700,674.00	$2,551,391.00
2	7	G2.A7. Students with Disabilities (SWD) Programs	No	$521,754.00	$320,751.69
2	8	G2.A7.1. SWDs Support in General Education Setting	No	$0.00	$0.00
2	9	G2.A8. Career Technical Education (CTE)	No	$4,518,376.00	$3,914,175.20
2	10	G2.A8.1 CTE for Low Income Students	Yes	$1,228,030.00	$1,114,828.80
2	11	G2.A9. PODER (Pursuing Our Dreams through Education and Responsibility) Program	Yes	$21,451.00	$10,618.00
2	12	G2.A10. Dual Immersion (DI)	No	$4,873,009.00	$4,441,720.00

		Program			
2	13	G2.A12. Access to Libraries/Media Centers	No	$314,230.00	$308,995.00
2	14	G2.A13. Science, Technology, Engineering, Arts and Mathematics (STEAM)	No	$1,535,884.00	$3,122,372.00
2	15	G2.A16. Physical Fitness	No	$1,268,294.00	$1,122,536.00
2	16	G2.A16.1 Healthy Lifestyles for Unduplicated Pupils	Yes	$729,082.00	$423,004.00
2	17	G2.A17. After School Expanded Learning Opportunities (ELO) and Care	No	$7,233,206.00	$8,978,567.00
2	18	G2.A18. Equity, Diversity and Inclusion (EDI): Increased Instructional Support	No	$869,405.00	$671,537.00
2	19	G2.A19. Expanded and Enhanced Certificated Training	Yes	$3,000,563.00	$2,653,297.00
2	20	G2.A20. Culturally Responsive Instruction	No	$178,200.00	$155,406.00
2	21	G2.A21. Missed/Unfinished Learning	Yes	$5,274,750.00	$5,328,088.00
2	22	G2.A22. Universal Transitional Kindergarten	No	$1,009,330.00	$1,192,254.00
3	1	G3.A1. Chronic Absenteeism and Attendance	No	$47,000.00	$43,783.00
3	2	G3.A2. Suspensions and Expulsions	No	$215,675.00	$154,324.00
3	3	G3.A3. School Climate	No	$6,666,294.00	$6,184,194.00
3	4	G3.A3.1 Counseling Support for Unduplicated Pupils	Yes	$2,191,324.00	$2,223,160.00
3	5	G3.A4. Health Services	No	$2,203,000.00	$2,325,614.00
3	6	G3.A4.1 Health Services for Unduplicated Pupils	Yes	$1,068,667.00	$1,268,551.00
3	7	G3.A5. Foster and Homeless Supports and Services	Yes	$224,808.00	$291,268.00
4	1	G4.A1. High Quality Certificated Staff	No	$103,520,576.00	$108,360,917.00
4	2	G4.A2. Teacher Training and	No	$961,046.00	$1,102,913.00

		Certification (TT&C) Program			
4	3	G4.A3. High Quality Administrative, Classified and Substitute Staff	No	$43,585,029.00	$45,821,734.00
4	4	G4.A4. Coaching and Support Services for Teachers	No	$0.00	$0.00
4	5	G4.A5. Staff Training and Support	No	$0.00	$0.00
4	6	G4.A6. Administrative Staff Support, Mentoring and Professional Development (PD)	No	$0.00	$0.00
4	7	G4.A7. Documentation and Evaluation	No	$0.00	$0.00
4	8	G4.A9. Classified Staff PD to Support Optimal Learning Environment	No	$0.00	$87,675.00
4	9	G4.A10. Digital Human Resources Platform	No	$28,514.00	$39,500.00
4	10	G4.A11. Employee Assistance Program	No	$82,500.00	$97,000.00
5	1	G5.A1. Parent and Family Engagement	No	$1,596,204.00	$1,420,924.50
5	2	G5.A1.1 Parent Engagement of Unduplicated Pupils	Yes	$571,293.00	$575,711.50
5	3	G5.A2. Districtwide Webinars	No	$15,000.00	$14,866.00
5	4	G5.A3. Collaboration with Community Partners	Yes	$186,580.00	$426,608.00
5	5	G5.A4. Student Support Services Website	No	$6,000.00	$0.00
5	6	G5.A5. Certificated Adjunct Duties	Yes	$0.00	$0.00
5	7	G5.A6. Student Board Members / Student Advisory Council	No	$6,000.00	$16,000.00
6	1	G6.A1. Technology Staff	No	$2,026,682.00	$2,084,776.40
6	2	G6.A1.1 Technology Support of Unduplicated Pupils	Yes	$885,006.00	$1,097,508.24

6	3	G6.A2. District Technology Committee	No	$42,260.00	$60,260.00
6	4	G6.A3. 1:1 Initiative	No	$860,559.00	$1,243,854.00
6	5	G6.A4. Infrastructure and Licensing	No	$2,582,717.00	$1,790,654.00
6	6	G6.A5. Internet Safety	No	$393,559.00	$1,200,000.00
6	7	(Moved from G2.A15.) G6.A6. Educational Technology	Yes	$699,543.00	$653,923.00
7	1	G7.A1. Maintenance	No	$13,440,000.00	$9,612,394.00
7	2	G7.A2. Custodial	No	$8,023,402.00	$8,856,853.00
7	3	G7.A2.1 Extended Learning Environment	Yes	$3,974,516.00	$2,633,258.00
7	4	G7.A3. Grounds	No	$1,585,569.00	$1,656,270.00
7	5	G7.A4. Energy Management	No	$527,564.00	$320,394.72
7	6	G7.A5. School Meal Program	No	$11,189,057.00	$12,641,627.00
7	7	G7. A6. Transportation	No	$6,513,767.00	$4,601,956.30
7	8	G7. A6.1 Transportation	Yes	$2,915,844.00	$3,071,471.50

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$31,111,997.00	$29,982,339.00	$29,124,067.94	$858,271.06	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	G1.A1.1 Afterschool and Extended Year Campus	Yes	$1,905,041.00	$1,847,559.90	0.00%	0.00%
2	4	G2.A4.1. MTSS Tier 1 for Unduplicated Pupils	Yes	$5,165,000.00	$5,345,775.00	0.00%	0.00%
2	5	G2.A5. English Learner (EL) Program	Yes	$891,865.00	$683,417.00	0.00%	0.00%
2	10	G2.A8.1 CTE for Low Income Students	Yes	$1,228,030.00	$1,114,828.80	0.00%	0.00%
2	11	G2.A9. PODER (Pursuing Our Dreams through Education and Responsibility) Program	Yes	$21,451.00	$10,618.00	0.00%	0.00%
2	16	G2.A16.1 Healthy Lifestyles for Unduplicated Pupils	Yes	$729,082.00	$423,004.00	0.00%	0.00%
2	19	G2.A19. Expanded and Enhanced Certificated Training	Yes	$3,000,563.00	$2,653,297.00	0.00%	0.00%
2	21	G2.A21. Missed/Unfinished Learning	Yes	$4,720,250.00	$5,328,088.00	0.00%	0.00%
3	4	G3.A3.1 Counseling Support for Unduplicated Pupils	Yes	$2,191,324.00	$2,223,160.00	0.00%	0.00%
3	6	G3.A4.1 Health Services for Unduplicated Pupils	Yes	$1,068,667.00	$1,268,551.00	0.00%	0.00%
3	7	G3.A5. Foster and Homeless Supports and Services	Yes	$136,750.00	$291,268.00	0.00%	0.00%
5	2	G5.A1.1 Parent Engagement of Unduplicated Pupils	Yes	$571,293.00	$575,711.50	0.00%	0.00%
5	4	G5.A3. Collaboration with Community Partners	Yes	$33,000.00	$0.00	0.00%	0.00%
5	6	G5.A5. Certificated Adjunct Duties	Yes	$0.00	$0.00	0.00%	0.00%
6	2	G6.A1.1 Technology Support of Unduplicated Pupils	Yes	$870,006.00	$1,097,508.24	0.00%	0.00%
6	7	(Moved from G2.A15.) G6.A6. Educational Technology	Yes	$559,657.00	$556,552.00	0.00%	0.00%

7	3	G7.A2.1 Extended Learning Environment	Yes	$3,974,516.00	$2,633,258.00	0.00%	0.00%
7	8	G7. A6.1 Transportation	Yes	$2,915,844.00	$3,071,471.50	0.00%	0.00%

2023-2024 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$167,584,139.00	$31,111,997.00	0.00%	18.57%	$29,124,067.94	0.00%	17.38%	$1,994,251.25	1.19%

LCAP 2024-2025 - Goal 1: Teaching & Learning

Goal #	Goal Description
1	The District will provide an equitable and inclusive education ensuring each learner is life- and future-ready (LFR).

ACTIONS

Action #	2024-25 Action Title	2023-24 Action
1	Textbook Sufficiency	G2A1 Textbook Sufficiency
2	Multi-Tiered System of Support (MTSS)	G2A4 MTSS Tier 1; G2A6 MTSS Tiers 2 & 3; G2A9 PODER Program; G2A18 Equity, Diversity and Inclusion (EDI): Increased Instructional Support; G2A20 Culturally Responsive Instruction; G2A21 Missed/Unfinished Learning
3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	G2A4.1 MTSS Tiers 2 & 3; G3A1 Chronic Absenteeism and Attendance
4	Equity School Plans	New Action
5	English Learner (EL) Program	G2A5 English Learner (EL) Program
6	Students with Disabilities (SWD) Programs	G2A7 Students with Disabilities (SWD) Programs
7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	G2A7.1 Students with Disabilities (SWD) Inclusive Practices
8	Career Technical Education (CTE)/ Dual Enrollment (DE)	G2A8 CTE
9	CTE/DE for Low Income Students	G2A8.1 CTE for Low Income Students
10	Dual Language Immersion Program (DLIP)	G2A10 DI Program
11	Arts Education	G2A13 Science, Technology, Engineering, Arts and Mathematics (STEAM)
12	Expanded and Enhanced Certificated Training	G2A19 Expanded and Enhanced Certificated Training
13	Educational Technology Training and Innovation	G6A2 District Technology Committee; G6A5 Internet Safety
14	Additional Targeted Support and Improvement (ATSI)	New Action
15	Differentiated Assistance (DA) for Homeless Youth	New Action
16	High Quality Administrative, Certificated, Classified and Substitute Staff	G2A2 TK-3 Class Size Reduction; G2A12 Access to Libraries/Media Centers; G2A16 Physical Fitness; G4A1 High Quality Certificated Staff; G4A3 High Quality Administrative, Classified and Substitute Staff; G4A7 Documrntation and Evaluation; G4A10 Digital Human Resources Platform
17	Teacher Training and Certification (TT&C) Program	G4A2 Teacher Training and Certification (TT&C) Program; G4A4 Coaching and Support Services for Teachers
18	Staff Training and Support	G4A5 Staff Training and Support; G4A9 Classified Staff PD to Support Optimal Learning Environment; G4A11 Employee Assistance Program
19	Administrative Staff Support, Mentoring and Professional Development (PD)	G4A6 Administrative Staff Support, Mentoring and Professional Development (PD)

LCAP 2024-2025 - Goal 2: Experiences & Well-Being

Goal #	Goal Description
2	The District will nurture a positive school experience that promotes well-being, growth, and development for all.

ACTIONS

Action #	2024-25 Action	2023-24 Action
1	Positive School Attendance & Reduction of Chronic Absenteeism	G3A1 Chronic Absenteeism & Attendance
2	Positive Behavior Outcomes	G3A2 Suspensions & Expulsions
3	Positive School Climate	G3A3 School Climate
4	Health Services	G3A4 Health Services
5	Counseling and Health Services Support for Unduplicated Pupils	G3A3.1 Counseling Support for Unduplicated Pupils; G3A4.1 Health Services for Unduplicated Pupils; G3A5 Foster & Homeless Supports & Services
6	After School Expanded Learning Opportunities (ELO) and Care	G2A17 After School Expanded Learning Opportunities (ELO) and Care
7	Athletics	G2A16 Physical Fitness
8	Extracurricular Activities	G2A13 Science, Technology, Engineering, Arts and Mathematics (STEAM) G2A16.1 Healthy Lifestyles fir Unduplicated Pupils
9	School Meal Program	G7A5 School Meal Program

LCAP 2024-2025 - Goal 3: Families & Community Partnerships

Goal #	Goal Description
3	The District will actively collaborate with families and community partners to promote and support student success.

ACTIONS

Action #	2024-25 Action	2023-24 Action
1	Outreach & Emergency Notifications	G5A1 Parent & Family Engagement
2	Communication and Outreach	G5A4 Student Support Services Webinar
3	Student Voices	G5A6 Student Board Members/Student Advisory Council (SAC)
4	Community Schools	G5A3 Collaboration with Community Partners
5	Caregiver and Community Collaboration and Engagement	G2A4 MTSS Tier 1; G2A6 MTSS Tiers 2 & 3; G2A9 PODER Program; G5A1 Parent & Family Engagement; G5A2 Districtwide Webinars
6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	G5A1.1 Parent Engagement of Unduplicated Pupils
7	Foster/Homeless Youth	G3A5 Foster and Homeless Supports & Services
8	Certificated Adjunct Duties	G5A5 Certificated Adjunct Duties

LCAP 2024-2025 - Goal 4: Safety & Operational Effectiveness

Goal #	Goal Description
4	The District will support student learning and well-being by prioritizing safety and operational effectiveness.

ACTIONS

Action #	2024-25 Action	2023-24 Action
1	Campus Safety	G1A1 Campus Safety
2	Safety Training	G1A3 Safety Training & Support
3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	G1A1.1 Afterschool & Extended Year Campus; G7A2.1 Extended Learning Environment
4	Technology Staff	G6A1 Technology Staff
5	Technology Support of Unduplicated Pupils	G6A1.1 Technology Support of Unduplicated Pupils; G6A6 Educational Technology
6	Technology Operations	G1A2 District Security; G6A4 Infrastructure & Licensing
7	Technology Infrastructure	G6A4 Infrastructure & Licensing
8	Cybersecurity	New Action
9	Staff & Student Technology Systems	G6A3 1:1 Initiative
10	Facilities Operations	G7A1 Maintenance; G7A2 Custodial; G7A3 Grounds; G7A4 Energy Management
11	Transportation Operations	G7A6 Transportation
12	Transportation for Unduplicated Pupils	G7A6.1 Transportation for Unduplicated Pupils

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

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.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

- 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.

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.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - 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.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

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

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

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.

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

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

Complete the table as follows:

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Local Control and Accountability Plan Instructions

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - 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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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