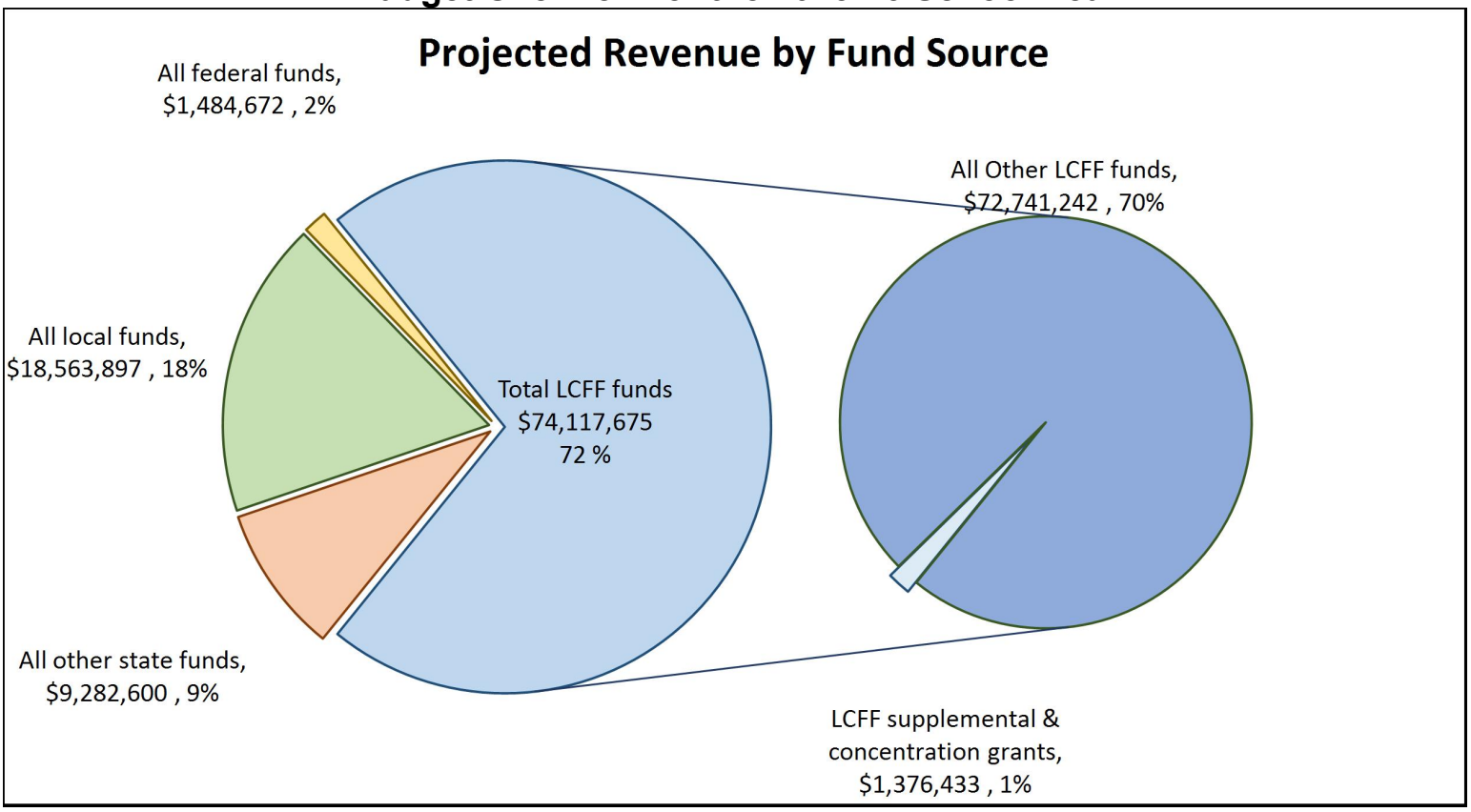
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acalanes Union High School District
CDS Code: 0761630
School Year: 2025-26
LEA contact information:
John Nickerson, Ed.D.
Superintendent
jnickerson@auhsdschools.org
(925) 280-3900

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

Budget Overview for the 2025-26 School Year

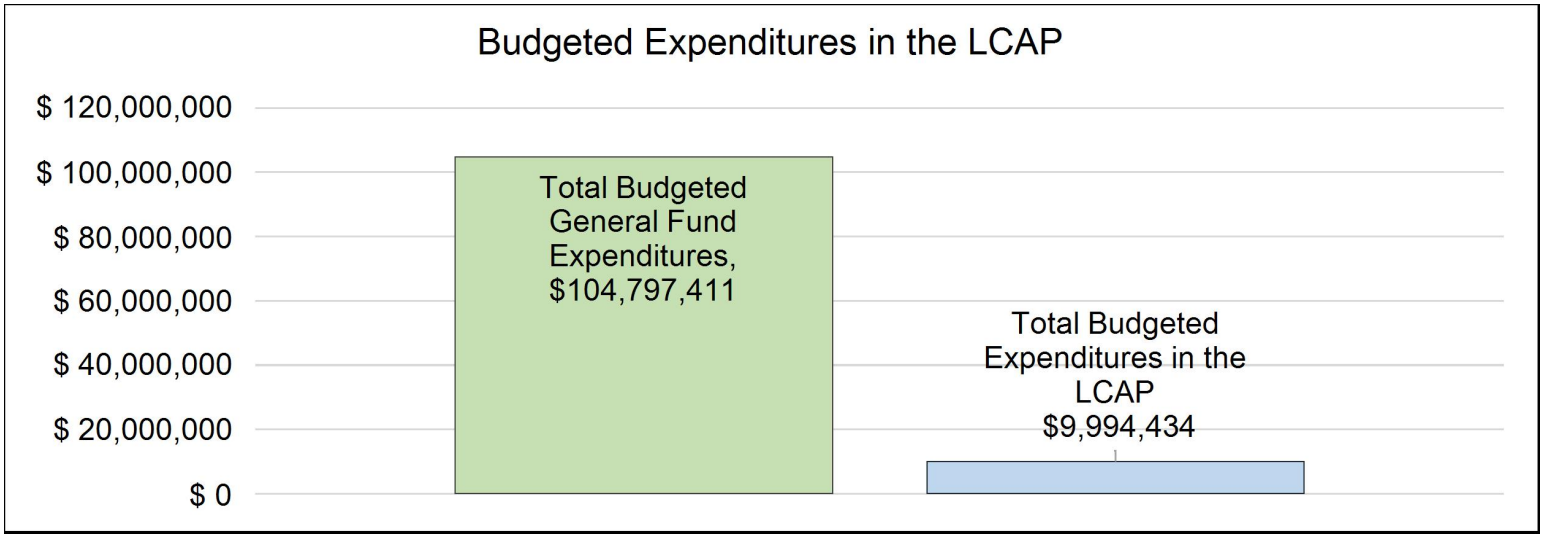


This chart shows the total general purpose revenue Acalanes Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Acalanes Union High School District is $103,448,844, of which $74,117,675 is Local Control Funding Formula (LCFF), $9,282,600 is other state funds, $18,563,897 is local funds, and $1,484,672 is federal funds. Of the $74,117,675 in LCFF Funds, $1,376,433 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Acalanes Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Acalanes Union High School District plans to spend $104,797,411.07 for the 2025-26 school year. Of that amount, $$9,994,434.38 is tied to actions/services in the LCAP and $94,802,976.69 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

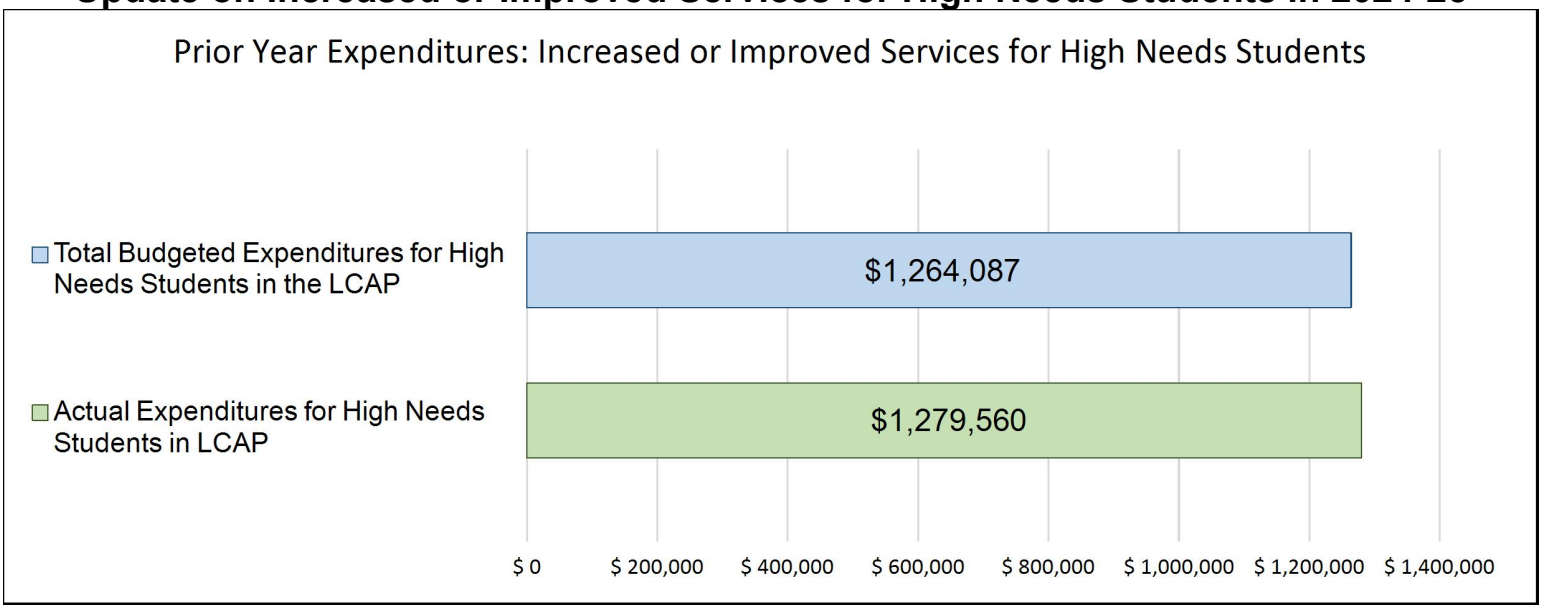
Generally, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health, and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2025-26, Acalanes Union High School District is projecting it will receive $1,376,433 based on the enrollment of foster youth, English learner, and low-income students. Acalanes Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Acalanes Union High School District plans to spend $1,482,235 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Acalanes Union High School District's LCAP budgeted $1,264,087 for planned actions to increase or improve services for high needs students. Acalanes Union High School District actually spent $1,279,560 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acalanes Union High School District	John Nickerson, Ed.D. Superintendent	jnickerson@auhsdschools.org (925) 280-3900

Plan Summary [2025-26]

General Information

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

The Acalanes Union High School District (AUHSD) is considered one of the highest-performing school districts in California. Through the collaborative work of staff, strong partnerships with parents, and a commitment to high levels of learning for all students, AUHSD provides outstanding educational programming to the community. The District includes four comprehensive high schools and one alternative independent study school and collaborates with five TK–8 partner districts.

AUHSD serves 5,415 students:

- African American – 1.8%
- American Indian – 0.1%
- Asian – 14.9%
- Filipino – 1.8%
- Hispanic/Latino – 11.4%
- Pacific Islander – 0.2%
- White – 59.6%
- Two or More Races – 9.3%

The percentage of unduplicated students (foster youth, English learners, or low-income) is 9.77%. The graduation rate for the Class of 2024 was 97.4%. Among those graduates, 19% reported plans to attend a two-year college, 76% planned to attend a four-year college, and 5% planned to take a gap year.

Conditions of learning, student outcomes, and engagement remain strong across AUHSD. A competitive compensation schedule and robust professional development program enable the District to attract and retain outstanding, fully credentialed teachers and support staff. A series of local bond measures has supported the development of excellent facilities. The District continues to adopt new courses of study and instructional materials aligned with California standards and benchmarks. Students can access 31 different Advanced Placement courses, and in 2024, AUHSD had an AP exam pass rate of 90%. College and career readiness is a top priority, with 81.7% of 2024 graduates meeting the UC/CSU A–G course requirements. On the 2024 California Smarter Balanced Assessments, 82.38% of students met or exceeded the standard in ELA/Literacy, and 63.22% did so in Mathematics. While AUHSD is proud of overall academic performance, opportunity gaps persist — particularly for students with disabilities and English learners. A key strategy to address these gaps is the Academy program, which includes 55-minute academic intervention sessions every Wednesday and Friday.

Student attendance and participation in co-curricular and extracurricular activities remain high. The District's suspension rate is 1.5%, and the expulsion rate is 0%. With high academic expectations comes a degree of stress; in surveys, students report feeling pressure to succeed. AUHSD is addressing student stress through a range of strategies, including social-emotional learning, Wellness Center programming, and counseling support.

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

Reflections: Annual Performance

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

The 2024 California School Dashboard for the Acalanes Union High School District reflects a high level of effectiveness as the District works to ensure college and career readiness for all students. The Dashboard's metrics also underscore the need for continuous improvement as opportunity gaps persist for certain student groups, most notably students with disabilities and English learners. AUHSD is committed to high levels of learning for all students and is using information from the Dashboard to help design educational programming that will better serve all of our students.

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

Smarter Balanced Assessments: ELA and Math Challenges -- AUHSD English learners and Students with Disabilities scored at the lowest level (Red) on the ELA assessments, and English Learners, Long-Term English Learners, and Students with Disabilities scored at the lowest

level (Red) on the mathematics assessment. At Campolindo and Miramonte, Students with Disabilities scored at the lowest level (Red) on the ELA assessment. At Acalanes, Campolindo, and Miramonte, Students with Disabilities scored at the lowest level (Red) on the mathematics assessment. To support high levels of achievement and close opportunity gaps for students with disabilities, AUHSD is expanding and strengthening the collaborative teaching model. Under this model, targeted general education classes have both a general education teacher and a Special Education teacher to implement the curriculum and support the students. The collaborative teaching model focuses on math and English classes. Both English learners and students with disabilities are served by Teachers on Special Assignment (TOSAs) at all four comprehensive school sites (.2 release per site). TOSAs work on supporting all students; however, they maintain a focus on implementing targeted academic support for students with disabilities and English learners. Students with disabilities and English learners also benefit from targeted support during Academy: AUHSD's 55-minute academic support period that is held twice per week. Professional development, effective protocols, and administrative systems will continue to be essential for strengthening Academy.

English Learner Progress -- The rate of English learners making progress towards proficiency was 53.3% in 2024, a -0.2% change from 2023 levels. The performance of Long-Term English Learners is in the second lowest level (Orange), a key area of concern. AUHSD is fully implementing a new ELD curriculum, providing ongoing professional development on the California ELD Standards, and prioritizing the use of effective teaching strategies for English learners, including Long-term English Language Learners. Professional development includes site- and District-based sessions as well as regional and statewide conferences. With expanded professional development for all teachers on English language development (ELD) strategies and the implementation of a new ELD curriculum, AUHSD anticipates growth on this metric in the coming year.

College and Career Preparedness: Overall -- The California School Dashboard determines college or career readiness through an array of metrics: Smarter Balanced assessments, AP exams, International Baccalaureate exams (not offered in AUHSD), completion of college-level courses in career technical fields, State Seal of Biliteracy, and the completion of the required courses for UC/CSU eligibility. According to this metric, 78.6% of 2024 AUHSD graduates qualified as “Prepared," a +0.7% increase over 2023 levels. As referenced above, Smarter Balanced scores remain high, but opportunity gaps persist, and these will be addressed through targeted academic interventions.

College and Career Preparedness: UC/CSU a-g Course Requirements -- The percentage of the Class of 2024 completing the UC/CSU a-g course requirements was 81.7%. The a-g course completion rate increased by 23.3 percentage points for Black / African-American students, but despite the gains, their UC/CSU a-g completion rates remain lower than those for the graduating class as a whole. All AUHSD high schools continue to use focused academic support to address these opportunity gaps, and counselors are working with students to develop 4-year academic plans. Failure to successfully complete an advanced Algebra course remains a key reason some AUHSD graduates are not UC/CSU eligible; therefore, the District is placing more resources into mathematics to support students as they work toward completing the math courses necessary for UC/CSU eligibility.

College and Career Preparedness: Advanced Placement Courses -- Efforts to expand access to the Advanced Placement (AP) program have been successful. The number of AP courses offered and the number of students taking AP exams increased. In 2024, 61% of students in grades 10-12 took one or more AP exams, an increase of 3 percentage points over 2023 levels. Even with increased participation in AP, the AP exam pass rate increased 3 percentage points to 90%. AP participation rates for Black / African-American students and Hispanic students remain below rates for students identifying as Asian or White. AUHSD is addressing this issue through proactive counseling, 4-year academic planning, and targeted academic intervention.

College and Career Preparedness: Career Technical Education -- Students completing a CTE pathway increased to 6.9%, with a goal of 8% by 2027. Efforts to develop relevant and engaging pathways, including a partnership with Project Lead the Way, remain a priority in the LCAP. Professional development, staff collaboration, grants, an effective partnership with the Contra Costa County Office of Education's Regional Occupational Program, and an active CTE Advisory Committee will also strengthen CTE programming. AUHSD will also complete the UC/CSU a-g approval process for all CTE courses.

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

Academic Engagement
Graduation Rates -- The 4-year cohort graduation rate for all students is at the highest level (Blue) with 97.4% of students graduating in four years, an increase of 0.7% from 2023. Graduation rates were at the highest level (Blue) for the following student groups: Asian, Two or More Races, Socioeconomically Disadvantaged, and White. Graduation rates for Hispanic, Long-Term English Learners, and Students with Disabilities were at the second highest level (Green), and graduation rates for English Learners were at the fourth highest level (Orange). AUHSD is addressing this opportunity gap through several key steps, including focused academic support during Academy and supplemental instruction for core graduation requirements. AUHSD will provide this supplemental instruction through District summer school opportunities and school-year credit recovery options.

Access to a Broad Course of Study -- AUHSD achieved "Standard Met" with respect to ensuring that all students have access to a broad course of study. AUHSD remains committed to ensuring that all students have access to a rigorous, relevant, and broad course of study. Academic department chairs and administrators annually review course offerings and pathways. Using data from the District's student information system, course enrollment is reviewed to examine trends. Administrators examine course enrollment data based on grade level, race, ethnicity, gender, and disability status. Staff members examine enrollment trends related to courses that satisfy graduation requirements, courses that meet UC/CSU a-g requirements, Advanced Placement (AP) courses, Honors courses, and courses that are part of a Career Technical Education pathway. AUHSD administrators make an annual Governing Board presentation on course enrollment trends. For the 2025-2026 school year, AUHSD is adding five new courses: AP 3-D Art and Design, AP Precalculus, Communications 2, Digital Music Production, and Video Production 4 Honors.

Conditions and Climate
Suspension Rate -- The suspension rate for all students is at the lowest level (Blue), with 1.5% of students being suspended for at least one day. Black / African American students were in the second highest level for suspension (Orange). AUHSD is continuing to address this disparity through professional development on culturally relevant practices and restorative justice. AUHSD staff continue to utilize alternatives

to suspension when appropriate to keep students in school. Through counseling and Wellness Center programming, staff are working to support positive behavior on campus to bring the suspension rate even lower.

Teachers, Instructional Materials, and Facilities -- AUHSD achieved "Standard Met" with respect to the percentage of appropriately assigned teachers; students' access to standards-aligned instructional materials; and safe, clean, and functional facilities. Through extensive teacher recruitment efforts and a strong system of new teacher support, AUHSD is able to maintain excellent staffing at all District schools. Working closely with academic department chairs, the AUHSD administrators have been able to ensure that each school site has sufficient standards-aligned instructional materials for all students. The LCAP prioritizes professional development programs, broad recruitment efforts, programming to support a positive work experience, and a compensation package that is the best in the region.

Parent and Family Engagement -- AUHSD achieved "Standard Met" with respect to parent and family engagement. AUHSD's practices reflect a belief that strong family partnerships foster strong educational outcomes for all students. The District partners with a variety of organizations to ensure broad input on decisions that affect the schools. Organizations include parents' clubs, educational foundations, School Site Councils, School Advisory Councils, Coordinating Council, and Diversity, Equity, and Inclusion committees. The Special Education Parent Advisory has been especially active over the past year. One of their key actions has been a survey for parents/guardians of students with disabilities. Survey results have been collaboratively reviewed and have influenced programming. Partnering with parent leaders, site administrators hold regular informational meetings to provide educational partners with relevant information about school programming. During these meetings, parents, and community members have opportunities to ask questions and provide input.

Local Climate Surveys -- AUHSD achieved "Standard Met" with respect to implementing local climate surveys. AUHSD administers the California Healthy Kids Survey (CHKS) every other year to all students in grades 9 and 11. The District administers the following CHKS modules: Core, Alcohol and Other Drugs, Resilience and Youth Development, and Social Emotional Health. Results from the CHKS are reported to the Governing Board, staff, and parent organizations. In the spring of 2024, 95% of 9th graders and 83% of 11th graders completed the survey. Overall, 75% of 9th-graders and 77% of 11th-graders reported feeling safe or very safe at school.

Other Local Data
Semester Achievement Grades -- The percentage of students earning one or more semester grades below a C- was 16.2% in 2021-2022 and 16.6% in 2022-2023. However, during the 2023-2024 school year, this percentage dropped to 15.4%. AUHSD is maintaining a strong focus on academic intervention, especially through Academy: a 55-minute academic intervention period on Wednesdays and Fridays. For 2025-2026, each site's Academic Intervention TOSA will continue to work on supporting students earning D/F grades with a specific focus on supporting English learners and students with disabilities.

Chronic Absenteeism -- Chronic absenteeism remains an area of focus for AUHSD. Chronic absenteeism rates decreased slightly from 2022-2023 to 2023-2024: 9.8% to 8.7%. Efforts to improve academic engagement and campus climate continue to be a priority. AUHSD will also continue to provide robust Wellness Center programming at all comprehensive sites to support the social-emotional health of students.

Parent and Family Engagement -- Parent/guardian involvement in the Las Lomas English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) continues to increase. In the 2023-2024 school year, 31% of the District's English learners had a parent/guardian participate in ELAC and DELAC, and in 2024-2025, this percentage increased to 33%. To strengthen the

partnership between AUHSD and the parents/guardians of English Learners, AUHSD will continue to develop strategies to increase participation in the District English Learner Advisory Committee (DELAC). To strengthen the partnership between AUHSD and the parents/guardians of students with disabilities, AUHSD will continue to develop strategies to increase participation in the Special Education Advisory Committee and other events for parents/guardians of students with disabilities.

Student "Pulse Survey" Data -- The District administers a local "Pulse Survey" twice a year to gauge students' sense of belonging and connection to school. According to the Spring 2025 Pulse Survey, 86% of AUHSD students responded "Agree" or "Strongly Agree" with the following statement: "I belong at this school." This represents a +14 percentage point increase over Spring 2024 levels. Pulse Survey data indicates that Black / African-American students have a lower sense of "belonging" at school than their peers in other racial/ethnic groups. The District's efforts with racial equity, campus climate, student affinity groups, and student summits are designed to improve the experience of students of color. To foster schoolwide initiatives related to diversity, equity, inclusion, and belonging, all AUHSD comprehensive high schools have a Campus Climate and Culture Teacher on Special Assignment (TOSA). The TOSA at each site collaborates with educational partners to foster schoolwide initiatives related to diversity, equity, inclusion, and belonging.

Student Experiences Survey -- All AUHSD schools administered the Stanford Survey of School Experiences in April 2024. Several of the survey components address student-staff connections. According to the 2024 survey, 76% of AUHSD students feel they have an adult on campus they can go to if they have a personal problem. This number was 75% in 2022. The next administration of this survey will be in April 2026.

Learning Recovery Block Grant
AUHSD will utilize Learning Recovery Emergency Block Grant (LREBG) unexpended funds in the amount $154,758.38 for the 2025-26 school year. Based on a Needs Assessment and input from a range of educational partners, AUHSD will invest these funds to do the following: reduce class size in Algebra 1 and support co-teaching in Algebra 1.

Key Metrics Indicating a Need to Focus on Algebra 1

- Overall Smarter Balanced Assessment scores in Math declined 8.5 points from 2023 to 2024. (2023 and 2024 CA School Dashboards)
- English Learners, Long-Term English Learners, and Students with Disabilities scored at the lowest level (Red) on the 2024 Smarter Balanced Assessment in Mathematics (2024 CA School Dashboard)
- Input from Department Chairs at all AUHSD high schools supports prioritizing small class sizes and co-teaching in Algebra 1.

Using the remaining LREBG funds to lower class sizes in Algebra 1 and implement co-teaching in Algebra 1 aligns with the mandates of EC Section 32526 by directly supporting student learning in a core academic area. Smaller class sizes and co-teaching models are evidence-based strategies that provide more individualized instruction and targeted support, particularly benefiting students who may have experienced learning loss during the pandemic. Algebra 1 is a gateway course for high school success, and strengthening instruction in this area promotes academic achievement and equitable access to rigorous content. These efforts address both academic needs and support for students' long-term educational progress, in line with the goals of the LREBG. This initiative is reflected in the updated LCAP as required.

Please see Goal 1, Action 1.3, "Implementation of State Standards" and Goal 2, Action 2.3, "Special Education -- Collaborative Teaching

Model” for additional details regarding these LREBG expenditures.

Continued Focus on Growth Metrics from 2023 California School Dashboard
The 2024-2025 school year is Year 1 of a three-year LCAP cycle, and the initial development of the LCAP for this cycle was influenced by key areas of growth reflected in the 2023 California School Dashboard. The following indicators were at the lowest level (Red) on the 2023 Dashboard, and they continue to be key areas of focus:

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

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

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and other School Personnel	During the LCAP development process (2024-2025), AUHSD staff (classified and certificated) had multiple opportunities for input. During February, March, and April, site administrators presented during staff meetings to explain the LCAP development process and inform staff about how they could be involved. The District also held site-based LCAP input sessions at every school: ACIS, March 24; AHS, March 12; CHS, March 18; LLHS, March 19, and MHS, April 8. During these 3.5 hour drop-in sessions, staff came individually and in small groups to comment on LCAP goals, metrics, and actions steps.
Principals and other Administrators	During the early stages of LCAP development in January and February 2025, principals and other administrators reviewed Dashboard and internal data to begin identifying key priorities. The LCAP and mid-year report in February provided key context for this group. The LCAP process was reviewed and administrators were involved with plan development (March and April) via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.
Parents/Guardians -- General Input	District staff held site-based input sessions at all of the schools for in-person dialog about goals, metrics, and action steps related to the LCAP: AHS, March 21; CHS, March 18; LLHS, March 19; and MHS April 16. During these sessions, District administrators presented an overview of the LCAP, highlighting key goals an metrics. These presentations were followed by questions and dialogue about District strengths and areas for growth. Parents also had the opportunity to

Educational Partner(s)	Process for Engagement
	provide written input about goals and action steps via an online LCAP survey.
Parents/Guardians -- Advisory Group Input, including DELAC and ELAC	In addition to the general, site-based input sessions, parent advisory committees participated in LCAP input sessions. The District held focused LCAP sessions with the Black African-American Advisory (March 20); Diversity Equity, Inclusion and Belonging Advisory (March 6); the Special Education Advisory (March 10); Coordinating Council Parent Leadership Group (February 24 and March 24); and the District English Language Advisory Committee and the Las Lomas English Language Advisory Committee (May 1). Parents participating in these sessions also had the opportunity to provide written input about goals and action steps via an online LCAP survey.
Students -- Focus Groups	District administrators met with focus groups at every school site to discuss the LCAP and listen to input about goals, metrics and action steps. These focus groups were designed to get general input and input from select student populations. Some student groups had students selected randomly, while others were comprised of Leadership students, English Learners, Special Education students, and affinity group leaders. These 1-hour meetings were held at the school sites during April and May.
Students -- The Student Advisory Committee	Members of the Student Advisory Committee represent all of the AUHSD schools sites and were selected by the school peers. Committee members had the opportunity to review LCAP documents prior to an LCAP presentation by an Associate Superintendent (April 16). The presentation was followed by questions and input related to all LCAP goal areas. These students also had the opportunity to provide written input about goals and action steps via an online LCAP survey.
Local Bargaining Units	District administrative staff met with the leadership of the collective bargaining units (Acalanes Education Association and Service Employees International Union Local 1021) to address the LCAP (May). Issues related to the LCAP are also addressed throughout the year during regular meetings between District staff and the leadership of the collective bargaining units. The bargaining unit leadership and District administration have a highly collaborative relationship and their ongoing input is reflected in the LCAP.

Educational Partner(s)	Process for Engagement
SELPA Administrator Consultancy	The Contra Costa County Special Education Local Plan Area Executive Director met with AUHSD administrators on April 18 to discuss LCAP strategies to support students with disabilities. Input from this collaboration has been incorporated into the LCAP.
Posting and Public Hearing	2025-2026 LCAP Public Hearing: May 21, 2025

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

Educational partners had multiple opportunities to provide input during the development stages of the 2025–26 AUHSD LCAP. Feedback came through online surveys, staff meetings, staff leadership councils, open LCAP sessions for parents, parent advisory sessions, and focus group sessions for students. Feedback from these educational partners generally affirmed that the LCAP continues to reflect shared priorities across the District. No goals, action steps, or metrics were substantially altered based on input from educational partners; however, this input will affect how certain action steps are prioritized and implemented.

Overview of How Educational Input Influenced LCAP
Parent Input

- Academic Intervention: Parents continue to value Academy time for academic intervention; however, they expressed concerns that students were not always making the best choices on how to spend Academy. They asked for staff to provide more guidance for students to ensure that the 55-minute academic intervention time was fully utilized. Academy implementation will now include focused efforts to ensure that students are attending Academy sessions most-closely aligned with their academic needs. (Action Step 1.8)
- College and Career Services -- Parents emphasized the importance of providing students and their families with comprehensive college and career counseling. They appreciated the current services (Action Steps 2.8), but requested additional support for students, especially for students who are from low-income backgrounds and English learners. Serving these two groups is becoming a priority for the College and Career Advisors and the Counseling Departments. The 2025-2026 LCAP has a new metric related to this issue. (Metric 2.16)

Staff Input

- Co-Teaching -- AUHSD has expanded the co-teaching model. Under this model, a general education teacher and Special Education teacher work to co-plan, co-instruct, and co-assess in order to serve a group of students with diverse needs in the same general education classroom. Co-teachers are generally supportive of this model; however, they clearly indicate a desire for more planning time and professional development. AUHSD will prioritize these requests as the District moves forward with the co-teaching model. (Action Step 2.3)
- Supporting English Language Learners -- Based on feedback from teacher focus groups, the District will expand targeted professional development focused on integrated ELD strategies to help all teachers better meet the needs of English learners. With a growing EL student population, AUHSD is expanding its support for EL students in the general education classes. There will be a stronger emphasis on equipping content area teachers with tools to support EL students in general classrooms. Seventy percent of AUHSD Long-Term English Learners (LTELs) also have an Individualized Education Program (IEP), and there is a clear need to

deepen the understanding of these dually-identified students' unique needs. To effectively address these needs, AUHSD is expanding co-teaching models and providing targeted professional development. (Action Step 2.5)

Student Input

- Transition to High School -- During student feedback sessions, there was strong support for continuing key programming that fosters a successful high school transition for Grade 9 students. Mentorships, orientation sessions, social events, club fairs, and informational sessions on athletics were seen as beneficial, but there was strong interest in extending this programming throughout the entire year, not just at the start. Staff, including the Campus Climate and Culture Teacher on Special Assignment, will work closely with student leaders to prioritize and develop year-long initiatives that support 9th graders as they adjust to high school. (Action Steps 1.9 and 3.1)
- Course Pathways -- Students expressed a strong interest in expanding course pathways across all campuses. The Career Technical Education (CTE) pathway at Las Lomas High School was referenced as a model, and students expressed a desire for similar options at other schools. Students were especially interested in pathways related to computer science, engineering, and business. While staffing CTE courses with credentialed teachers remains a challenge, the administration is prioritizing efforts to explore expanded offerings. One key opportunity being considered is partnering with local community colleges to offer dual enrollment courses. (Action Step 1.1)

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Compliance -- % of students with access to standards-aligned instructional materials for use at school (CA School Dashboard Local Indicators) (1B)*	100% (2023-2024)	100% (2024-2025)		100%	0 (2024-2025)
1.2	Broad Course of Study -- % of schools offering courses required in Ed. Code 51220 (Local Data) (7A)*	100% (2023-2024)	100% (2024-2025)		100%	0 (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	State academic content and performance standards -- % of academic areas that are rated Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (CA School Dashboard Local Indicators) (2A)*	100% -- Level 4 or 5 43% -- Level 5 (2023-2024)	100% — Level 4 or 5 53% — Level 5 (2024-2025)		100% -- Level 4 or 5 85% — Level 5	0 pp — Level 4 or 5 +10 pp — Level 5 (2024-2025)
1.4	English Language Arts / Literacy -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (DataQuest) (4A)*	All Students -- 82.5% (2022-2023) Students with Disabilities -- 47.9% (2022-2023) English Learners -- 16.7% (2022-2023)	All Students — 82.4% (2023-2024) Students with Disabilities — 42.0% (2023-2024) English Learners — 13.3% (2023-2024)		All Students -- 89% Students with Disabilities -- 55% English Learners -- 21%	All Students — -.1 pp (2023-2024) Students with Disabilities — -5.9 pp (2023-2024) English Learners — -3.4 pp (2023-2024)
1.5	Mathematics -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (DataQuest) (4A)*	All Students -- 65% (2022-2023) Students with Disabilities -- 19.4% (2022-2023) English Learners -- 8.7% (2022-2023)	All Students — 63.2% (2023-2024) Students with Disabilities — 12.5% (2023-24) English Learners — 21.9% (2023-2024)		All Students -- 72% Students with Disabilities -- 25% English Learners -- 14%	All Students — -1.8 pp (2023-2024) Students with Disabilities — -6.9 pp (2023-2024) English Learners — +13.2 pp (2023-2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Science -- % of students achieving “Standard Met” or “Standard Exceeded” on the California Science Test (DataQuest) (4A)*	65% (2022-2023)	63.2% (2023-2024)		75%	-1.8 pp (2023-2024)
1.7	UC/CSU a-g Requirements -- % of students meeting requirements (DataQuest) (4B)*	82% (2022-2023)	81.7% (2023-2024)		85%	-.3 pp (2023-2024)
1.8	Career Technical Education Pathway -- % of graduation class completing CTE pathway (Local Data) (4C)*	6% (2022-2023)	6.9% (2023-2024)		8%	+.9 pp (2023-2024)
1.9	a-g Requirements & CTE Pathway -- % of students completing a-g requirements and CTE Pathway (Local Data) (4D)*	4.7% (2022-2023)	5.5% (2023-2024)		6%	+.8 pp (2023-2024)
1.10	College Preparedness, ELA / Literacy -- % of students achieving “Standard Exceeded” on the ELA / Literacy Smarter Balanced Assessment (DataQuest) (4H)*	51% (2022-2023)	53% (2023-2024)		57%	+2 pp (2023-2024)
1.11	College Preparedness, Mathematics -- % of students achieving “Standard Exceeded” on the Mathematics Smarter Balanced	41% (2022-2023)	38% (2023-2024)		47%	-3 pp (2023-2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment (DataQuest) (4H)*					
1.12	Advanced Placement Exams -- % of students who have passed an AP exam (score of 3 or higher), Grades 10-12 (College Board) (4G)*	58% (2022-2023)	61% (2023-2024)		65%	+3 pp (2023-2024)
1.13	4-Year Academic Planning -- % of students utilizing 4-Yr. planning module in Aeries (Local Data)	35% (2023-2024)	67% (2024-2025)		100%	+32 pp (2023-2024)
1.14	Grades -- % of students earning one or more semester grades below a “C-” (Local Data) (8A)*	16.6% (2022-2023)	15.4% (2023-2024)		15%	-1.2 pp (2023-2024)
1.15	Grades -- % of Grade 9 students earning one or more semester grades below a “C-” (Local Data) (8A)*	18.7% (2022-2023)	15.0% (2023-2024)		16%	-3.7 pp (2023-2024)
1.16	5-Year Cohort Graduation Rate (DataQuest) (5E)*	97.7% (2022-2023)	97.1% (2023-2024)		98.5%	-.6 pp (2023-2024)
1.17	Cohort Dropout Rate (DataQuest) (5D)*	1.27% (2022-2023)	1.0% (2023-24)		.5%	-.27 pp (2023-2024)
1.18	Williams Compliance -- School facilities maintained and in good repair (CA School Dashboard Local Indicators) (1C)*	100% (Full Williams Act compliance) (2023-2024)	100% (Full Williams Act compliance) (2024-25)		100% (Full Williams Act compliance)	0 (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Deferred Maintenance Progress -- % of annual deferred maintenance projects completed (Local Data)	100% (2023-2024)	100% (2024-2025)		100%	0 (2024-2025)
1.20	Furniture Modernization -- % of learning spaces improved through furniture modernization (Local Data)	65% (2023-2024)	100% (2024-2025)		100%	+35 pp (2024-2025)

Goal Analysis [2024-25]

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

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

Successful Implementation
Action 1.1 Course Offerings and Revision -- Through a collaborative effort with educational partners, AUHSD evaluated course offerings in all departments with the goal of fostering higher levels of college and career readiness. Based on this evaluation, the District approved a range of new courses that meet students' academic interests and will help them complete UC/CSU a-g course requirements. Key additions to the course offerings in AUHSD include Statistics and Data Science, Spanish for Heritage Speakers, AP African American Studies, Broadcast Journalism, Digital Music Production, AP 3-D Art and Design, and Communications 2.

Action 1.2 Standards-Aligned Curricular Materials -- Utilizing weekly subject-level collaboration sessions and professional release days, curricular teams continued to research, develop, and implement standards-aligned curricular materials. For each of the District's new courses, such as AP African American Studies and Statistics and Data Science, teams of teachers built detailed curricular maps. The Biotechnology teachers, in response to the rapid changes in this field, collaboratively researched and selected an updated set of curricular materials. Site librarians took the lead with respect to media literacy through targeted lessons in English and social studies classes. The District's AI Workgroup developed an AI guidance for AUHSD, and certificated staff participated in a full day of professional development on AI in secondary education. The primary goal of this PD day was to collaboratively build an understanding of how staff can use AI in their professional practice to achieve school and District goals.

Action 1.4 Social Studies Curriculum Development -- The AUHSD Governing Board adopted a semester-long Ethnic Studies course as a new graduation requirement, starting with the Class of 2027. Using the California Department of Education's Ethnic Studies Model Curriculum as a guide, Ethnic Studies teachers in AUHSD developed a local course of study for this new graduation requirement, and AUHSD began requiring this course for all grade 10 students in the 2024-25 school year. The AUHSD Ethnic Studies course fosters the understanding and appreciation of different cultures, and students in the course develop critical reading, writing, presentation, and analytical

skills. In alignment with the CDE's Model Curriculum, the AUHSD course focuses on the following racial/ethnic groups: African Americans, Asian Americans, Latina/o/x Americans, and Native Americans. Based on student interest, AUHSD expanded AP Human Geography to a second school.

Action 1.7 Effective Grading Practices -- Staff continued to work on implementing grading practices that reflect the District's core values on grading: Grades need to be accurate, free from bias, and motivational. Subject-level teams adopted common grade categories and common approaches to reassessment and late work. A growing number of subject-level teams are implementing robust reassessment practices.

Action 1.8 Tier II System of Support -- AUHSD students continued to utilize the Academy program for academic support. On Wednesdays and Fridays, students participate in a 55-minute academic intervention period. Each school site had a Teacher on Special Assignment (TOSA) to help coordinate the Academy sessions, and these TOSAs worked with site administration to develop effective Academy programming. Prominent uses of Academy included reteaching sessions on essential standards, review sessions for upcoming assessments, and small-group support for students struggling in multiple classes.

Action 1.9 Successful Transition to High School -- Each school site utilized Campus Climate and Culture TOSAs to help foster an effective transition to high school for Grade 9 students. Through assemblies, informational Academy sessions, mentoring, and parent education events, schools prioritized the Grade 9 experience. Through this programming, Grade 9 students learned about time management, study skills, Canvas (the District's learning management system), and extracurricular opportunities.

Action 1.10 Effective Use of the Learning Management System -- Canvas Leads and staff from Educational Services developed and implemented a standardized Canvas course template. This resulted in a consistent and easily-navigated interface across all courses.

Action 1.11 Technology Support -- All AUHSD high schools implemented a 1:1 technology program, with students either bringing their own device or using a school-provided device. These devices are essential for accessing course curriculum and resources. To ensure reliable Internet access, new WiFi access points were installed, and technology support systems were refined for quicker response times.

Action 1.12 Furniture Modernization -- AUHSD is in the final phase of its plan to modernize the furniture in classrooms and other student spaces. This effort focused on providing furniture that supports a range of collaborative learning strategies.

Action 1.13 Deferred Maintenance -- AUHSD continued to make significant progress on deferred maintenance projects. Key projects completed during the 2024-25 school year include the following: new pool heaters at MHS, painting at AHS, LLHS, and MHS, and concrete work at CHS.

Action 1.14 Strategic Planning -- AUHSD remains committed to the strategic planning process, and this process will require deep, collaborative engagement with all educational partners. The District is still in the initial stages of coordinating the examination of core values and strategic priorities. A key first step was a strategic planning session for the Governing Board. During this facilitated session, Board members examined key components of the Acalanes Union High School District Governance Handbook, 2024-2025, including the sections on "Mission" and "Core Values."

Implementation Challenges
Action 1.3 Implementation of State Standards -- Subject-level teams across the District continued to work on aligning their courses to the adopted State standards. Teams in all curricular areas worked on identifying the standards that are essential for success in subsequent units and courses. Course alignment was most successful in foundational math classes. With the expansion of the co-teaching model in foundational math classes, Special Education and Algebra 1 teachers engaged in extensive collaboration to plan lessons that address essential standards in Algebra 1. Course alignment calls for the use of common assessments, and this remains an area of growth across the curriculum.

Action 1.5 Career Technical Education Pathways -- Enrollment in District CTE pathways this past year remained relatively static. The Automotive Engineering pathway experienced some growth at two school sites; however, staffing challenges continue to inhibit District-wide growth for this pathway. Other pathways largely remained flat in terms of enrollment. The Governing Board did approve a new CTE course, Introduction to Business and Entrepreneurship. Currently, AUHSD does not have a teacher to teach this course, so the goal is to offer it in the 2026-2027 school year.

Action 1.6 Professional Learning Communities -- Staff continued to engage in subject-level team collaboration on Friday mornings with a focus on the four key questions of the professional learning community framework: (1) What do we want all students to know and be able to do?; (2) How will we know if they learn it?; (3) How will we respond when some students do not learn?; and (4) How will we extend the learning for students who are already proficient? Collaboration has yielded some accomplishments in terms of curriculum development; however, few teams are effectively analyzing student performance data to inform instructional practices. Most teachers are on two subject-level teams; therefore, finding sufficient time for collaboration remains a challenge. More professional development in this area is necessary.

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.

For Action 1.1, there is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures. The budgeted amount for this action was $5,000, while the estimated actual expenditures total $2,800. This difference is due to fewer resources being required than initially anticipated for course revisions.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 1.2. The planned expenditures for this action were $850,000; however, the estimated actual expenditures total $425,000. This variance is due to the District's decision to implement planned budget reductions for the 2024–2025 fiscal year in order to minimize deficit spending.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 1.4. The budgeted amount was $22,260, while the estimated actual expenditures are $10,693. This variance is primarily due to the fact that the majority of the work associated with implementing the Ethnic Studies curriculum was completed during the 2023–2024 school year. As a result, fewer resources were required in the 2024–2025 fiscal year to support this action.

A material difference exists between the Budgeted Expenditures and Estimated Actual Expenditures for Action 1.6. The budgeted amount was $73,098, while the estimated actual expenditures are $40,000. This difference is due to the District’s decision to discontinue the use of

an outside consultant for professional development services. Instead, the District leveraged internal staff and existing resources to deliver training, resulting in significant cost savings.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 1.7. The budgeted amount was $12,245, while the estimated actual expenditures are $0. This difference is due to the District having completed substantial work related to this action in prior fiscal years. As a result, the District is now able to continue progress toward this goal using its existing professional development time and internal structures without the need for additional funding. This shift reflects increased sustainability and integration of the work into routine district operations.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 1.12. The budgeted amount was $440,000, while the estimated actual expenditures are $503,665. This variance is due to unanticipated costs resulting from a change in the enforcement of the fire code. The District was required to address new compliance requirements that emerged during the fiscal year, leading to additional expenditures beyond what was originally planned. These actions were necessary to ensure student and staff safety and to maintain alignment with updated regulatory standards.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 1.13. The budgeted amount was $600,000, while the estimated actual expenditures are $725,000. This variance is due to the need to address unanticipated deferred maintenance projects during the 2024–2025 fiscal year. These projects were necessary to ensure that school facilities remained safe, functional, and conducive to learning.

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

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

Courses and Curriculum

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

These actions were effective. AUHSD fully met Williams requirements for curriculum materials, expanded course offerings, fully implemented state content standards, and expanded access to Advanced Placement courses (Metrics 1.1, 1.2, 1.3 and 1.12).

Teacher Collaboration, State Standards and Course Alignment

- Action 1.3 Implementation of State Standards
- Action 1.6 Professional Learning Communities

Subject-level teams regularly collaborated on implementing state standards through aligned courses; however, this collaboration has yet to demonstrate effectiveness with respect to state assessments and UC/CSU a-g course completion rates. Scores from the Smarter Balanced Assessments in English Language Arts / Literacy and Mathematics and the California Science Test either remained relatively flat or dipped slightly; in addition, the overall UC/CSU a-g course completion rate decreased 2 percentage points (Metrics 1.4, 1.5, 1.6, 1.7, 1.10 and 1.11).

Career Technical Education

- Action 1.5 Career Technical Education Pathways

Work to strengthen the District's CTE pathways reflected a moderate level of effectiveness with a slight increase in students completing a CTE pathways and a moderate increase in the percentage of CTE completers who also achieved UC/CSU eligibility (Metrics 1.8 and 1.9).

Academic Support

- Action 1.7 Effective Grading Practices
- Action 1.8 Tier II System of Support
- Action 1.9 Successful Transition to High School

Programming that involved reassessment opportunities for students, academic support, and focused support for Grade 9 proved effective as demonstrated by improved grades (Metrics 1.14 and 1.15).

Technology

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

Actions to strengthen the effectiveness of educational technology proved effective with the launch of a new course template for Canvas, a 1:1 program at all sites, and bolstered access to WiFi. Feedback from LCAP focus groups and listening sessions indicates that the Canvas template makes navigating the system easier, and WiFi access has improved during the 2024-25 school year (Metric 1.1).

Long-Term Planning

- Action 1.14 Strategic Planning

The AUHSD Governing Board has engaged in several planning workshops to begin identifying key Districtwide priorities. This initial work will be foundational as the District collaborates with all Educational Partners to develop a strategic plan. Input from parent LCAP listening sessions indicates an interest in a long-term vision for AUHSD; however, this work is in its initial stages and has yet to prove effective.

Facilities

- Action 1.12 Furniture Modernization
- Action 1.13 Deferred Maintenance

Actions related to school facilities have been effective with the full Williams Act compliance, the continued modernization of learning spaces, and the successful completion of deferred maintenance projects (Metrics 1.18, 1.19 and 1.20).

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

Action 1.1 -- Course Offering Evaluation and Revision
During LCAP input sessions, students expressed an interest in more course pathways, especially in Career Technical Education. The administration is prioritizing efforts to explore expanded offerings. One key opportunity being considered is partnering with local community colleges to offer dual enrollment courses that support these pathways.

Action 1.3 -- Implementation of State Standards
To strengthen this action, AUHSD will use Learning Recovery Emergency Block Grant Funds to reduce class sizes in Algebra 1.

Action 1.8 -- Tier II System of Academic Support
Based on input from a range of educational partners, AUHSD will refine how Academy (AUHSD's academic intervention program) is implemented. During Academy, students typically choose their own session to attend; however, there is growing concern that students are not always making the best choices. Academy implementation will now include focused efforts to ensure that students are attending Academy sessions most-closely aligned with their academic needs.

Action 1.9 -- Successful Transition to High School
AUHSD will continue start-of-the-year activities to support a successful transition to Grade 9; however, staff, including the Campus Climate and Culture Teacher on Special Assignment will work closely with student leaders to prioritize and develop year-long initiatives that support 9th graders as they adjust to high school.

Metric 1.8 -- Career Technical Education Pathway -- % of graduation class completing CTE pathway (Local Data) (4C)*
AUHSD adjusted the "Baseline" from 14% to 6% and the "Target for Year 3 Outcome" from 18% to 8%. The updated "Baseline" accurately reflects the percentage of graduates who completed a CTE pathway in 2023, and the new "Target for Year 3 Outcome" represents an appropriate goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Offering Evaluation and Revision	Evaluate course offerings with respect to student interest and the goal of preparing all students for college and career. Expand course options that meet student interest and UC/CSU entrance requirements with an emphasis on career technical education courses. Pursue partnerships with the local community college district to offer dual-enrollment opportunities. Broaden access to Advanced Placement (AP) courses through targeted outreach and the strategic addition of AP courses.	$5,000.00	No
1.2	Standards-Aligned Curricular Materials	Adopt and locally develop standards-aligned curricular materials. Through professional development, subject-level team collaboration, and administrative support, AUHSD will ensure that standards-based	$650,000.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum is implemented consistently and effectively. Utilizing effective teacher collaboration to ensure that students develop media literacy skills and the ability to understand and properly utilize AI tools.		
1.3	Implementation of State Standards	Through professional development, departmental collaboration, teacher leadership, access to research and standards-based curricular materials, and research-based instructional strategies, AUHSD will further align all courses of study to the appropriate California State Standards and/or Curricular Frameworks. Key areas of curricular and instructional focus include UC/CSU a-g aligned pathways in mathematics, English Language Development courses, and career technical education pathways. Learning Recovery Emergency Block Grant (LREBG) Fund Use The District will support students in Algebra 1 by using unexpended LREBG funds to reduce class sizes in this critical, foundational math course. Research shows that reducing class sizes for Algebra 1, especially for students who need additional support, strengthens student outcomes. Under this model, students will receive more targeted support from their teacher, both in class and during Academy. The metric being used to monitor this action is #1.15, the “% of Grade 9 students earning one or more semester grades below a C-.” LREBG funds supporting this action will be $77,379.19 for the 2025-26 school year.	$725,643.19	No
1.4	Social Studies Curriculum Development	Through collaboration, professional development, and partnerships with local community groups and education institutions, implement the revised Ethnic Studies course: a new graduation requirement starting with the Class of 2027. Continue the evaluation of all Social Studies courses to ensure that curriculum and instructional strategies provide an understanding of and appreciation for diverse perspectives.	$20,000.00	No
1.5	Career Technical Education Pathways	Strengthen existing CTE pathways through professional development, staff collaboration, grants, an effective partnership with the Contra Costa County Office of Education's Regional Occupational Program, an active	$110,007.00	No

Action #	Title	Description	Total Funds	Contributing
		CTE Advisory Committee, and mentorship for new CTE teachers. Complete the UC/CSU a-g approval process for all CTE courses.		
1.6	Professional Learning Communities	Utilizing professional development and collaboration, build staff capacity to understand and participate in a professional learning community (PLC). During professional development sessions and weekly subject-level team collaboration meetings, staff will focus on the four key questions of a PLC: What do we want all students to know and be able to do?; How will we know if they learn it?; How will we respond when some students do not learn?; How will we extend the learning for students who are already proficient?	$0.00	No
1.7	Effective Grading Practices	Provide necessary professional development and support to foster alignment with the recently-adopted administrative regulation on effective grading practices. Grades need to be accurate, free from bias, and motivational. (Administrative Regulation 5121, Grades/Evaluation of Student Achievement, revised May 2023)	$0.00	No
1.8	Tier II System of Academic Support	Increase the effectiveness of Academy: AUHSD's 55-minute academic support period that is held twice per week. Professional development, effective protocols, and administrative systems will be essential for strengthening Academy. Key areas of focus include implementing targeted Academy sessions for students with disabilities, English Language Learners, low-income students, and students earning grades below a C-. Students can typically choose their Academy session, but this ability to choose will be limited for students who need to be directly scheduled into a specific session due to academic performance.	$0.00	No
1.9	Successful Transition to High School	Through vertical articulation with partner school districts, parent education, and grade 9 programming, AUHSD will strengthen support for students as they transition into high school. Programming for Grade 9 students will continue to include orientation activities during the first few weeks of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		school, but staff and student leaders will expand programming to provide support for Grade 9 students throughout the year.		
1.10	Effective Use of the Learning Management System	Increase the effectiveness of Canvas, AUHSD's online learning management system. Through the use of course templates, professional development, and clear expectations, AUHSD will support teachers in the development of Canvas accounts that provide students and their parents/guardians with easily-accessible, comprehensive, and up-to-date information about assignments and grades. Administration and site Canvas Teacher Leads will facilitate this work.	$15,000.00	No
1.11	Technology Support	All AUHSD high schools implement a 1:1 technology program, and students and staff rely on robust Internet access and technology support. AUHSD must continue to maintain strong Internet access and effective technology support for students and staff.	$200,000.00	No
1.12	Furniture and Facility Modernization	Recognizing the importance of effective learning spaces, finalize the strategic and systematic modernization of student furniture in instructional spaces.	$175,000.00	No
1.13	Deferred Maintenance Plan	Recognizing the importance of a safe, clean, and well-functioning campus for high-levels of student achievement, AUHSD will continue to prioritize the timely completion of deferred maintenance projects.	$350,000.00	No
1.14	Strategic Planning	Facilitate processes to examine District core values, mission/vision/strategic priorities as a preliminary step for the 2025-2026 LCAP.	$10,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation and Sustainability) (CA School Dashboard Local Indicators) (2B)*					
2.4	Long-Term English Language Learners -- % of LTELs making progress on the Summative ELPAC (CA School Dashboard) (4E)*	45% (2022-2023)	44% (2023-2024)		55%	-1 pp (2023-2024)
2.5	Long-Term English Language Learners -- % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (CA School Dashboard and Local Data) (4E)*	27% (2022-2023)	37% (2023-2024)		40%	+10 pp (2023-2024)
2.6	Hispanic Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	80.8% (2022-2023)	70.1% (2023-2024)		85%	-10.7 pp (2023-2024)
2.7	Black / African-American Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	50% (2022-2023)	68.8% (2023-2024)		85%	+18.8 pp (2023-2024)
2.8	Low-Income Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	51% (2022-2023)	53.0% (2023-2024)		65%	+2 pp (2023-2024)
2.9	Students with Disabilities in Learning Skills Program -- % meeting UC/CSU a-g course	32% (2022-2023)	32% (2023-2024)		40%	0 (2023-2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements (DataQuest and Local Data) (4B)* (8A)*					
2.10	English Language Learners -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	18.8% (2022-2023)	6.3% (2023-2024)		25%	-12.5 pp (2023-2024)
2.11	Reclassified Fluent English Proficient Students -- % meeting UC/CSU a-g course requirements (Local Data) (4B)* (8A)*	81.7% (2022-2023)	77.8% (2023-2024)		85%	-3.9 pp (2023-2024)
2.12	Students with Disabilities -- Parent/Guardian engagement (3C)* Participation in AUHSD parent education events, including Transition Fair, Care Parent Network, Grade 9 Orientation, and Transition Overview Participation on the AUHSD Special Education Parent Advisory Committee representing ACIS, AHS, CHS, Del Valle, LLHS and MHS (Local Data)	Parent Ed. — 60 total participants Parent Advisory — 85% advisory attendance (2023-2024)	Parent Ed. — 110 total participants Parent Advisory — 90% advisory attendance (2024-2025)		Parent Ed. — 100 total participants Parent Advisory — 95% advisory attendance	Parent Ed. — +50 total participants Parent Advisory — +5 pp advisory attendance (2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	District English Language Learner Advisory Committee -- % of EL students with a parent participating in DELAC (Local Data) (3A & 3B)*	31% (2023-2024)	33% (2024-2025)		40%	+2 pp (2024-2025)
2.14	District Black / African American Advisory Committee -- % of Black / African American Students with a parent/guardian participating in the Advisory (Local Data) (3A)*	11% (2023-2024)	15% (2024-2025)		20%	+4 pp (2024-2025)
2.15	California Dashboard, Local Indicators Self-Reflection Tool for Parent and Family Engagement (Priority 3) -- % of practices from the Self-Reflection Tool rated at Level 4 -- Full Implementation or Level 5 -- Full Implementation and Sustainability (CA Dashboard Local Indicators Self Reflection Tool) (3A)*	100% -- Level 4 or 5 67% -- Level 5 (2023-2024)	100% -- Level 4/5 75% -- Level 5 (2024-2025)		100% -- Level 4/5 75% -- Level 5	0 -- Level 4/5 +8 pp -- Level 5 (2024-2025)
2.16	College and Career Centers and Low-Income Students -- % of students from socioeconomically disadvantaged	Baseline metric is in development and will be established in year 1 on the LCAP cycle.	70% (2024-2025)		95%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	backgrounds receiving comprehensive college and career services (Local Data)					

Goal Analysis [2024-25]

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

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

Successful Implementation
2.1 Teachers on Special Assignment -- Each comprehensive high school in AUHSD utilized a Teacher on Special Assignment (TOSA) to strengthen academic support systems, particularly during Monday and Wednesday Academy periods. Data from all sites highlights a significant need to support students in foundational math classes, Algebra 1 and Geometry. Much of the TOSAs' work centered on providing support for students in these classes. Additionally, TOSAs helped teachers to scaffold lessons and make standards more accessible, particularly for students with learning disabilities. At Las Lomas, a second TOSA helped coordinate academic support programming for English learners. This TOSA also provided professional development to colleagues on best practices for supporting English learners. To strengthen the TOSA model for 2025-2026, Educational Services will facilitate collaboration sessions with all of the TOSAs so they can collaborate on academic support strategies.

2.2 Supplemental Instruction -- AUHSD ran credit-recovery programming during the school year and during summer. During the school year, students took asynchronous online courses and received direct, in-person support from AUHSD certificated staff. AUHSD also ran an extensive summer school program for credit recovery. Additional summer school staffing was allocated to support English Learners.

2.3 Special Education Collaborative Teaching Model -- To enhance support for students with disabilities, AUHSD expanded its co-teaching model by integrating Learning Skills teachers into two general education courses. This collaborative approach focused on foundational classes, particularly Algebra 1 and English 1. Professional development was provided to support implementation, and this PD was offered in both in-person and virtual formats. Feedback indicates that in-person sessions were significantly more effective.

2.4 Special Education Family Engagement -- To strengthen the partnership between AUHSD and the parents and guardians of students with disabilities, the District expanded its family engagement efforts through the Special Education Advisory. AUHSD hosted five meetings with parent/guardian representatives from all school sites, and the Advisory covered a range of critical topics, including course accessibility, college and career planning, social-emotional support, and strategies for building stronger parent partnerships. In coordination with the Advisory, the District developed and distributed a survey specifically for Special Education parents and guardians. This feedback will inform future initiatives.

2.5 English Language Development Programming -- AUHSD made significant strides in implementing its recently-adopted English Language Development (ELD) curriculum, English 3D. Staff engaged in both site-based and district-wide training, and each comprehensive high school had an educator attend the annual California Association for Bilingual Education conference to deepen their expertise. Three English Language Development courses received UC/CSU a-g approval. Supporting English language learners continues to be an area of growth for the District. The number of English learners continues to expand, and many have limited formal education. While technology has been utilized to scaffold and translate curriculum materials, additional professional development and instructional support are needed to ensure these students gain full access to the curriculum and develop English fluency.

2.7 Black / African American Family Engagement -- AUHSD worked to strengthen partnerships with the parents/guardians of Black/African-American students through the Black / African-American Advisory. To achieve this, the Advisory held three meetings addressing a wide array of issues impacting the school experience of Black/African-American students. Key topics included academic planning, school culture, and the college application process. Student leaders from each school's Black Student Union presented updates on site-based activities, always a highlight. For the final meeting, a panel of seniors presented on their school experiences. Incoming grade 8 students and their parents/guardians were invited to this final meeting to learn about the high school experience and build connections with other families. Attendance at the last meeting was light, and the District will need to work on strategies to foster greater participation in this important group.

2.10 College and Career Services -- Counselors and college and career advisors successfully launched a new online college and career planning platform to better assist students and their parents/guardians in planning for post-secondary opportunities. Data from the old platform was transferred to the new platform, which students, staff, and parents/guardians are finding effective and easy to navigate. College and career advisors expanded programming for first-generation college students. Providing robust post-secondary planning for English learners remains a key area for growth.

2.11 School Site Council -- The five AUHSD high schools utilized data-driven, collaborative decision making through their respective School Site Councils. Composed of representatives from all key educational partner groups, these councils developed goals, action plans, and key metrics to gauge success. Their goals and action plans reflect, at a school level, the goals and action plans of the District’s LCAP.

Implementation Challenges
2.6 English Learner Family Engagement -- AUHSD has worked to strengthen partnerships with English Learner (EL) parents/guardians through the District English Learner Advisory Committee (DELAC). Over the course of four meetings, the District offered robust DELAC programming, including informational presentations and discussions on key academic issues. These discussions covered ELD programming, ELD assessment, course selection, post-secondary opportunities, and academic support. A key challenge was the uneven participation across school sites. Las Lomas has the largest number of ELL students and had the strongest DELAC participation. Other sites are experiencing an increase in ELL students, but DELAC participation from these sites is relatively low.

2.8 Foster, Homeless, Low-Income Youth Support -- Site counselors and Wellness Center staff played a central role in providing needed support for these students. A key success in this implementation was the provision of robust social-emotional support through Wellness Centers. Counselors were able to ensure that these students had access to necessary school supplies, including laptops. Transportation for some students remained a significant hurdle. Academic support was provided, but it was often provided after a student had experienced significant academic failures. The District needs to be more proactive with respect to targeted academic support.

2.9 Site Intervention Teams -- Each school utilized a Site Intervention Team, composed of administrators, counselors, Wellness staff, and teacher leaders to identify students needing academic support and design academic interventions. These teams met weekly and engaged in data-informed decision making. Key data points included teacher feedback, attendance, grades, teacher reports, and parent input. When successful, Site Intervention Teams identified students for support before the students began failing classes. These teams will need to continue developing strong Tier 2 academic supports to utilize during Academy. They also need to refine processes for determining when an assessment for Special Education services is appropriate.

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

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 2.1. The budgeted amount was $1,906,000, while the estimated actual expenditures are $2,626,597. This variance is primarily due to higher-than-anticipated increases in personnel costs, as well as the District's decision to allocate additional time for Teachers on Special Assignment (TOSAs). These additional supports were implemented to more effectively address opportunity gaps for unduplicated students, including English learners, foster youth, and low-income students.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 2.3. The budgeted amount was $463,661, while the estimated actual expenditures are $347,410. This variance is due to a reduction in the number of students requiring remediation or credit recovery, which in turn lowered the demand for supplemental instruction services. As fewer students needed support to recover credits or improve grades, the associated staffing and instructional costs decreased accordingly.

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

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 2.11. The budgeted amount was $40,000, while the estimated actual expenditures are $49,479. This variance is due to a carryover of funds from the 2023–2024 fiscal year that were spent during the 2024–2025 fiscal year.

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

After analyzing both qualitative and quantitative metrics, AUHSD concludes that action items under Goal 2 demonstrated varying levels of effectiveness.

Designing and Implementing Academic Support to Eliminate Opportunity Gaps

- Action 2.1 Teachers on Special Assignment
- Action 2.2 Supplemental Instruction
- Action 2.3 Special Education Collaborative Teaching Model

- Action 2.5 English Language Development Programming
- Action 2.8 Foster, Homeless, Low-Income Youth Support
- Action 2.9 Site Intervention Teams
- Action 2.11 School SIte Council

Systems and programming designed to eliminate academic opportunity gaps have yet to demonstrate full effectiveness for all targeted student groups with respect to state assessments, UC/CSU a-g course completion rates, and semester grades (Metrics 1.4, 1.5, 1.6, 1.7, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, and 2.11). UC/CSU a-g course completion rates increased 2.0 percentage points for students from low-income backgrounds, but completion rates for English Language Learners dropped by 12.5 percentage points (Metrics 2.8 and 2.10). UC/CSU a-g course completion rates for students with disabilities (Learning Skills program only) remained flat at 32% (Metric 2.9). On the ELA Smarter Balanced Assessment, there was a 3.4 percentage point decrease in the number of English Language Learners who met or exceeded standard; however, for this same group on the Mathematics Smarter Balanced Assessment, there was a 13.2 percentage point increase in the number meeting or exceeding standard (Metrics 1.4 and 1.5). On both the ELA Smarter Balanced Assessment and the Mathematics Smarter Balanced Assessment, the percentage of students with disabilities meeting or exceeding standard dropped: 5.9 percentage points in ELA and 6.9 percentage points in mathematics (Metrics 1.4 and 1.5).

Positive trends were seen for long-term English learners who also receive Special Education services. They made significant progress on the ELPAC (Metric 2.5). Black / African American students and low-income students also achieved increased rates of college readiness as measured by UC/CSU a-g course completion rates (Metrics 2.7 and 2.8).

Strengthening Family Engagement

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

Strategies to strengthen family engagement were effective. Through parent education events and advisory committees, AUHSD was able to strengthen partnerships with parents/guardians of students from groups that have historically experienced opportunity gaps (Metrics 2.12, 2.13, 2.14, and 2.15). The percentage of English Language Learner students with a parent participating in District English Language Learner Advisory Committee (DELAC) increased from 31% to 33% (Metric 2.13).

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

Action 2.8 -- Foster, Homeless, Low-Income Youth Support

In collaboration with the District's College and Career Advisors, AUHSD refined Metric 2.16 to better capture progress in meeting the college and career counseling needs of students from socioeconomically disadvantaged backgrounds. A new baseline metric was added to measure growth in the percentage of students from low socioeconomic backgrounds who receive "comprehensive college and career services" (Metric 2.16). The 2024-25 baseline is 70% with a growth target of 95%. A student who receives "comprehensive college and career services" would have received the following: an introduction to resources available through the College and Career Center; an interest inventory that highlights potential career paths; an overview of the range of post-secondary options available to graduates, including 2-year college, 4-year

college, training in one of the trades, and options through the military; support with accessing financial support for post-secondary options; support with applications to schools and programs.

Action 2.3 -- Special Education -- Collaborative Teaching Model
Co-teachers have clearly indicated a desire for more planning time and professional development. AUHSD will prioritize these requests as the District moves forward with the co-teaching model.

Action 2.5 -- English Language Development Programming
In AUHSD, there is a significant overlap between Long-Term English Learners (LTELs) and students receiving Special Education services within AUHSD. Seventy percent of AUHSD LTELs also have an Individualized Education Program (IEP), and there is a clear need to deepen the understanding of these dually-identified students' unique learning needs. To effectively address these needs, AUHSD is expanding co-teaching models and providing targeted professional development. During the Summer Institute professional development days, there will be focused sessions on ensuring these students receive specialized support that considers both their disability and language acquisition needs.

Metric 2.12 Students with Disabilities — Parent/Guardian engagement (3C)*: Participation in AUHSD parent education events, including Transition Fair, Care Parent Network, Grade 9 Orientation, and Transition Overview; and Participation on the AUHSD Special Education Parent Advisory Committee representing ACIS, AHS, CHS, Del Valle, LLHS, and MHS

- Clarification: The "Participation in AUHSD parent education events" metric represents the total number of parents/guardians who participated in the AUHSD parent education events.
- Clarification: The "Participation on the AUHSD Special Education Parent Advisory Committee" metric represents the percentage of parents on the advisory committee who attended the scheduled meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers on Special Assignment	To strengthen the implementation of Tier II academic support systems, AUHSD will utilize Academic Intervention TOSAs at all four comprehensive school sites (.2 release per site). TOSAs will work on supporting all students; however, they will focus on implementing targeted academic support for students with disabilities and unduplicated students.	$248,383.00	Yes
2.2	Supplemental Instruction	Provide supplemental instruction for core graduation requirements, English Language Development, and Grade 9 transition. AUHSD will provide this	$359,813.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support through District summer school opportunities and school-year credit recovery options.		
2.3	Special Education -- Collaborative Teaching Model	To support high-levels of achievement for students with disabilities, AUHSD will expand and strengthen the collaborative teaching model, including structured time for co-planning. Under this model, targeted general education classes have both a general education teacher and a Special Education teacher implementing the curriculum and supporting the students. Instructional aides will also support Special Education students in the general education classes. Collaborative teaching will be focused on math and English classes. This action will help AUHSD address opportunity gaps. On the 2023 California School Dashboard, AUHSD has a "Red Indicator" for Students with Disabilities in Mathematics. Learning Recovery Emergency Block Grant (LREBG) Fund Use The District will support students in Algebra 1 by using unexpended LREBG funds to implement a co-teaching model in Algebra 1 classes: both a math teacher and a learning specialist will teach students in Algebra 1. Research shows that co-teaching fosters inclusion and diversification of instruction, and this supports learners with a range of learning profiles. Under this model, students will receive more targeted support from their teachers, both during class and Academy. The metric being used to monitor this action is #2.9, “Students with Disabilities in Learning Skills Program -- % meeting UC/CSU a-g course requirements.” LREBG funds supporting this action will be $77,379.19 for the 2025-26 school year.	$77,379.19	No
2.4	Special Education Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of students with disabilities, AUHSD will continue to develop strategies to increase participation in the Special Education Advisory Committee and other events for parents/guardians of students with disabilities.	$1,000.00	No
2.5	English Language Development Programming	AUHSD will fully implement AUHSD's recently-adopted ELD curriculum. Staff will receive ongoing professional development on the California ELD Standards and strategies for English Learners, including long-term English	$520,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Language Learners and English Language Learners who are also in Special Education. Professional development will include site and District-based sessions, as well as regional and statewide conferences. AUHSD will also increase the Instructional Aide (IA) support for English Learners. This action will help AUHSD address opportunity gaps for English learners. On the 2023 California School Dashboard, AUHSD has a "Red Indicator" for English Learners in English Language Arts.		
2.6	English Learner Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of English Learners, AUHSD will continue to develop strategies to increase participation in the District English Learner Advisory Committee (DELAC).	$6,000.00	Yes
2.7	Black / African American Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of Black/African-American students, AUHSD will continue to build engaging, informative, and relevant programming for the Black/African-American Advisory.	$1,000.00	No
2.8	Foster, Homeless, Low-Income Youth Support	Through multi-tiered efforts coordinated by the Deputy Superintendent of Administrative Services, AUHSD will improve services for foster youth, students experiencing homelessness, and students from low-income. Counselors, Wellness Center staff, and Registrars will play a key role in these efforts, as will partners at the Contra Costa County Office of Education. AUHSD will also work to ensure that these students receive comprehensive college and career counseling services.	$3,000.00	Yes
2.9	Site Intervention Teams	Further develop the effectiveness of site-based intervention teams, including Student Study Teams and Student Review Teams. These teams will develop their capacity to effectively implement Tier 1, 2 and 3 academic support, as well as social-emotional support.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	College and Career Services	Strategically examine and improve the effectiveness of College and Career services with a specific focus on how services are supporting students with disabilities, Hispanic students, and Black / African-American Students. Adopt and implement a new online college and career planning platform to better assist students and their parents/guardians as they plan for post-secondary opportunities.	$0.00	No
2.11	School Site Council	Utilizing site-based, collaborative decision-making, Site Councils will develop priorities, goals, and budgets to further implement actions that foster the achievement of all students and close opportunity gaps.	$45,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through surveys and focus groups, educational partners across AUHSD identified the critical importance of establishing positive school cultures. A review of Dashboard data and other metrics highlighted key strengths with respect to school cultures within AUHSD; however,

key growth areas related to student belonging, academic engagement, and academic stress persist. LGBTQIA+ youth, Black / African American students, and Hispanic students do not experience the same level of school connectedness as the peers. As AUHSD developed Goal 3, including the associated metrics and actions steps, District staff analyzed the Dashboard, local student performance data, surveys, focus group input, and reports from AUHSD departments. Key themes emerged from this analysis:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School attendance rate using three-year average P2 Average Daily Attendance / Enrollment (CALPADS; Local Data) (5A)*	95% (2022-2023)	96% (2023-2024)		96%	+1 pp (2023-2024)
3.2	Student chronic absenteeism rates (CALPADS; Local Data) (5B)*	9.8% (2022-2023)	8.7% (2023-2024)		8%	-1.1 pp (2023-2024)
3.3	Student suspension rate (DataQuest) (6A)*	1.3% (2022-2023)	1.5% (2023-2024)		.6%	+.2 pp
3.4	Student expulsion rate (DataQuest) (6B)*	0% (2022-2023)	0% (2023-2024)		0%	0 pp (2023-2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Belonging -- % of all students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” (AUHSD Spring Pulse Survey) (6C)*	72% (Spring 2024)	86% (Spring 2025)		83%	+14 pp (2023-2024)
3.6	Belonging -- % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” (AUHSD Spring Pulse Survey) (6C)*	66% (Spring 2024)	78% (Spring 2025)		76%	+12 pp (2023-2024)
3.7	Belonging -- % of English learners responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” (AUHSD Spring Pulse Survey) (6C)*	77% (Spring 2024)	82% (Spring 2025)		83%	+5 pp (2023-2024)
3.8	Connectedness -- Average number of students reporting “Agree” or “Disagree” on five “School Connectedness” items (CA Healthy Kids Survey) (6C)*	Grade 9 -- 68% Grade 11 -- 66% (2023-2024)	Updated data available 2025-2026		Grade 9 -- 75% Grade 11 -- 70%	N/A
3.9	Connectedness, Nonbinary Students -- Average number of nonbinary students	Grade 11 -- 43% (2023-2024)	Updated data available 2025-2026		Grade 11 -- 55%	N/A

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Hispanic Students' Participation Rate in Key School Programs -- Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1) (Local Data)	.83:1 (2023-2024)	.87:1 (2024-2025)		.93:1	+.04 (2024-2025)
3.15	Black / African-American Students' Participation Rate in Key School Programs -- Ratio of Black / African-American students participating in key programs compared to the overall enrollment of Black / African-American students (Long-term goal is 1:1) (Local Data)	.62:1 (2023-2024)	.88:1 (2024-2025)		.81:1	+.26 (2024-2025)
3.16	Students from Low-Income Backgrounds and Foster Youth Participation Rate in Key School Programs -- Ratio of low-income students and foster youth participating in key programs compared to the overall enrollment of low-income and foster youth students (Long-term goal is 1:1) (Local Data) (7B)*	.74:1 (2023-2024)	.77:1 (2024-2025)		.87:1	+.03 (2024-2025)

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

Goal Analysis [2024-25]

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

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

Successful Implementation
3.1 Teachers on Special Assignment -- Each comprehensive high school utilized a Teacher on Special Assignment (TOSA) to coordinate initiatives related to diversity, equity, inclusion, and belonging. All sites had a focus on ensuring a successful transition to high school for grade 9 students and TOSAs played a key role in these initiatives. They also coordinated activities for a range of student affinity groups and a district-wide summit for students in leadership roles focused on connection and belonging.

3.2 Wellness Centers -- With a focus on proactive steps to foster the social emotional health of all students, Wellness Centers remained active at all comprehensive school sites. Wellness Center leaders prioritized staff training in both culturally responsive and trauma-informed practices. An upgrade to electronic record-keeping was implemented to enhance privacy and accuracy in their operations.

3.3 Extra and Co-Curricular Supports -- Schools continued to offer strong extra-curricular and co-curricular programming that addresses the breadth and depth of students' needs and interests. With faculty guidance, student leaders at each comprehensive high school developed Female Athletic Boards to ensure that issues affecting female student-athletes are proactively addressed. The District also implemented a thorough Title IX audit process to review athletic programming for males and females. Student Councils remained active and leaders from the Black Student Unions organized another successful, district-wide BSU Summit.

3.4 Behavioral Support -- AUHSD continued to utilize the Bias Incident Reporting System (BIRS) at all sites to help students and staff address incidents of bias and other negative behavior. At each comprehensive school site, a Bias Incident Reporting Team (BIRT) reviewed reports and developed strategies to support victims of bias. All schools launched a “No Hate Zone” campaign to communicate clear expectations for student behavior, and share resources for students who may have experienced bias or bullying.

3.6 LGBTQIA+ Support -- AUHSD worked to strengthen supports for LGBTQIA+ students through the district-wide LGBTQIA+ Council. This council, composed of student and faculty representatives from all school sites, met regularly to develop activities that fostered connection and belonging. A team of staff members attended the annual Leading with Pride Conference, sponsored by the Association of California School Administrators (ACSA). The goal of the conference is to empower California school administrators and educators with the tools and resources necessary to create safe, inclusive, and affirming spaces for LGBTQIA+ students and staff.

3.8 Artificial Intelligence and Academic Integrity
The AUHSD Artificial Intelligence Workgroup, consisting of administrators, teachers, and counselors, developed the AUHSD AI Guidance, a resource for staff, students, and parents/guardians on using generative artificial intelligence (AI) for school-related activities. The Governing Board also approved new policies addressing AI and academic integrity. In March, AUHSD held a district-wide professional development day focused on AI use in secondary education.

3.9 School Climate Surveys -- AUHSD remained committed to understanding and fostering a positive school climate through regular student surveys. These efforts include administering the Stanford Survey of Adolescent School Experience biennially to all students, with the next administration scheduled for April 2026. Developed by Challenge Success, this survey provides valuable insights into students' overall school experience. The internally-developed Pulse Survey is given each fall and spring to capture more frequent feedback on campus climate, connection, and belonging. The California Healthy Kids Survey is administered every other year to juniors and seniors. Staff at all school sites utilized the data gathered from these surveys to refine programming and proactively identify student groups who may experience a lower sense of belonging and connection compared to their peers, allowing for targeted interventions and support.

3.10 Sandy Hook Promise -- For AUHSD, the critical component of the Sandy Hook Promise initiative is the Say Something Anonymous Reporting System. This system enables students to confidentially report concerns regarding school or individual safety. All school sites actively promoted this reporting system within their communities. These reports regularly led to targeted mental health support for students in need.

3.11 Diversity, Equity, Inclusion, and Belonging Summits -- Student leaders from each site's Black Student Union collaborated with staff to organize and lead the annual BSU Summit. Through engaging presentations and student-led workshops, students from across the District fostered connections, deepened their understanding of shared heritage, and collaboratively developed plans to enhance school climate.

Implementation Challenges
3.5 Positive Athletic Experience -- District and site administration worked to support the Athletic Directors (ADs) through mentorship and professional development. ADs received equity-based training, and all ADs are implementing a student-athlete survey to identify success in athletic programming and areas for improvement. AUHSD has hundreds of coaches who are not part of the core certificated or classified staff. Ensuring that these “off campus” coaches are well versed in all expectations and requirements remains a challenging task.

3.7 Responsible Social Media -- AUHSD teachers continued to use the Human and Social Development course to foster responsible social media use; however, the District needs a more systematic approach to fostering digital citizenship for students. Social media use needs to be addressed in more than just one course, and the District is exploring additional options to support students in this area. Stricter limits on phone use during the school day have limited social media use during class time, but the District needs more proactive programming on responsible social media.

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

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.2. The budgeted amount was $1,106,013, while the estimated actual expenditures are $1,234,697. This variance is primarily due to rising personnel costs, including salary increases and benefits adjustments that exceeded initial projections.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.3. The budgeted amount was $4,212,083, while the estimated actual expenditures are $4,676,756. This variance is due to the District’s improved tracking of extracurricular activity expenditures, including those made by parent organizations. The updated estimate provides a more accurate and comprehensive assessment of the true costs associated with supporting extracurricular programs.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.5. The budgeted amount was $160,000, while the estimated actual expenditures are $242,018. This variance is primarily due to rising personnel costs and increased release time allocated for athletic directors. These adjustments were necessary to support the expanded responsibilities and oversight required for the District’s athletic programs, ensuring quality and compliance while addressing growing demands.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.6. The budgeted amount was $20,000, while the estimated actual expenditures are $8,000. This variance is because much of the support for LGBTQIA+ students has been incorporated into the district’s Wellness Centers, with some of these costs accounted for under Action 3.2.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.9. The budgeted amount was $25,000, while the estimated actual expenditures are $6,000. This variance is due to the District not administering the Healthy Kids Survey during the 2024–2025 fiscal year, as the survey is conducted every other year.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.11. The budgeted amount was $36,000, while the estimated actual expenditures are $70,000. This variance is due to the District expanding the programming at our student summits during the 2024–2025 fiscal year. The District recognizes the increased costs and plans to work on reducing expenditures in the 2025–2026 fiscal year to ensure fiscal responsibility while continuing to provide meaningful student engagement opportunities.

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

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

Social and Emotional Support for Students

- Action 3.2 Wellness Centers
- Action 3.4 Behavioral Support
- Action 3.10 Sandy Hook Promise

Efforts to support the social-emotional well-being of students have yet to demonstrate effectiveness. Counselors and staff from the Wellness Centers continue to report high levels of stress and anxiety. Academics and extracurricular activities continue to be key sources of this stress and anxiety, with only 29% of students reporting positive academic engagement (Metric 3.11). There was growth in the percentage of students indicating a sense of belonging at school (Metrics 3.5, 3.6, and 3.7). According to the AUHSD Spring Pulse Survey, there was an increase in the percentage of students from low-income backgrounds indicating a sense of belonging at their school, 66% in Spring 2024 to 78% in Spring 2025 (Metric 3.6). There was also an increase in this metric for English Language Learners, 77% in Spring 2024 to 82% in Spring 2025 (Metric 3.7).Students' perceptions of teacher care and support also increased. (Metric 3.10) However, supports have yet to close academic opportunity gaps in key areas. UC/CSU a-g course completion rates for low-income students and English learners still remain well below the overall rates for the District (Metrics 2.8 and 2.10). After the next administration of the California Healthy Kids Survey (Fall 2025) and the Stanford Survey of Adolescent School Experiences (Spring 2026), AUHSD will receive updated data related to the social-emotional well-being of students (Metrics 3.8. 3.9, 3.10 and 3.12).

Campus Climate and Culture

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

Strategies to build a positive campus culture for all students have proven effective. Attendance rates increased and survey data indicates higher levels of student belonging (Metrics 3.1, 3.2, 3.5, 3.6, and 3.7). Participation rates in key curricular and extracurricular programs also increased for Hispanic students, Black / African-American students, and students from low-income backgrounds (Metrics 3.14, 3.15, and 3.16). The ratio of low-income students and foster youth participating in key programs compared to the overall enrollment of low-income and

foster youth students increased from .74:1 in 2023-2024 to .77:1 in 2024-2025 (Metric 3.16). For students with disabilities, the ratio indicating participation in key programs increased from .66:1 in 2023-2024 to .75:1 in 2024-2025 (Metric 3.17). For English Language Learners, the ratio indicating participation in key programs increased from .32:1 in 2023-2024 to .40:1 in 2024-2025 (Metric 3.18).

Co and Extracurricular Activities

- Action 3.3 Extra and Co-Curricular Supports
- Action 3.5 Positive Athletic Experience

Strategies aimed at fostering positive engagement in co-curricular and extracurricular activities have proven effective. Participation rates have increased among Hispanic students, Black/African-American students, students from low socioeconomic backgrounds, students with disabilities, and English learners (Metrics 3.14, 3.15, 3.16, 3.17, and 3.18).

Responsible Use of Social Media and Artificial Intelligence

- Action 3.7 Responsible Social Media
- Action 3.8 Artificial Intelligence and Academic Integrity

Efforts to foster responsible social media use and build student AI literacy have yet to prove effective. Site administrators continue to report online bullying through social media. Resources and programming to foster AI literacy and responsible use of AI were just developed this year, and data on the effectiveness of these efforts has yet to emerge. After the next administration of the Stanford Survey of Adolescent School Experiences (Spring 2026), AUHSD will have new data on academic integrity. (Metric 3.13)

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

Action 3.1 -- Teacher on Special Assignment, Climate and Culture TOSA
AUHSD will continue start-of-the-year activities to support a successful transition to Grade 9; however, staff, including the Campus Climate and Culture Teacher on Special Assignment will work closely with student leaders to prioritize and develop year-long initiatives that support 9th graders as they adjust to high school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teachers on Special Assignment	To foster schoolwide initiatives related to diversity, equity, inclusion, and belonging. The Campus Climate and Culture TOSA at each site will collaborate with educational partners to foster schoolwide initiatives related to diversity, equity, inclusion, and belonging (.2 release per site). The	$133,250.00	No

Action #	Title	Description	Total Funds	Contributing
		TOSA will maintain a specific focus on the Grade 9 experience. Grade 9 students will still take part in orientation activities during the first weeks of school; however, staff and student leaders will expand these efforts to offer ongoing support throughout the entire school year.		
3.2	Wellness Centers	Continue to implement robust Wellness Centers at all comprehensive school sites to support the social-emotional health of students. Maintain the Wellness Center intern program to ensure adequate staffing all comprehensive sites and the Acalanes Center for Independent Study. Through professional development and collaboration with teaching staff, build the capacity of teachers to implement social-emotional learning into the classroom.	$1,387,730.00	Yes
3.3	Extra/Co-Curricular Supports	Maintain strong extra-curricular and co-curricular programming that addresses the breadth and depth of students' needs and interests. Programming will include the visual and performing arts, academic clubs, special interest clubs, community service clubs, athletics, and other key areas of student interest. Focused efforts will be implemented to foster proportional participation in these programs by Hispanic students and Black / African American students.	$3,996,739.00	No
3.4	Behavioral Support	Utilize the Bias Incident Reporting System (BIRS) at all sites to help students and staff address incidents of bias and other behaviors that detract from a positive, inclusive school climate. Continue to train students on how to use BIRS and train new staff to serve on the Bias Incident Reporting Team (BIRT). Staff and student leaders will implement programming to foster adherence to behavior codes of conduct and a positive school culture. Utilize the Behavioralist, a newly-established position in AUHSD, to support positive student behavior.	$6,000.00	No
3.5	Positive Athletic Experience	Build the capacity of athletic coaches to foster positive experiences for student athletes through professional development and leadership provided by each school's Athletic Director.	$237,530.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	LGBTQIA+ Support	Strengthen systems to support LGBTQIA+ students and their families through direct services and schoolwide programming.	$20,000.00	No
3.7	Responsible Social Media	Utilizing curriculum in the Human and Social Development course and other courses, foster responsible social media use and digital citizenship.	$0.00	No
3.8	Artificial Intelligence and Academic Integrity	Collaboratively develop a plan to foster the responsible use of AI and address academic integrity issues associated with the technology. Update academic integrity policy to address AI.	$0.00	No
3.9	School Climate Surveys	To gauge the effectiveness of school programming and campus culture initiatives, AUHSD will continue to use key surveys that address students' perspectives on well-being, engagement, connectedness, and other key indicators related to their school experience: AUHSD Pulse Survey (2x per year); California Healthy Kids Survey (Nov 2025 and Nov 2027); Stanford Survey of School Experience (April 2026). Survey data will be utilized by staff and educational partners to hone and refine school programming.	$25,000.00	No
3.10	Sandy Hook Promise	To support personal and school safety, continue to utilize Sandy Hook Promise programming, including the Say Something Anonymous Reporting System. Staff and student leaders will engage in schoolwide efforts to ensure awareness and proper use of the Say Something system.	$0.00	No
3.11	Diversity, Equity, Inclusion, and Belonging Summits	Work with student and staff leaders to facilitate student summits focused on equity, inclusion, and the development of student leaders.	$36,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher Assignments -- % of teachers appropriately assigned and fully credentialed in the subject areas they are teaching (CALPADS) (1A)*	91.3% (Fall 2022, State metric)	93% (Fall 2023)		100%	+1.7 pp
4.2	Staff Recruitment -- Hire high-quality classified, certificated, and administrative staff for all open positions (Local Data)	100% (2023-2024)	100% (2024-2025)		100%	0
4.3	Staff Retention -- Retain high-quality staff without “unexplained” departures for lateral position (Local Data)	99% (2023-2024)	99% (2024-2025)		100%	0
4.4	Diversity -- % of overall certificated staff that are staff of color (Local Data)	18% (2023-2024)	19% (2024-2025)		25%	+1 pp

Goal Analysis [2024-25]

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

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

Successful Implementation
4.1 Certificated Professional Development -- AUHSD staff participated in a range of professional development activities designed to strengthen professional practice and student outcomes. These activities were developed through a collaborative process involving staff and administration. Professional Development highlights from the year include Summer Institute, Equity University, English Learner workshops, participation in the California Association for Bilingual Education (CABE) Conference, Advanced Placement seminars, and a District-wide PD day on generative artificial intelligence in secondary education.

4.2 Classified Professional Development -- Classified staff benefited from key professional development activities throughout the year. Over 20% of classified staff members have completed the Equity University program. Resources and activities to ensure a successful onboarding

process for new classified employees have been expanded for newly-hired employees. Administrators complete follow-up meetings with the new employees throughout the year.

4.3 Diversify Certificated Staff -- AUHSD remains committed to hiring the most qualified staff, and there is also a commitment to drawing applicants from a broad array of backgrounds. To broaden recruitment efforts for certificated positions, AUHSD has expanded the recruitment tools it uses, including new online platforms and direct interactions with colleges and universities. Finding top candidates for positions in Career Technical Education and Special Education remains a challenge.

4.6 Exit Interviews -- The District has implemented a system for exit interviews to better understand staff experiences and opportunities to improve the District's professional culture. With minimal staff turnover this year, few exit interviews have been held.

Implementation Challenges
4.4 New Teacher Support -- The District continues to work with the California Commission on Teacher Credentialing to develop its own Teacher Induction Program. Progress has been steady in this multi-year process. New teacher mentors have received additional training on how to provide support, and a New Teacher Handbook is being expanded. Much of the new teacher support is front loaded at the beginning of the school year; however, staff clearly indicated that stronger support is needed throughout the year.

4.5 Athletic Coach Training
Athletic Directors (ADs) have worked to support coaches in the technical components of their position and with strategies to foster positive team cultures. However, with a growing number of off-campus coaches, finding time for effective mentorship is challenging. While handbooks and online resources are helpful, in-person professional development remains the most valuable option. Finding time for this PD is difficult. The District is exploring additional avenues to provide comprehensive support to coaches.

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

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 4.2. The budgeted amount was $15,000, while the estimated actual expenditures are $3,000. This variance is due to the District’s ability to reduce food costs and avoid hiring outside consultants by providing Classified Staff Development through internal resources.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 4.3. The budgeted amount was $5,000, while the estimated actual expenditures are $500. This variance is due to the District’s use of more cost-effective recruitment methods and a lower number of new hires for the 2025–2026 school year. These factors contributed to significantly reduced recruitment expenses while still meeting staffing needs.

There is a material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 4.5. The budgeted amount was $160,000, while the estimated actual expenditures are $242,018. This variance is primarily due to rising personnel costs and increased

release time allocated for athletic directors. These adjustments were necessary to support the expanded responsibilities and oversight required for the District's athletic programs, ensuring quality and compliance while addressing growing demands.

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

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

Staff Recruitment and Retention

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

Strategies to recruit and retain outstanding staff have been effective. All positions are filled with qualified staff, the certificated staff is becoming increasingly diverse, and staff turnover remains low. Exit interviews will provide key information about the employee experience and help AUHSD leaders support staff (Metrics 4.1, 4.2, 4.3 and 4.4).

Staff Professional Development

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

Efforts to strengthen and expand professional development programming for both classified and certificated staff demonstrated a moderate level of effectiveness. Staff surveys after PD days indicate positive and productive experiences, and engagement in Summer Institute continues to grow. However, participation in spring PD days remains relatively low, and the District still needs to improve PD for coaches, many of whom are only on campus during the afternoon or early evening.

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Professional Development	To ensure that the District continues to make progress towards key goals, the certificated staff must continue to engage in focused professional development. Professional development will address the following: effective instructional practices, curriculum development, assessment and grading, academic support strategies for English language learners, academic support strategies for students with disabilities, culturally-responsive pedagogy, and social-emotional learning. Key opportunities for professional development will include Summer Institute, professional development days, release days, Wednesday and Friday morning collaboration, the evaluation process, and professional conferences.	$177,121.00	No
4.2	Classified Professional Development	Recognizing the critical role that classified staff play in the mission of the District, classified staff will engage in relevant professional development through in-house opportunities and conferences.	$15,000.00	No
4.3	Diversify Certificated Staff	Utilize a range of recruitment efforts, to attract a diverse array of high-quality candidates. Implement programming that fosters culturally-responsive and supportive professional environments across the District.	$5,000.00	No
4.4	New Teacher Support	Develop and implement a District-based new teacher induction program. Utilize professional development, collaboration, and mentorship to support staff new to the teaching profession and experienced teachers new to the District.	$190,176.00	No
4.5	Athletic Coach Training	Strengthen the coach certification process to ensure that coaches have the skills necessary to lead safe, engaging, and positive programs for student athletes.	$242,018.00	No
4.6	Exit Interviews	Develop and implement a system for exit interviews to better understand staff experiences and opportunities to improve the District's professional culture.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1376433	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.959%	0.000%	$0.00	1.959%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Teachers on Special Assignment **Need:** Recognizing that students learn in different ways and at different paces, AUHSD is committed to offering Tier II academic support to all students. The primary vehicle for Tier II academic support at the District's four comprehensive schools in Academy: an academic intervention period embedded within	In order to provide effective Tier II supports for all students and address the opportunity gaps for unduplicated students, the .2 FTE Intervention TOSA at each of the four comprehensive high schools will help coordinate effective Academy sessions. This coordination will include the use of an online platform to schedule academic support sessions focused on specific learning targets. The TOSA's will support all students, but they will have a focus on providing effective Academy sessions for unduplicated students. The TOSAs will work	2.8 - Low-Income Students -- % meeting UC/CSU a-g course requirements (7B) 2.10 - English Language Learners -- % meeting UC/CSU a-g course requirements (7B) 1.4 - English Language Arts / Literacy -- % of students achieving "Standard Met" or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the school day, 55 minutes on Wednesdays and Fridays. Academic achievement data clearly indicate a need to use Tier II interventions to support the District's unduplicated students: • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners; and 51% of students from low-income backgrounds. • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners; and 61% of low-income students. • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners; and 42% of low-income students. The number of foster youth in the District is relatively small, but based on input from counselors and Wellness Center staff (surveys, focus groups, regular meetings), foster youth experience a disproportionate number of academic challenges. LCAP input also highlights a need to effectively utilize Academy for academic support. During focus group sessions, parents/guardians clearly	collaboratively across the District and under the supervision of site principals and the Associate Superintendent of Educational Services. Research supports professional development and peer coaching for targeted academic intervention strategies. • Buffum, A. and M. Mattos. (2011) Simplifying Response to Intervention. Solution Tree Press. • Knight, J. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Corwin Press. -Muhammad, A. (2009). Transforming School Culture: How to Overcome Staff Division. Solution Tree Press. • Tomlinson, C. (2014) The Differentiated Classroom: Responding to the Needs of All Learners. Association for Supervision & Curriculum Development (ASCD).	“Standard Exceeded” on the Smarter Balanced Assessment (4A) 1.5 - Mathematics -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (4A) 1.6 - Science -- % of students achieving “Standard Met” or “Standard Exceeded” on the California Science Test (4A)* 1.7 - UC/CSU a-g Requirements -- % of students meeting requirements (4B) 1.14 - Grades -- % of students earning one or more semester grades below a “C-” (8A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicated a desire for focused support sessions during Academy. Staff LCAP input highlighted the need for additional Tier II support for English learners. **Scope:** LEA-wide		
2.2	**Action:** Supplemental Instruction **Need:** A review of semester achievement grades indicates that 61.3% of English Learners earned at least one D/F grade in 2022-2023, compared with the overall AUHSD rate of 16.5%. These low semester marks can prevent students from being eligible for UC/CSU and even jeopardize graduation status. In 2023, the overall graduation rate was 97.9%, but it was 87.5% for English Learners and 87.1% for low-income students. In 2023, the overall UC/CSU eligibility rate was 83.4% for all seniors, but only 18.8% for English learners and 51.1% for low-income students. Input from the Wellness Centers and the counselors indicates that foster youth need focused support to earn passing grades and attain college and career readiness. **Scope:** LEA-wide	To address these opportunity gaps, AUHSD runs credit recovery programming. During the school year, AUHSD uses an online credit-recovery system. Students take asynchronous online courses and receive direct support from AUHSD certificated staff. AUHSD also runs an extensive summer school program with staff dedicated to supporting English Learners. Both the online programming during the school year and the AUHSD summer school programming can support all students, but this programming is fundamentally designed to serve the needs of unduplicated students. Counselors and administrators will work to ensure that unduplicated students have full access to this programming. AUHSD data indicates that focused support around 1-3 courses is helping unduplicated students remediate low course grades during summer school. Academic research also supports this approach. • Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. “The Effects	2.8 - Low-Income Students -- % meeting UC/CSU a-g course requirements (7B)* 2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)* 1.7 - UC/CSU a-g Requirements -- % of students meeting requirements (4B) 1.14 - Grades -- % of students earning one or more semester grades below a “C-” (8A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		of Summer Vacation on Achievement Test Scores." 1996. • Menton, Alexis. Learning for a Complex World: Expanding Global Learning in Afterschool and Summers. 2011.	
3.2	**Action:** Wellness Centers **Need:** AUHSD maintains Wellness Centers at all sites. LCAP feedback from Wellness Center staff, administrators, and counselors indicates that the Wellness Centers play a key role in supporting unduplicated students, and this support must continue. Unduplicated students are experiencing significant academic opportunity gaps and Wellness services play a key role in supporting unduplicated students as they navigate the academic and social-emotional stressors of high school. • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners; and 51% of students from low-income backgrounds. • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving "Standard Met" or "Standard Exceeded": 82% of all AUHSD students; 50% of English learners; and 61% of low-income students.	All students can benefit from support provided by the Wellness Centers, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from the Wellness Centers is a top priority. The Deputy Superintendent of Administrative Services oversees each school's Wellness Center Coordinator and Intake Specialist, and they collaboratively plan programming to support unduplicated students. The Associate Superintendent and Wellness Coordinators can identify and access community and school resources to support the specific needs of English Learners, Foster Youth, low-income students. The Wellness Center Coordinators and the Intake Specialists will ensure service delivery to students. Research has consistently identified the importance of meeting the social-emotional needs of students -- a critical step toward well-being and success in school. • Anderson, M., & Cardoza, K. (2016). Mental Health in Schools: A Hidden Crisis Affecting Millions of Students. • Cluley, A. (2014). Academic Stress - Cause of Mental Health Concern Among Teens. • Cowan, K., et al. (2013). A Framework to Safe and Successful School.	3.6 Belonging -- % of low-income students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)* 3.7 Belonging -- % of English learners responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)* 2.8 Low-Income Students -- % meeting UC/CSU a-g course requirements (7B)* 2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)* 3.5 Belonging -- % of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)* 3.10 School Stress and Academic Worry -- Scaled

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners; and 42% of low-income students. • Responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” on the AUHSD Spring 2024 Pulse Survey: 72% of all students and 66% of low-income students • The number of foster youth in the District is relatively small, but based on input from counselors and Wellness Center staff (surveys, focus groups, regular meetings), foster youth, experience a disproportionate number of academic challenges. **Scope:** LEA-wide		score of academic stress and worry; (1) Low - (5) High; Stanford Survey of School Experiences (6C)*
3.11	**Action:** Diversity, Equity, Inclusion, and Belonging Summits **Need:** LCAP input from parents/guardians highlighted a clear need to hold student summits focused on equity, inclusion, belonging, and the development of student leaders. During LCAP input sessions, students highlighted the importance of these student summits for	Organized by the Diversity, Equity, Inclusion and Belonging Coordinator, student summits support the development of positive school cultures for all students; however, they are particularly powerful for unduplicated students who, according to LCAP input, do not have as strong of a connection to school as their peers. Addressing issues related to diversity, equity, inclusion and belonging will foster the type of school environments where unduplicated students can excel. DEIB programming directly serves unduplicated	3.6 Belonging -- % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.7 Belonging -- % of English learners responding “Agree” or “Strongly Agree” with the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	fostering connectedness and belonging. AUHSD data shows that low-income students do not participate in co and extracurricular activities at the same rate as their peers. Survey data also shows that English learners and low-income students have a lower level of "belonging" at school that other peer groups. The same is true for Black / African-American students and Hispanic students. A review of AUHSD demographic data indicates that these students of color are overrepresented in the unduplicated student groups. • Responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” on the AUHSD Spring 2024 Pulse Survey: 72% of all students and 66% of low-income students. **Scope:** LEA-wide	students by providing teachers, counselors and administrators with training on issues related to poverty and English Learners. The funding will also provide students with equity summits and leadership development. Research shows that addressing these school culture issues is an effective strategy for fostering culturally-responsive instructional practices and curriculum – critical for unduplicated students. Previous AUHSD summits and training sessions proved to be valuable for all attendees, especially unduplicated students.	statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.16 Students from Low-Income Backgrounds Participation Rate in Key School Programs -- Ratio of low-income students participating in key programs compared to the overall enrollment of low-income students (Long-term goal is 1:1) 3.14 Hispanic Students’ Participation Rate in Key School Programs -- Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1) 3.15 Black / African-American Students’ Participation Rate in Key School Programs -- Ratio of Black / African-American students participating in key programs compared to the overall enrollment of Black / African-American students (Long-term goal is 1:1)

Limited Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	• "Educator and Foster Youth Liaison Resource Guide for Understanding Youth in Foster Care," California Department of Education, 2023.	

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	70277922	1376433	1.959%	0.000%	1.959%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,705,559.00	$1,154,088.38	$4,876,739.00	$258,048.00	$9,994,434.38	$5,092,564.38	$4,901,870.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Course Offering Evaluation and Revision	All	No			All Schools	2024-2027	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
1	1.2	Standards-Aligned Curricular Materials	All	No			All Schools	2024-2027	$0.00	$650,000.00	$150,000.00	$500,000.00	$0.00	$0.00	$650,000.00	0
1	1.3	Implementation of State Standards	All	No			All Schools	2024-2027	$725,643.19	$0.00	$648,264.00	$77,379.19	$0.00	$0.00	$725,643.19	0
1	1.4	Social Studies Curriculum Development	All	No			All Schools	2024-2027	$9,000.00	$11,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	0
1	1.5	Career Technical Education Pathways	All	No			All Schools	2024-2027	$0.00	$110,007.00	$40,000.00	$0.00	$0.00	$70,007.00	$110,007.00	0
1	1.6	Professional Learning Communities	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.7	Effective Grading Practices	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.8	Tier II System of Academic Support	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.9	Successful Transition to High School	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.10	Effective Use of the Learning Management System	All	No			All Schools	2024-2027	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0
1	1.11	Technology Support	All	No			All Schools	2024-2027	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
1	1.12	Furniture and Facility Modernization	All	No			All Schools	2024-2027	$0.00	$175,000.00	$0.00	$0.00	$175,000.00	$0.00	$175,000.00	0
1	1.13	Deferred Maintenance Plan	All	No			All Schools	2024-2027	$0.00	$350,000.00	$350,000.00	$0.00	$0.00	$0.00	$350,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	Strategic Planning	All	No			All Schools	2024-2027	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0
2	2.1	Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$228,383.00	$20,000.00	$168,383.00	$0.00	$80,000.00	$0.00	$248,383.00	0
2	2.2	Supplemental Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$304,813.00	$55,000.00	$334,813.00	$25,000.00	$0.00	$0.00	$359,813.00	0
2	2.3	Special Education -- Collaborative Teaching Model	Students with Disabilities	No			All Schools	2024-2027	$77,379.19	$0.00	$0.00	$77,379.19	$0.00	$0.00	$77,379.19	0
2	2.4	Special Education Family Engagement	Students with Disabilities	No			All Schools	2024-2027	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	0
2	2.5	English Language Development Programming	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$497,340.00	$23,305.00	$411,663.00	$0.00	$0.00	$108,982.00	$520,645.00	0
2	2.6	English Learner Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$0.00	$6,000.00	$3,000.00	$0.00	$0.00	$3,000.00	$6,000.00	0
2	2.7	Black / African American Family Engagement	All Black / African American Students	No			All Schools	2024-2027	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	0
2	2.8	Foster, Homeless, Low-Income Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		2024-2027	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	0
2	2.9	Site Intervention Teams	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.10	College and Career Services	All Students with disabilities, Hispanic	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			students, and Black / African-American Students													
2	2.11	School Site Council	All	No			All Schools	2024-2027	$0.00	$45,000.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	0
3	3.1	Teachers on Special Assignment	All	No			All Schools	2024-2027	$133,250.00	$0.00	$33,250.00	$0.00	$100,000.00	$0.00	$133,250.00	0
3	3.2	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$1,039,411.00	$348,319.00	$525,376.00	$242,354.00	$620,000.00	$0.00	$1,387,730.00	0
3	3.3	Extra/Co-Curricular Supports	All	No			All Schools	2024-2027	$1,224,873.00	$2,771,866.00	$95,000.00	$0.00	$3,901,739.00	$0.00	$3,996,739.00	0
3	3.4	Behavioral Support	All	No			All Schools	2024-2027	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	0
3	3.5	Positive Athletic Experience	All	No			All Schools	2024-2027	$237,530.00	$0.00	$237,530.00	$0.00	$0.00	$0.00	$237,530.00	0
3	3.6	LGBTQIA+ Support	All LGBTQIA+ Students	No			All Schools	2024-2027	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0
3	3.7	Responsible Social Media	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.8	Artificial Intelligence and Academic Integrity	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.9	School Climate Surveys	All	No			All Schools	2024-2027	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0
3	3.10	Sandy Hook Promise	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$10,000.00	$26,000.00	$36,000.00	$0.00	$0.00	$0.00	$36,000.00	0
4	4.1	Certificated Professional Development	All	No			All Schools	2024-2027	$164,748.00	$12,373.00	$7,373.00	$93,689.00	$0.00	$76,059.00	$177,121.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.2**	Classified Professional Development	All	No			All Schools	2024-2027	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0
4	**4.3**	Diversify Certificated Staff	All	No			All Schools	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
4	**4.4**	New Teacher Support	All	No			All Schools	2024-2027	$172,176.00	$18,000.00	$71,889.00	$118,287.00	$0.00	$0.00	$190,176.00	0
4	**4.5**	Athletic Coach Training	All	No			All Schools	2024-2027	$242,018.00	$0.00	$242,018.00	$0.00	$0.00	$0.00	$242,018.00	0
4	**4.6**	Exit Interviews	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
70277922	1376433	1.959%	0.000%	1.959%	$1,482,235.00	0.000%	2.109 %	**Total:**	$1,482,235.00
								LEA-wide Total:	$1,064,572.00
								Limited Total:	$417,663.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income		$168,383.00	0
2	**2.2**	Supplemental Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$334,813.00	0
2	**2.5**	English Language Development Programming	Yes	Limited to Unduplicated Student Group(s)	English Learners		$411,663.00	0
2	**2.6**	English Learner Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners		$3,000.00	0
2	**2.8**	Foster, Homeless, Low-Income Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$3,000.00	0
3	**3.2**	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income		$525,376.00	0
3	**3.11**	Diversity, Equity, Inclusion, and Belonging Summits	Yes	LEA-wide	English Learners Foster Youth		$36,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,261,857.00	$10,706,373.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Course Offering Evaluation and Revision	No	$5,000.00	2800
1	**1.2**	Standards-Aligned Curricular Materials	No	$850,000.00	425000
1	**1.3**	Implementation of State Standards	No	$640,616.00	641814
1	**1.4**	Social Studies Curriculum Development	No	$22,260.00	10693
1	**1.5**	Career Technical Education Pathways	No	$110,036.00	110007
1	**1.6**	Professional Learning Communities	No	$73,098.00	40000
1	**1.7**	Effective Grading Practices	No	$12,245.00	0
1	**1.8**	Tier II System of Academic Support	No	$0.00	0
1	**1.9**	Successful Transition to High School	No	$0.00	0
1	**1.10**	Effective Use of the Learning Management System	No	$15,000.00	15000
1	**1.11**	Technology Support	No	$250,000.00	250000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Furniture and Facility Modernization	No	$440,000.00	503665
1	1.13	Deferred Maintenance Plan	No	$600,000.00	725000
1	1.14	Strategic Planning	No	$10,000.00	8750
2	2.1	Teachers on Special Assignment	Yes	$190,600.00	262597
2	2.2	Supplemental Instruction	Yes	$463,861.00	347410
2	2.3	Special Education -- Collaborative Teaching Model	No	$22,255.00	22255
2	2.4	Special Education Family Engagement	No	$1,000.00	0
2	2.5	English Language Development Programming	Yes	$218,050.00	239256
2	2.6	English Learner Family Engagement	Yes	$6,000.00	6000
2	2.7	Black / African American Family Engagement	No	$1,000.00	1000
2	2.8	Foster, Homeless, Low-Income Youth Support	Yes	$3,000.00	3000
2	2.9	Site Intervention Teams	No	$0.00	0
2	2.10	College and Career Services	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	School Site Council	No	$40,000.00	49479
3	3.1	Teachers on Special Assignment	No	$133,250.00	133250
3	3.2	Wellness Centers	Yes	$1,106,013.00	1234697
3	3.3	Extra/Co-Curricular Supports	No	$4,212,083.00	4676756
3	3.4	Behavioral Support	No	$6,000.00	6000
3	3.5	Positive Athletic Experience	No	$160,000.00	242018
3	3.6	LGBTQIA+ Support	No	$20,000.00	8000
3	3.7	Responsible Social Media	No	$0.00	0
3	3.8	Artificial Intelligence and Academic Integrity	No	$0.00	0
3	3.9	School Climate Surveys	No	$25,000.00	6000
3	3.10	Sandy Hook Promise	No	$0.00	0
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	Yes	$36,000.00	70000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Certificated Professional Development	No	$248,774.00	249900
4	**4.2**	Classified Professional Development	No	$15,000.00	3000
4	**4.3**	Diversify Certificated Staff	No	$5,000.00	500
4	**4.4**	New Teacher Support	No	$160,716.00	170508
4	**4.5**	Athletic Coach Training	No	$160,000.00	242018
4	**4.6**	Exit Interviews	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1279117	$1,264,087.00	$1,279,560.00	($15,473.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Teachers on Special Assignment	Yes	$161,160.00	242597	0	0
2	2.2	Supplemental Instruction	Yes	$368,876.00	275963	0	0
2	2.5	English Language Development Programming	Yes	$198,573.00	205000	0	0
2	2.6	English Learner Family Engagement	Yes	$3,000.00	3000	0	0
2	2.8	Foster, Homeless, Low-Income Youth Support	Yes	$3,000.00	3000	0	0
3	3.2	Wellness Centers	Yes	$493,478.00	480000	0	0
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	Yes	$36,000.00	70000	0	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
68783006	1279117	0	1.860%	$1,279,560.00	0.000%	1.860%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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