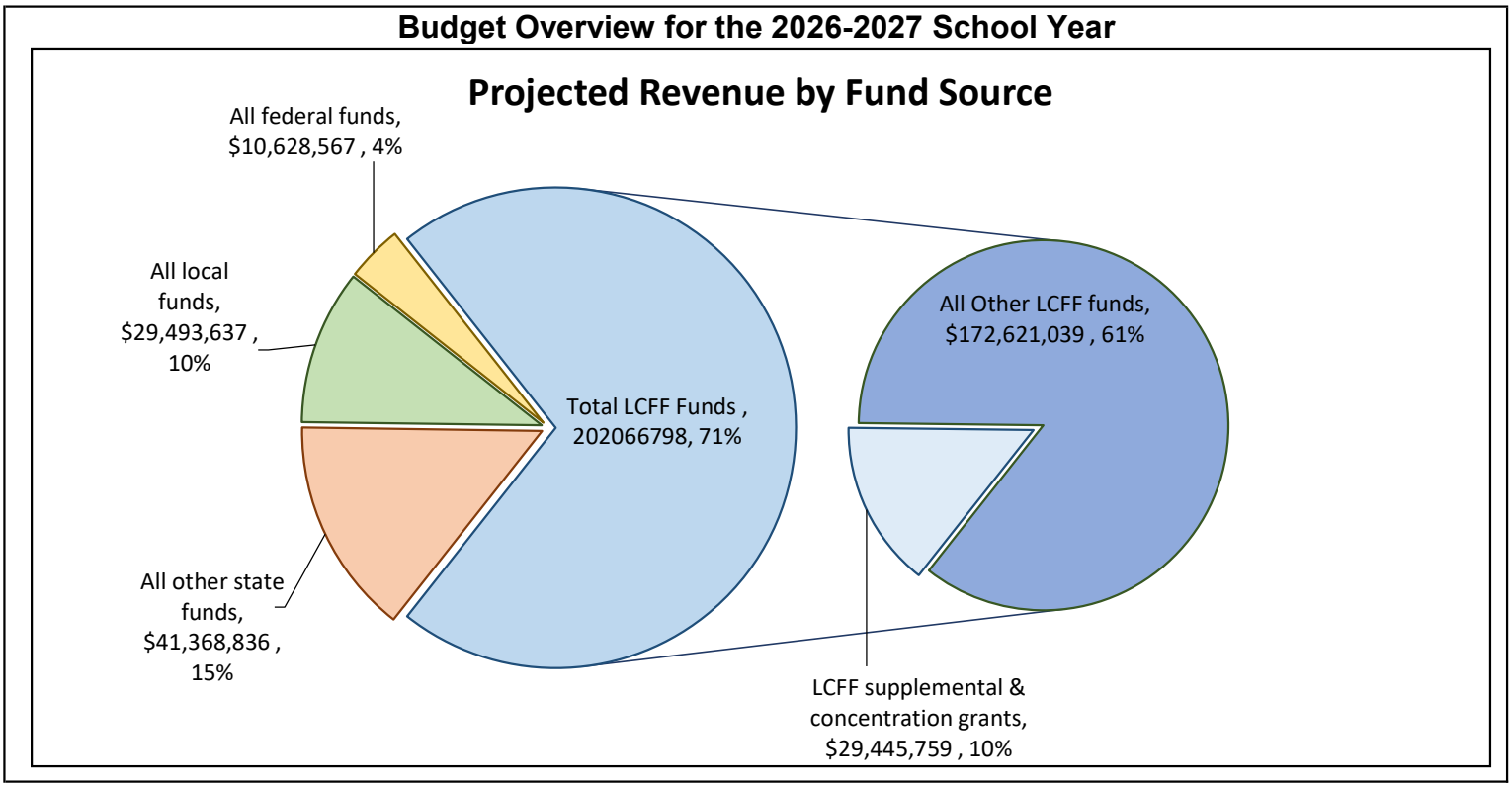
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alhambra Unified School District
CDS Code: 19-75713
School Year: 2026-2027
LEA contact information: Janet Lees

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

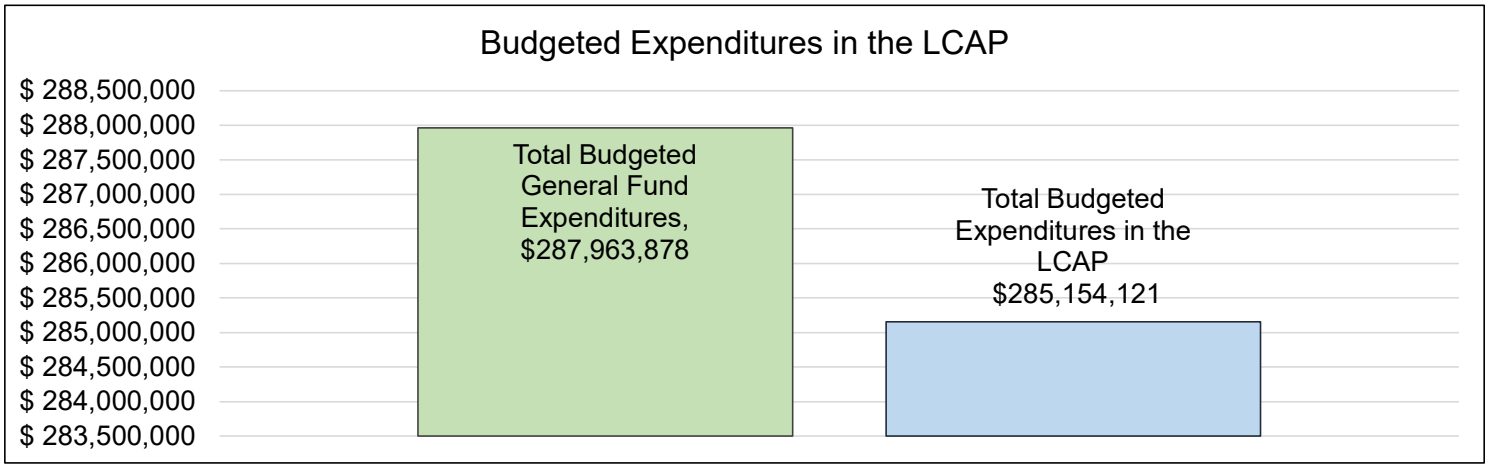


This chart shows the total general purpose revenue Alhambra Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alhambra Unified School District is $283,557,838.00, of which $202,066,798.00 is Local Control Funding Formula (LCFF), $41,368,836.00 is other state funds, $29,493,637.00 is local funds, and $10,628,567.00 is federal funds. Of the $202,066,798.00 in LCFF Funds, $29,445,759.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Alhambra Unified School District plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alhambra Unified School District plans to spend $287,963,878.00 for the 2026-2027 school year. Of that amount, $285,154,121.00 is tied to actions/services in the LCAP and $2,809,757.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

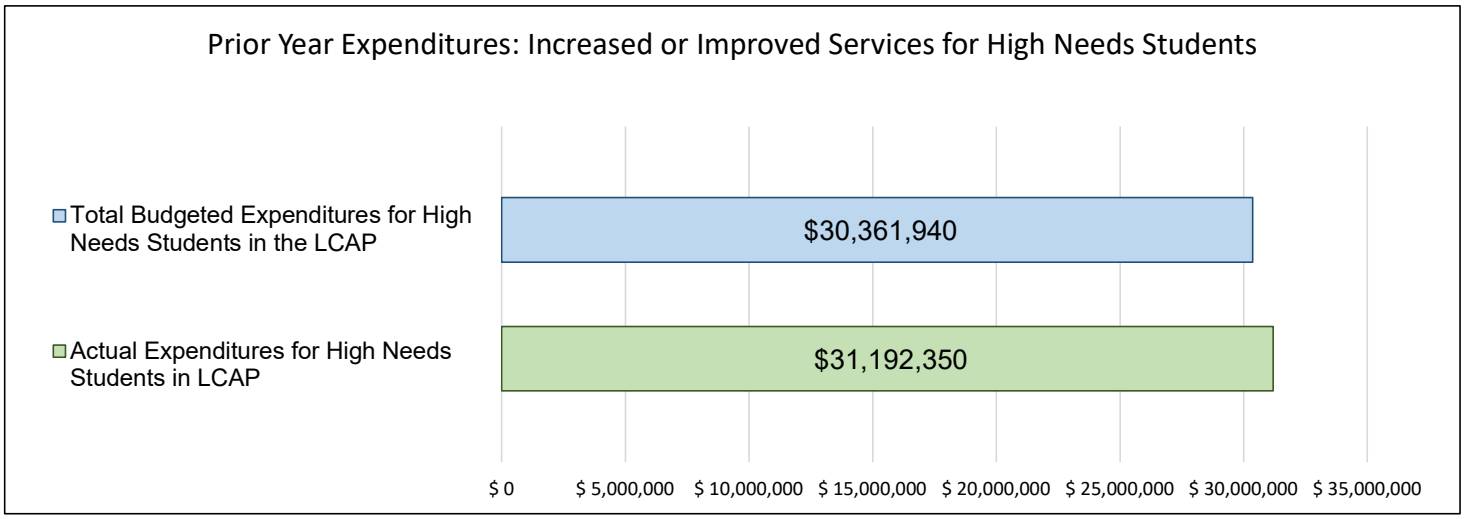
Budgeted expenditures not included in the LCAP include, but are not limited to:
1. Lifetime benefits and contributions to Retiree Bridge programs.
2. Site and department operating budgets, which include LCFF as well as Federal funds.
3. State Teachers' Retirement System (STRS) (State's portion paid on behalf of the district)

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Alhambra Unified School District is projecting it will receive $29,445,759.00 based on the enrollment of foster youth, English learner, and low-income students. Alhambra Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alhambra Unified School District plans to spend $30,551,630.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Alhambra Unified School District's LCAP budgeted $30,361,940.00 for planned actions to increase or improve services for high needs students. Alhambra Unified School District actually spent $31,192,350.00 for actions to increase or improve services for high needs students in 2025-2026.

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

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.

Alhambra Unified School District (AUSD) is located in the West San Gabriel Valley, adjacent to Los Angeles to the west and Pasadena to the northwest. AUSD provides educational services to the children of Alhambra, as well as to children in three neighboring municipalities, Monterey Park, San Gabriel and Rosemead. All four municipalities are similar in demographics and can be characterized as blue collar middle class communities. AUSD educates 14,404 TK - 12th grade students. At the elementary level we serve 8,577 students among 13 TK - 8th grade elementary schools. Nine elementary schools are within the city limits of Alhambra and four elementary schools are within Monterey Park. At the secondary level, we serve 5,826 students at three comprehensive high schools. Each of the three comprehensive high schools will have an Independent Studies (IS) program on each of their campuses which will accommodate both in-person and virtual options. In addition, the District supports preschool and adult special education students with two additional programs. We have a preschool special education program at the newly built Scanlan Early Education Center that services 171 students and our LIFT adult transition program that services 47 MDD and moderate to severe adults from ages 18-22. During the 2025-2026 school year, there were 17 K-8 students who were enrolled in the Independent Study Program virtual option.

What follows is a demographic breakdown of the students AUSD serves according to the Dashboard:
51.3% Socioeconomically Disadvantaged
25.6% English Learners
10.2% Students with Disabilities
.6% Homeless
0.3% Foster Youth
47.1% Asian
42.2% Hispanic
3.3% Two or More Races
2.5% Filipino
1.9% White
.6% African American
.1% American Indian

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates that Alhambra Unified School District continues to demonstrate strong outcomes in several areas while identifying specific student groups requiring additional support. The district remains committed to continuous improvement through the implementation of evidence-based actions and services aligned with the goals of the Local Control and Accountability Plan (LCAP).

Areas of Success
The 2025 Dashboard reflects several areas of success. No schools or student groups were identified at the Red performance level in the Broad Course of Study indicator, demonstrating the district's commitment to providing equitable access to a comprehensive, standards-aligned educational program. Districtwide, Chronic Absenteeism improved significantly, declining from 13.6% in 2024 to 10.7% in 2025, well below the state rate of 17.1%. Improvements were observed across multiple student groups, including English Learners, Long-Term English Learners (LTELs), Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities (SWD). Likewise, the district's Suspension Rate declined from 1.8% to 1.3%, remaining substantially below the state average of 2.9%, with most student groups performing in the Green or Blue levels.

The district also demonstrated strong outcomes in Graduation Rate, increasing from 92.1% to 94.4%, exceeding the state average of 87.8%. Notable results were achieved by Hispanic students (96.0%), LTELs (96.1%), Socioeconomically Disadvantaged students (95.1%), and Students with Disabilities (89.6%). Students with Disabilities experienced particularly strong growth, improving by 15 percentage points from the previous year. These outcomes reflect the district's continued focus on equitable access, targeted supports, and college and career readiness.

Local Indicator data further highlight district strengths. All local indicators were reported as "Standard Met," including Parent and Family Engagement and Local Climate. These findings affirm the district's investment in relationship-centered practices, multilingual family engagement, mental health supports, restorative practices, and community school initiatives.

Areas Needing Focus
While these results demonstrate meaningful progress, the Dashboard also identified areas requiring focused attention. In English Language Arts, Students with Disabilities were identified at the Red performance level at Baldwin, Brightwood, Granada, Marguerita, Park, Repetto, and Ynez Elementary Schools. LTELs were identified at the Red performance level at Mark Keppel High School and San Gabriel High School. In Mathematics, Students with Disabilities were identified at the Red performance level at Baldwin, Brightwood, Granada, Park, and Repetto Elementary Schools, while LTELs were identified at the Red performance level at Alhambra High School and San Gabriel High School.

The district also identified challenges related to student engagement and attendance. In the Suspension Rate indicator, Students with Disabilities at Brightwood Elementary School and LTELs at Ynez Elementary School were identified at the Red performance level. In the Chronic Absenteeism indicator, Students with Disabilities at Garfield, Granada, and Repetto Elementary Schools were identified at the Red performance level.

Analysis of Dashboard and local data revealed persistent opportunity gaps for Students with Disabilities and Long-Term English Learners. Students with Disabilities continue to experience disproportionately lower outcomes in academic achievement and attendance at several elementary schools, while LTELs at the secondary level continue to face challenges in English Language Arts and Mathematics achievement. These findings underscore the need for ongoing differentiated support, targeted interventions, inclusive instructional practices, and strengthened academic, behavioral, and social-emotional supports.

During the LCAP development process, educational partners reviewed state and local data to identify root causes and prioritize actions that address these opportunity gaps. As a result, the district will continue strengthening its Multi-Tiered System of Supports (MTSS), a focus on effective Tier I instruction, expanding professional learning focused on inclusive and evidence-based instructional practices with an emphasis on math, increasing targeted interventions for Students with Disabilities and Long-Term English Learners, and enhancing attendance, engagement, and school climate supports.

Overall, the 2025 Dashboard and local data demonstrate both meaningful progress and areas for continued growth. The district remains committed to using data-driven decision-making, engaging educational partners, and implementing strategic actions that improve outcomes, close opportunity gaps, and ensure equitable access and success

for all students.

Learning Recovery Emergency Block Grant (LREBG)
During the 2025-2026 school year, AUSD did not expend any LREBG funds. As a result, for the 2026-2027 year, there are unexpended LREBG.

Goal 1 Action 3 Multi-Tiered System of Support (MTSS) for Unduplicated Pupils will be funded with LREBG funds to focus diverse, equitable and inclusive tiered supports within our MTSS framework to meet the needs of unduplicated pupils and reduce the disproportionality of targeted students.
According to the 2025 Dashboard Hispanic students are 56.9 points below standard in Math. A priority is to close opportunity gaps in math by implementing consistent, standards-aligned instruction in every classroom where teachers clearly communicate daily learning goals, define and model success criteria, and use ongoing formative assessment to check for understanding, adjust instruction, and provide targeted support to meet each student's needs. The focus for staff development and coaching in the 2026-2027 school year will be on implementation of the 2023 Mathematics Framework for California Pubic Schools through the district math instructional specialist and site instructional coaches. Intervention specialists will support flexible, small group math intervention.

LREBG funds will be used to support the salaries of intervention staff in order to address the aforementioned academic challenges. Through differentiated and targeted support, intervention staff will utilize ongoing assessments to identify student needs and deliver tailored instruction designed to close opportunity gaps in learning. This approach ensures that all students — particularly those who have been historically underserved — receive the individualized attention necessary to accelerate academic growth and promote equitable outcomes across the district.

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

State Indicators
Priority 4, Student Achievement is measured by the Academic Performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment for students in grades 3-8 and 11. In 2024, the district maintained its performance in academic areas. In English Language Arts (ELA) and Mathematics, Alhambra Unified School District earned a "green" designation in both academic areas. In ELA, students were 32.7 points above standard and in Mathematics 2.2 points above standard. Students with Disabilities earned a "red" designation in both ELA, 90.2 points below standards, and Mathematics, 111.2 points below standard on the 2024 CA Dashboard.

In 2024, 51.2% of English learners are making progress toward English language proficiency, a slight increase of 0.3%. District's ELs earned an "yellow" designation; five elementary sites received the "orange" designation on the 2024 CA Dashboard
English Learner Progress Indicator (ELPI).

Priority 5, Student Engagement measures how well schools are engaging students in their learning and measures Chronic Absenteeism and Graduation Rate. The 2024 CA Dashboard reports that 13.6% of students were chronically absent, a decline of 4.3%, earning AUSD a "yellow" designation. Chronic Absenteeism, moreover, affects several of the District's student groups that have an "orange" designation: African-American and Foster Youth. There were no subgroups in the red designation. While there are no schools in the red designation, two of the District's elementary schools also earned "orange" designations for Chronic Absenteeism. The Graduation Rate was 92.1%, earning a "yellow" designation, a decline of 2.6%.

Priority 6,Conditions and Climate captures how well schools are providing a healthy, safe and welcoming environment and is measured by the Suspension Rate. In 2024, AUSD's Suspension Rate received a "green" designation, 1.8% of students were suspended at least one day. Eight out of the District's 17 schools earned an "orange" designation. Students identified as Long-Term English Learners and Foster Youth received an "orange" on Suspension Rate, 3.9% and 5.1% suspended at least one day respectively. However, the Suspension Rate of six of the district's schools earned them "green" or "blue" designations on the CA Dashboard.

Local Indicators
Local indicators are measured annually via the use of State Board of Education (SBE) adopted Self-Reflection Tools and other measures. The tools ensure a collection and reflection of locally available information relevant to progress of local priority areas. As a result of the reflection process, in June 2025, AUSD reported to the Board of Education that all local indicators were "Met" in the 2023-24 school year. Below is a summary by LCFF priority, highlighting areas of success, areas needing improvement, and their corresponding strategies of progress.

Priority 1, Basic Services and Conditions are measured through data reported on the School Accountability Report Card (SARC) and California Longitudinal Pupil Achievement Data System (CALPADS). Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities.76 teacher

misassignments (including classroom teachers, instructional coaches and instructional specialists) were reported to CALPADS in 2023-24. Consistent with prior years, 100% of all students have access to their own copies of standards-aligned instructional materials for use at school and home. There were three identified instances where facilities did not meet the “good repair” standard (including deficiencies and extreme deficiencies). Of the 16 sites (of which 3 are high schools) there are three elementary schools that do not meet the OVERALL “good” standard. The main categories for deficiencies are interior surfaces, electrical, and restrooms/fountains. Within these three areas needing improvement, there are 12 instances of “fair” and 11 instances of “poor.”

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

Alhambra USD is committed to successful CCSS implementation through comprehensive professional learning. Teachers have dedicated collaboration time for standards analysis, curriculum alignment, and assessment creation. Instructional coaches provide individualized classroom support focused on student needs. High-quality, standards-aligned materials are available in all classrooms, ensuring equitable instruction. The district fosters continuous improvement with instructional coaches modeling lessons, co-teaching, and facilitating data analysis. Bi-weekly collaborative time allows teachers to analyze work and plan aligned strategies.

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

According to Hanover Research, the District has demonstrated significant strengths and progress in seeking input for decision-making, as evidenced by educational partner input and local data analysis. Notably, there's been an increase in the involvement of parents in the decision-making process at the district level. 77% of parents somewhat or strongly agree with the statement that "My student's school actively engages caregivers" as measured by the LCAP Survey. 80% of parents somewhat or strongly agree with the statement that “My student’s school engages the community.” 81% of parents somewhat or strongly agree with the statement that “My student’s school collaborates with community partners to promote and support student success.” 83% of parents somewhat or strongly agree with the statement that “My student’s school encourages caregiver/community collaboration.”

School community coordinators play a pivotal role in building relationships between school staff and families. They will focus on strengthening parent and family outreach efforts by utilizing their expertise and local insights, and will ensure accessibility and inclusivity through language. Additionally, to bridge communication gaps, personal phone calls will be made and materials will be translated into the primary languages spoken by the families we serve.

The District will prioritize efforts to establish more robust and sustainable mechanisms for soliciting input from community members and organizations. These strategies include a digital AUSD Newsletter, interpretation and translation services by School Community Coordinators in the languages spoken by our families, new broadcasting system in our Board Room and more in-person events at each school site. Through these targeted initiatives, we strive to enhance transparency, collaboration and inclusivity, ultimately leading to more informed and effective decision-making outcomes.

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

The California Healthy Kids Survey was administered in February/March 2025. The data is used to develop the LCAP. Schools also review the data to develop site plans, PBIS matrices, and WASC preparations. CHKS data will be presented to the Board of Education in the fall.

Student survey findings include (Grades: 5, 6, 7, 9, 11):
strong sense of academic motivation (66-81%)
school connectedness (49-68%)
reports of cyberbullying (11-23%)
students experiencing suicidal thoughts (7-14%)
student who said they used a vaping device in the last month (0-2%)

students who said they used alcohol or drugs in the past month (2-7%)
20% of 6th graders reported experiencing social-emotional distress, an decrease from 26% in 2024
24% of 11th graders reported experiencing social emotional distress. This percentage for 7th, 9th, and 11th grades has declined each of the last three years.

Staff survey findings include:
concerns about bullying, fairness/rule clarity, student safety and depression, and vape use.
29% of staff were concerned about bullying and harassment.
38% were concerned about student depression.
Feelings of safety for staff and students rose from 35% in 2024 to 42% in 2025.
37% of staff believe that counseling support for students is adequate.

Parent survey findings include:
concerns about a perceived increase in substance abuse.
High ratings for schools encouraging them to be active partners.
58% of parents feel as though they are involved in their child's school, a marked bounce from during the pandemic when the percentage was only 31%.
84% of parents responded positively when asked about the teachers' responsiveness to their child's social and emotional needs.

Strengths:
Students are motivated to do well academically.
Parents feel like schools encourage them to be actively involved.
We have low numbers of vaping and other substance use, but this remains an area that parents and teachers are concerned about.

Needs:
An intentional focus on 7th and 11th grade student mental health and well-being
The area of school connectedness needs attention at all grade levels.
Teacher experiences and perceptions of school safety

To address social emotional needs identified by staff, students, and parents, the district has increased its school based mental health staff and added designated time in our elementary school schedules for social-emotional learning for grades TK-8 using a multi-tiered SEL curriculum. A restorative practice approach to discipline and behavior continues to be a priority. Sites often use restorative conferences to address and repair harm done by negative student behaviors. Many parent/caregiver connection points have been established: principal/parent meetings at each school site, a series of tobacco/substance use and prevention presentations, a STEAM Night to encourage parental involvement in learning, and our inaugural Parent and Caregiver Empowerment Summit (PACES), themed "Fostering Connectedness and Belonging" and designed to give parents/caregivers knowledge and skills to help them feel empowered in their relationships with themselves and their child.

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

The school district employs various tools to ensure that students are enrolled in a curriculum that aligns with the board-approved course of study. Data collection and monitoring are carried out through CALPADS (California Longitudinal Pupil Achievement Data System), the California Department of Education DataQuest, and PowerSchool. CALPADS serves as a longitudinal data system designed to maintain individual-level data, encompassing student demographics, course information, disciplinary records, assessments, staff assignments, and other pertinent data for state and federal reporting. DataQuest offers metrics on class numbers, A-G courses, average class sizes, and overall course enrollments. PowerSchool, a user-friendly, web-based student information system, facilitates communication among parents, students, and teachers, providing a tool to track student performance. Additionally, authorized users receive a unique username and password to access the relevant student records securely.

Alhambra Unified School District is committed to providing a broad course of study accessible to all students across all grade levels. In kindergarten through eighth grade, all students are enrolled in and actively participate in English Language Arts, Mathematics, Social Sciences, Science, Visual and Performing Arts, Science, Technology, Engineering, and Mathematics (STEM), and PE, ensuring a well-rounded school experience. Furthermore, two elementary sites offer Dual Language Immersion programs, expanding linguistic and cultural opportunities for participating students. At the secondary level, students have access to a wide array of courses encompassing core subjects

such as English, Social Sciences, World Languages, PE, Science, and Mathematics, alongside offerings in Visual and Performing Arts, and diverse pathways within Career Technical Education (CTE). While each of our secondary school sites features unique career technical education pathways tailored to local interests and industry needs within the greater Alhambra area, a consistent commitment district-wide ensures that all secondary students, have equitable access to a full spectrum of A-G college preparatory courses, honors and advanced placement classes designed to challenge and prepare them for higher education, and a variety of other programs and electives carefully curated to align with their individual academic and extracurricular interests, fostering personalized learning experiences.

Analysis of data indicates that while the district generally meets the standard for providing access to a broad course of study, disaggregated performance across key indicators reveals existing barriers to equitable access and outcomes for all student groups.

Specifically, the Equity Reports within the English Language Arts and Mathematics indicators highlight achievement gaps for our unduplicated student populations (Hispanic/Latino, socioeconomically disadvantaged, English Learners) and students with disabilities. Furthermore, the "Yellow" performance and declining trend in the College/Career Indicator, coupled with "Red" and "Orange" ratings in its Equity Report, suggest disparities in college and career readiness pathways. Graduation rates, also at a "Yellow" level, and a higher "Orange" suspension rate for students with disabilities underscore challenges in consistent engagement and completion of a comprehensive curriculum. The absence of sufficient data to evaluate English Learner Progress further necessitates focused attention. Finally, locally identified disproportionality in the identification of Hispanic students for specific special education categories warrants systemic examination.
While the district provides a broad course of study overall, these data points necessitate targeted interventions and resource allocation to address these identified disparities and ensure truly equitable access and outcomes for all students within Alhambra Unified School District.

Alhambra USD is committed to equitable access to a broad curriculum. Key actions include targeted academic and social-emotional support for unduplicated students (Hispanic/Latino, low-income, ELs) and students with disabilities, addressing identified learning gaps in core subjects. A comprehensive review of special education placement practices will ensure the Least Restrictive Environment, maximizing access to general education. Enhanced English Language Development programs will feature integrated language support across content areas to accelerate acquisition and academic success for ELs. Finally, the district will address the identified disproportionality in special education identification of Hispanic students through a thorough review of policies, culturally responsive assessment practices, and ongoing professional development to ensure equitable identification and support. These focused efforts aim to dismantle existing barriers and ensure all students have the opportunity to thrive in a rich and comprehensive educational experience within Alhambra.

2023 Dashboard red indicators
Summary of "Red" Lowest Performance Level in English Language Arts by District/School and Student Group:
District: SWD
Garfield: SWD
Martha Baldwin: SWD
Park: SWD
Ramona: SWD
SGHS: EL, SWD
William Northrup: SWD

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

Students with disabilities (SWD) emerge as the group with the most pronounced need in both English Language Arts and Math across the District. Given that a high percentage of SWD students are also low-income and/or English learners, addressing their needs remains a priority (Actions 1.2 MTSS, 1.3 MTSS for Unduplicated Pupils & 1.4 Equity School Plans). Existing services and programs, such as new teacher support, coaching, paraeducator training and classroom support, aim to bolster student outcomes in these areas (Actions 1.15 High Quality Administrative, Certificated, Classified and Substitute Staff, 1.16 Teacher Training and Certification (TT&C) Program, 1.17 Staff Training and Support & 1.18 Staff Training and Support). Special Education Instructional Specialists will continue to be site-based to better support SWD students and staff (Actions 1.6

Students with Disabilities (SWD) Programs & 1.7 Students with Disabilities (SWD) Inclusive Practices). At the high school level, there is a full-time ELD Instructional Specialist (IS) at each of the high schools (Action 1.5 English Learner (EL) Program). At SGHS, the ELD IS will be working closely with the Math Department Chair and Department. The Homeless/Foster Youth District Liaison/Counselor will be disaggregating the homeless data and working with the sites to identify and support the homeless population in math (Action 2.7 Foster/Homeless Youth).

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

The District Coordinator of College and Career Preparation will continue to work with the programs/sites to review course offerings to enhance and ensure accessibility for diverse student populations. Actions 1.8 Career Technical Education (CTE)/ Dual Enrollment (DE) & 1.9 CTE/DE for Low Income Students are designed to provide services to address the needs in the area of College and Career.

Summary of "Red" Lowest Performance Level on ELPI by School and Student Group:
Fremont: EL
MKHS: EL

Critical to the acquisition of English proficiency for EL students is the professional development and coaching of all teachers. Ongoing professional development and coaching by the ELD Instructional Specialists at the elementary and high school levels will be focused on the implementation of research-based classroom practices that support engagement of English Learners in a standards-based, grade level appropriate, and rigorous program as part of Action 1.5 English Learner (EL) Program. Progress monitoring is essential to the delivery of designated and integrated ELD that is differentiated and targeted to the needs of English Learners to accelerate the acquisition of English proficiency. The data from progress monitoring will also be utilized to differentiate opportunities for primary English Learners, newcomers, English Learners at risk of becoming Long-Term English Learners (LTELs) and LTELs as well as high school level emerging and expanding English Learners.

Summary of "Red" Lowest Performance Level for Chronic Absenteeism by District/School and Student Group:
District: African American, Hispanic, Homeless, SED, SWD, White
Brightwood: EL, SED, SWD
Emery Park: All, EL
Fremont: All, EL, Hispanic, SED, SWD
Marguerita: Hispanic, SWD
Martha Baldwin: SWD
Monterey Highlands: Hispanic, SWD
Park: Two or More Races, SWD
Ramona: All, Hispanic, SED, SWD
Repetto: All, Hispanic, SED, SWD
William Northrup: Hispanic, SED
Ynez: Hispanic, SWD

In addition to academic data, other measures are employed to identify barriers to student learning. Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates as a key indicator. Chronic absenteeism significantly impacts students' instructional learning time and, consequently, their academic achievement. Under the leadership of Student Support Services, there is a need for a concerted effort across schools to implement structures such as SART/SARB to address chronic absenteeism. Specific student groups exhibit higher rates of chronic absenteeism, signaling a need for targeted support. Coordinated efforts between the District and the site will focus on research-based practices to improve attendance such as increased home school connections with bilingual support for Spanish-speaking Hispanic families, structured SART teams and exploration of programs to enhance data and documentation support is ongoing (Action 2.1 Positive School Attendance and Reduction of Chronic Absenteeism).

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

Summary of "Red" Lowest Performance Level for Suspension Rate by District/School and Student Group:

District: Homeless
AHS: Homeless, SWD
Brightwood: Hispanic
Garfield: SWD
Granada: SED
Marguerita: SWD
Repetto: Two or More Races, SED, SWD
SGHS: SWD

Safety for students encompasses understanding their sense of safety and measuring severe discipline incidents that may impact campus culture. Student suspensions significantly affect instructional learning time. Student Support Services staff will continue to collaborate with site administrators on professional learning centered around alternative correction methods, focusing on trauma-informed care and restorative practices and circles (Action 2,2 Positive Behavior Outcomes). All schools are implementing Positive Behavior Intervention Strategies (PBIS), collaborating with staff to promote positive behavior correction (Action 2.3 Positive School Climate). SWD and SED students were suspended at higher rates across schools and highlight a need for additional behavior support strategies.

Reflections: Technical Assistance

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

The 2025 California Dashboard indicates that AUSD is no longer eligible for Differentiated Assistance in two categories (chronic absenteeism and suspension rate - Priority 5 and 6, respectively) for Homeless Youth. Additionally, AUSD is no longer eligible for differentiated assistance in chronic absenteeism (Priority5) for Students w/Disabilities.

Alhambra Unified School District was identified based on 2024 California Dashboard for lowest performance ratings for:
-Students w/Disabilities in graduation rate (Priority 6) and in CAASPP ELA (Priority 2) and CAASPP math (Priority 2)

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

The Special Education Department worked with Human Resources and the SELPA's Residency Program to ensure the hiring of credentialed teachers for the specialized programs especially the Mod Severe classes. The alternative diploma curriculum for high school students and course path were implemented. Students with Disabilities were provided with standards aligned curriculum. There was a decrease in the number of students in the non-public school (NPS) setting.

On the SBAC in both ELA and math, SWDs improved from the baseline and performed at the orange level (Metrics 1.3 and 1.4).

Alhambra Unified School District was not identified for Differentiated Assistance based on the 2025 California Dashboard with no new or continued Differentiated Assistance Eligibility.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partners Overview	To ensure that all AUSD educational partners had an opportunity to participate in the LCAP process and to meet all statutory requirements, AUSD established a timeline with June 23, 2026 being the date for final Board approval of the LCAP. With that date in mind, we backward mapped and established specific dates and actions to engage our educational partners. AUSD actively gathered and incorporated input for our LCAP from all educational partner groups through a variety of site/district meetings and an LCAP Survey. The survey was posted on the District website as well as on every school's website. The survey was also emailed to our educational partners through our Blackboard Connect communication messaging system. The survey was published in English, Spanish, Chinese and Vietnamese to meet the needs of our English and non-English speaking educational partners. To ensure that all educational partners were informed in a timely manner of the various opportunities to participate in the LCAP process, the District developed a well articulated LCAP calendar that contained specific dates of LCAP meetings and activities. The District utilized a variety of communication platforms such as Blackboard Connect phone calls and messages, posted information on the District and school websites, Facebook, Instagram, Twitter, and flyers to ensure that educational partners received timely information.
Teachers	Cabinet visits were scheduled with every elementary and high school as well as our special education preschool and adult transition programs at least once during the school year. All teachers had the opportunity to complete the online LCAP survey and provide input on the LCAP goals and actions. Principals were asked to get input on the 26-27 LCAP from teachers to gather feedback.
Principals	Executive Cabinet met monthly with principals throughout the school year from August through June. LCAP updates were provided to ensure that principals were informed of progress towards implementation of Actions and Services. All principals had the opportunity to complete the online LCAP survey.
Administrators	Executive Cabinet met monthly with assistant principals throughout the school year from August through June. They also met with Cabinet weekly. LCAP updates were provided to ensure that administrators were informed of progress towards implementation of Actions and Services. District office administrators were engaged in the LCAP process through various meetings where their input was gathered, questions answered and updates provided. All administrators had the opportunity to complete the online LCAP survey.
Other School Personnel	Other school personnel which included both certificated and classified staff had the opportunity to complete the online LCAP survey and provide input on the LCAP goals and actions. Principals were asked to get input on the LCAP from other school personnel.
Local Bargaining Units of the District	The classified and certificated union leadership met monthly with Executive Cabinet. Our certificated union leadership and our classified union leadership did not feel it was necessary to meet separately on LCAP development and input. They encouraged their members to complete the online survey.
Parents	To ensure that parents were informed of progress towards implementation of all Actions & Services, updates were provided throughout the year at PAC, DELAC, Board of Education, PTA Council and other meetings. All parents had the opportunity to participate in the LCAP online survey. The survey was available in English, Spanish, Chinese and Vietnamese to meet the needs of our English and non-English speaking educational partners. Additionally, at each PAC and DELAC meeting, formal LCAP presentations were made. LCAP information and data was shared and input was gathered.
Students	Students were given opportunities to participate in the entire LCAP process. Through the District online survey, students were able to provide input. The other opportunity was through the Superintendent Advisory Council (SAC) monthly meetings. The twelve SAC members represented each of the high school grade levels from each of our three comprehensive high schools. Students were given opportunities to ask questions and receive answers, and provide input into the LCAP development. One of the SAC members was elected and sworn in as our District's Student Board Member along with an alternate. Our Student Board Member was an advisory voting member at every Board Meeting.
SELPA	The District collaborated with SELPA to complete the Comprehensive Coordinated Early Intervening Services Plan (CCEIS). Collaboration included: CCEIS and State Performance Plan Technical Assistance Project workshops, individual consultation with District Special Education Directors and information provided via the Superintendents' Council meetings.
Public & Board	At the request of the Board, staff reports at Board meetings throughout the school year embedded LCAP updates. This provided the

	Board with an opportunity to receive LCAP updates regularly. The development of the 2026-2027 LCAP draft was shared with educational partners throughout the year. The public was notified of the opportunity to submit written comments regarding the LCAP actions and expenses at all of the meetings listed in the LCAP Development Calendar utilizing the chat and Q&A feature in Zoom. For example, at every PAC and DELAC meeting, it was announced that at any time in the LCAP process, if anyone wanted to ask questions or make comments, they were given directions to do so. Through the use of the tools in Zoom, educational partners could ask questions and give feedback by utilizing the Q&A and/or hand raising features. Before the end of each meeting, every question was answered in writing through the Q&A feature or answered verbally. Recordings, minutes and presentations from each PAC and DELAC meeting are posted on the District website. At every PAC and DELAC meeting, it was announced that at any time in the LCAP process, if anyone wanted to direct questions or comments to the Superintendent and receive a response in writing from the Superintendent, they were given the directions to do so. The Superintendent was committed to responding in writing to any comments that were submitted. Each committee supported the actions and services and there were no additional comments submitted.

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

Alhambra Unified School District's adopted LCAP is the result of feedback and input from our educational partners. In the first year of this three-year LCAP cycle in 2024-2025, Cabinet analyzed the seven goals and feedback from our educational partners to explore changes to the goals. There was a need to develop broad goals that were not department specific and reflected collaboration among departments to achieve the goals. The four goals focused on Teaching and Learning, Experiences and Well-Being, Families and Community Partnerships and Operational Effectiveness of Safety, Technology and Facilities. After going through a major revision of our Goals, our educational partners did not feel the need to make any changes to the Goals.

During Year 1 of this three year LCAP cycle, the Measuring and Reporting Results section of the adopted LCAP was organized differently than previous LCAPs based on feedback from our educational partners. Under an overall metric area, all subgroup data is included. The targets for year 3 outcomes reflect the District's commitment to closing the achievement gap and ensuring all students have equitable access in their instructional program. As a result, for many of the metrics, the targets for year 3 are the same for all subgroups and our educational partners did not feel the need to make changes to our metrics or targets.

During the LCAP development process, educational partners reviewed state and local data to identify root causes and prioritize actions that address these opportunity gaps. As a result, the district will continue strengthening its Multi-Tiered System of Supports (MTSS), a focus on effective tier I instruction, expanding professional learning focused on inclusive and evidence-based instructional practices with an emphasis on math, increasing targeted interventions for Students with Disabilities and Long-Term English Learners, and enhancing attendance, engagement, and school climate supports.

4,897 participants completed our LCAP Survey in March 2026 which represents:
- 43.66% Parents/Guardians
- 46.99% Students (6th-12th)
- 9.35% Staff

The average Star Ratings for each of the goals are:
Goal 1: Teaching and Learning
Parents: 4.37
Employees: 3.97
Students: 3.97

Goal 2: Experiences & Well-Being
Parents: 4.34
Employees: 4.01
Students: 3.81

Goal 3: Families & Community Partnerships
Parents: 4.23

Employees: 3.97
Students: 3.82

Goal 4: Operational Effectiveness of Safety, Technology & Facilities
Parents: 4.31
Employees: 3.87
Students: 3.92

Our 2026 LCAP Survey emphasized Your Voice. Our Students. One Future.
2026 LCAP Survey Themes
Strengths:
Parents/Guardians
A strong, districtwide commitment to student success is evident in the dedication of staff who prioritize academic support, emotional well-being, and meaningful relationships with students, creating environments where students feel cared for, supported, and positioned to thrive.
Employees
The district's greatest asset is its dedicated staff, whose commitment to students is evident across schools and roles. At the same time, the system would benefit from stronger coherence in instruction, communication, and operational supports to ensure that this commitment is consistently experienced by all students and staff.
Students
A notable strength across schools is the strong, positive relationships students build with individual teachers, which serve as a foundation for trust, support, and engagement in learning.

Focus:
Parents/Guardians
There are concerns about inconsistency in teaching and uneven educational experiences, compounded by communication gaps that contribute to variability in how information and support are shared across the district.
Employees
Strengthening operational coherence, improving communication systems, and developing more sustainable support structures are key priorities for ensuring long-term effectiveness and stability.
Students
Across goals, key areas for attention include improving consistency in teaching quality, addressing behavior concerns, and increasing student engagement through more engaging and relevant learning experiences.
At the May 19, 2026 Board Meeting, 2026 LCAP Survey major findings and 2026-2027 LCAP key priorities were shared. The attached slides identifies the major findings from the 2026 AUSD developed LCAP Survey using a star rating format. Recommended priority areas for the 2026-2027 LCAP are identified by each of the four LCAP goals. The attached graphic emphasizes the importance of triangulating data across our educational partners and outcomes.

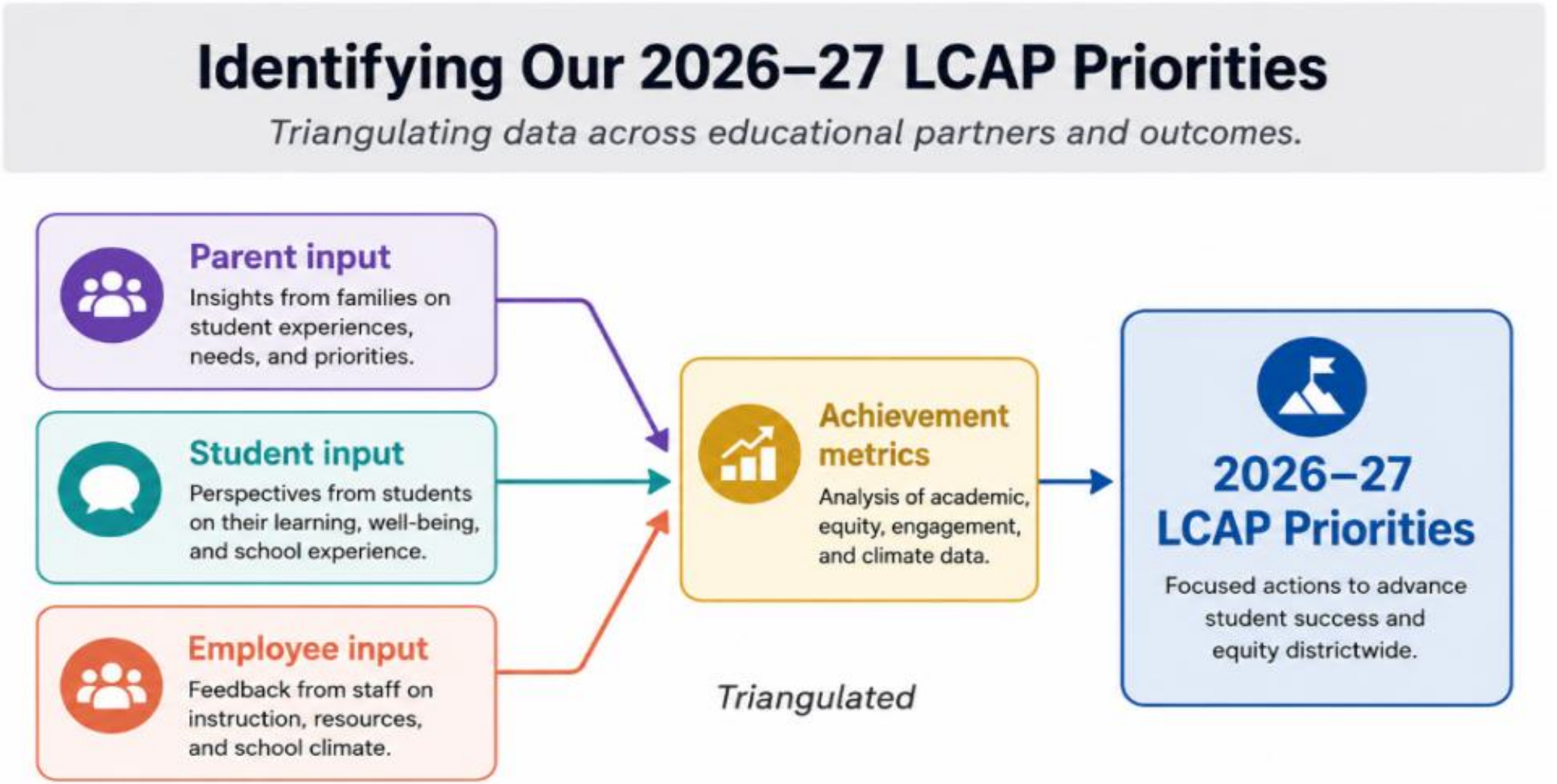
Recommended Priorities for 2026-2027
Goal 1: Teaching & Learning
Priority 1: According to the 2025 Dashboard, Hispanic students are 56.9 points below standard in Math.
Focus: Closing opportunity gaps in math by implementing consistent, standards-aligned instruction in every classroom where teachers clearly communicate daily learning goals, define and model success criteria, and use ongoing formative assessment to check for understanding, adjust instruction, and provide targeted support to meet each student's needs.
Priority 2: According to CDE Disproportionality data for the 2024-25 school year, Hispanic students have a risk ratio of 8.0, whereas Asian students have a risk ratio of 0.09.
Focus: Addressing the overidentification of Latino male students for Special Education by examining the role of cognitive and implicit biases in the identification process
Priority 3: According to the 2025 Dashboard, "Long-Term English Learners" (LTELs) are 53.7 points below standard in English and 99 points below standard in Math.
Focus: Supporting English Learners—particularly Long-Term English Learners (LTELs)—through effective teaching strategies and high-quality instructional materials that strengthen both designated and integrated English Language Development

Goal 2: Experiences & Well-Being
Priority 1: According to the CA Dashboard, chronic absenteeism is disproportionately high for: homeless youth (35.6%), foster youth (32.1%), students with disabilities (28.4%) and Hispanic students (24%).

Focus: Addressing the disproportionate chronic absenteeism rate of our homeless, foster, students with disabilities and Hispanic youth by creating Tiered Supports for our families, engaging in home restorative home visits, building culturally sensitive approaches, proactively monitoring student attendance, and leveraging Independent Study as a means to support attendance when appropriate.
Priority 2: According to the CA Dashboard, suspension rates for specific subgroups exceed the 1.3% average for all students: Foster Youth (6.2%), Homeless students (2.8%), English Learners (2.6%), Students with Disabilities (2.5%), and Hispanic students (2.1%).
Focus: Addressing the disproportionate suspension rates of our foster, homeless, Hispanic, Students with Disabilities, and English Learner youth by strengthening PBIS Tiers I-III at all sites, including culturally relevant pedagogy in our behavioral lessons and implementing an alternatives to suspension program.

Goal 3: Families & Community Partnerships
Priority 1: According to the 25-26 CA Healthy Kids Survey, 40% of families are involved and 37% feel welcomed/included.
Focus: Addressing the parent involvement and feelings of inclusion by building the Community Schools model across all sites, increasing parent workshops, and continuing with Parent/Guardian Empathy Interviews and Focus Groups.
Priority 2: Student voice and leadership opportunities continue to be a priority for the district. Student input and collaboration will influence the district decision-making process.
Focus: The district will continue to develop student leaders through its 12-member elected Student Advisory Council and student board member. SAC will meet monthly with AUSD leaders, outreach to younger students and the community, and get input on key issues from their peers.
Priority 3: Schools and the district will effectively communicate important news (including emergency notifications), events, accomplishments, and opportunities to students and families.
Focus: The district and all school sites will utilize a variety of methods/platforms (including digital newsletters, emails, SMS text messaging, and/or social media) to communicate important news and information to their families. Schools will also notify parents of emergency and crisis situations in a timely fashion.

Goal 4: Operational Effectiveness of Safety, Technology & Facilities
Priority 1: According to the 25-26 CA Healthy Kids Survey, 70% of students and 43% of parents feel the district is a safe place for students.
Focus: Addressing school safety by providing ongoing training to all staff, collaborate with community first responders, and strengthen PBIS structures to ensure proactive supervision occurs during unstructured times of the day and afterschool.
Priority 2: School districts continue to face increasing cybersecurity threats, including phishing, ransomware, and unauthorized access attempts, requiring ongoing monitoring, staff awareness, and system protections to safeguard student and staff data.
Focus: Continue to strengthen and expand cybersecurity practices by enhancing staff training, improving monitoring and threat detection systems, advancing identity and access management, and reducing external system vulnerabilities to protect district data and systems.
Priority 3: During the 2025–26 school year, the District processed over 18,000 tech support requests, with monthly peaks above 3,400—highlighting the need for timely support and reliable systems to minimize instructional disruption.
Focus: Continue to improve technology support services by enhancing help desk response times, optimizing support workflows, increasing site-based support coverage, and leveraging data to proactively address technical issues and improve system reliability.
Priority 4: As facilities, infrastructure systems, and fleet age, the district faces increased risk of failures and disruptions, requiring proactive maintenance and timely replacement to ensure safe, uninterrupted teaching and learning environments.
Focus: Strengthen operational efficiency by implementing proactive maintenance systems, supported by preventative maintenance practices, a clearly defined work order priority matrix, targeted staff training, and a single, integrated management platform.



Goals and Actions

Goal

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

State priorities addressed by this goal.

1, 2, 4, 5, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	A-G Rate (UC/CSU Eligibility) % of Prepared Students Meeting a-g Coursework according to DataQuest % of PODER Students Meeting a-g Coursework according to PowerSchool	2022-2023 64.8%: All 77.5%: Asian 45.8%: Hispanic 61.5%: SED 2023-2024 88%: PODER	2023-2024 64.1%: All 77.8%: Asian 47%: Hispanic 64.1%: SED 88%: PODER	2024-2025 60.6%: All 68.5%: Asian 47%: Hispanic 57.2%: SED 98%: PODER	95%: All 95%: Asian 95%: Hispanic 95%: SED 95%: PODER	-4.2%: All -9%: Asian +1.2%: Hispanic -4.3%: SED +10%: PODER

2	Graduation Rate % of students who graduate according to the CA Dashboard	2022-2023 94.8%: All 93.3%: Hispanic/Latino 95.8: Asian 85.4%: EL 94.5%: SED 90.5%: Homeless	2023-2024 92.1%: All 91.6%: Hispanic/Latino 92.2: Asian 83.7%: EL 91.8%: SED 86.4%: Homeless	2024-2025: 94.4%: All 96.1%: Hispanic 93.9%: Asian 87.3%: EL 95.1%: SED 86.3%: Homeless	98%: All 98%: Hispanic/Latino 98%: Asian 98%: EL 98%: SED 98%: Homeless	-0.4%: All +2.8%: Hispanic -1.9%: Asian +1.9%: EL +.6%: SED -4.2%: Homeless
3	ELA SBAC Achievement Points above or below standard on the ELA SBAC according to the CA Dashboard Early Assessment Program (EAP): % of 11th grade students who exceed standards on the ELA SBAC and are ready for college and % of 11th grade students who meet standards on the ELA SBAC and are conditionally ready for college according to the CAASPP-ELPAC Public Reporting Site	2022-2023 District: 32.7 points above standard (Green) Hispanic: 9.1 points below standard (Orange) Asian : 67.2 points above standard (Blue) SED: 13.2 points above standard (Green) EL: 1.9 points below standard (Green) Foster Youth: 32.8 points below standard (Yellow) SWD: 82.5 points below standard (Red) ATSI/Differentiated Assistance EAP ELA Exceeded: 39.7% EAP ELA Met: 26.6%	2023-2024 District: 32.7 points above standard (Green) Hispanic: 6.4 points below standard (Orange) Asian: 64.7 points above standard (Blue) SED: 11.5 points above standard (Green) EL: 13.7 points below standard (Orange) Foster Youth: 37.5 points below standard (Orange) SWD: 90.2 points below standard (Red) ATSI/Differentiated Assistance EAP ELA Exceeded: 40.05% EAP ELA Met: 28.17%	2024-2025 District: 32.7 points above standard (Green) Hispanic: 2.3 points below standard (Green) Asian: 57.7 points above standard (Green) SED: 11.3 points above standard (Green) EL: 9.3 points below standard (Yellow) Foster Youth: 28.3 points below standard (Yellow) SWD: 75.1 points below standard (Orange) EAP ELA Exceeded: 38.78% EAP ELA Met: 28.44%	District: 70 points above standard (Blue) Hispanic: 70 points above standard (Blue) Asian: 70 points above standard (Blue) SED: 70 points above standard (Blue) EL: 70 points above standard (Blue) Foster Youth: 20 points above standard (Green) SWD: 25 points below standard (Yellow) EAP ELA Exceeded: 50% EAP ELA Met: 40%	0 points: District (maintained) +6.8 points: Hispanic (increased) -9.5 points: Asian (declined) -1.9 points: SED (maintained) -7.4 points: EL (increased) +4.5 points: Foster Youth (increased) +7.4 points: SWD (increased) -0.92%: EAP ELA exceeded 1.84%: EAP ELA met

4	Math SBAC Achievement District: points above or below standard on the Math SBAC according to the CA Dashboard Early Assessment Program (EAP): % of 11th grade students who exceed standards on the Math SBAC and are ready for college and % of 11th grade students who meet standards on the Math SBAC and are conditionally ready for college according to the CAASPP-ELPAC Public Reporting Site	2022-2023 District: 2.1 points above standard (Green) Hispanic/Latino Students: 60.9 points below standard (Yellow) Asian Students: 57.9 points above standard (Blue) SED Students: 19.1 points below standard (Green) EL Students: 10.7 points below standard (Green) Foster Youth: 84.8 points below standard (Orange) SWD: 126.2 points below standard (Orange) ATSI Homeless: 102 points below standard (Red) EAP Math Exceeded: 25.5% EAP Math Met: 17.8%	2023-2024 District: 2.2 points above standard (Green) Hispanic/Latino Students: 58.1 points below standard (Orange) Asian Students: 54.2 points above standard (Green) SED Students: 19 points below standard (Yellow) EL Students: 19.5 points below standard (Yellow) Foster Youth: 111.2 points below standard (Red) SWD: 125.8 points below standard (Red) ATSI Homeless: 82.1 points below standard (Yellow) EAP Math Exceeded: 25.29% EAP Math Met: 19.78%	2024-2025 District: 4.3 points above standard (Green) Hispanic/Latino Students: 56.9 points below standard (Orange) Asian Students: 53 points above standard (Blue) SED Students: 17.9 points below standard (Yellow) EL Students: 14.3 points below standard (Green) Foster Youth: 69 points below standard (Yellow) SWD: 118.7 points below standard (Orange) Homeless: 93.2 points below standard (Orange) EAP Math Exceeded: 25.63% EAP Math Met: 18.24%	District: 65 points above standard (Blue) Hispanic/Latino Students: 65 points above standard (Blue) Asian Students: 65 points above standard (Blue) SED Students: 65 points above standard (Blue) EL Students: 65 points above standard (Blue) Foster Youth: 65 points above standard (Blue) SWD: 20 points below standard (Green) Homeless: 20 points below standard (Green) EAP Math Exceeded: 40% EAP Math Met: 40%	+2.2 points: District (maintained) +4 points: Hispanic (maintained) -4.9 points: Asian (maintained) +1.2 points: SED (maintained) -3.6 points: EL (increased) +15.8 points: Foster Youth (increased) +7.5 points: SWD (increased) +8.8 points: Homeless (declined) +0.13%: EAP Math exceeded +0.44%: EAP Math met

5	California Science Test (CAST) % of students who meet or exceed standard on the California Science Test (CAST) according to the CAASPP-ELPAC Public Reporting Site	43.8%: All in 2022-2023	44.15%: All in 2023-2024	44.11%: All in 2024-2025	75%: All	+0.31%

6	ELPAC Achievement % of ELs who are making progress toward English language proficiency or maintaining the highest level according to the CA Dashboard % of current EL students maintaining the highest level, level 4, on the ELPI % of current EL students progressing at least one ELPI level % of current EL students maintaining ELPI levels lower than level 4 (1, 2L, 2H, 3L, 3H) % of current EL students decreasing at least one ELPI level	2022-2023 50.9%: progress towards English language proficiency or maintained the highest level (Orange) 9%: maintained the highest level 42.3%: progressed at least one ELPI level 30.1%: maintained ELPI levels lower than level 4 18.6%: decreased at least one ELPI level	2023-2024 51.2%: progressed towards English language proficiency or maintained the highest level (Yellow) 10.3%: maintained the highest level 41.1%: progressed at least one ELPI level 31.1%: maintained ELPI levels lower than level 4 17.6%: decreased at least one ELPI level	2024-2025 44.8%: progressed towards English language proficiency or maintained the highest level (Orange) 8.2%: maintained the highest level 36.6%: progressed at least one ELPI level 37.3%: maintained ELPI levels lower than level 4 17.9%: decreased at least one ELPI level	80%: progress towards English language proficiency or maintain the highest level (Green) 20%: maintain the highest level 60%: progress at least one ELPI level 20%: maintain ELPI levels lower than level 4 0%: decrease at least one ELPI level	-6.1%: progressed towards English language proficiency or maintained the highest level - 0.8%: maintained the highest level -5.7%: progressed at least one ELPI level +7.2%: maintained ELPI levels lower than level 4 +0.7%: decreased at least one ELPI level
7	Reclassification Rate % of ELs who are reclassified according to DataQuest	12.38%: reclassified in 2022-2023	10.64%: reclassified in 2023-2024	12.04%: reclassified in 2024-2025	25%: reclassified	-0.34%

8	AP Exam % of exam scores 3 or higher on AP exams according to College Board AP Central	2022-2023 68.2%: All 57.1%: Hispanic 73.2%: Asian	2023-2024 72.0%: All 63%: Hispanic 73.6%: Asian	2024-2025 76.1%: All 65.8%: Hispanic 78.5%: Asian	80%: All 80%: Hispanic 80%: Asian	+7.9%: All +8.7%: Hispanic +5.3%: Asian
9	College/Career % of high school graduates who are placed in the "Prepared" level on the College/Career Indicator according to the Dashboard	2023 61%: All 41.5%: Hispanic 77.1%: Asian 57.2%: SED 17.6%: SWD	2024 58.1%: All 36.1%: Hispanic 73.4%: Asian 54.2%: SED 13.0%: SWD	2025 63.6%: All 47.7%: Hispanic 73.6%: Asian 60.6%: SED 23%: SWD	80%: All 80% Hispanic 80%: Asian 80%: SED 80%: SWD	+2.6% All +6.2% Hispanic -3.5% Asian +3.4% SED +5.4% SWD
10	CTE Pathway Completion % of students who meet the College/Career Indicator (CCI) via CTE Pathway Completion according to the Dashboard	2023 27.2%: All 22%: Hispanic 28.6%: Asian 57.2%: SED 17.6%: SWD	2024 26.8%: All 22.2%: Hispanic 27.6%: Asian	2025 29.6%: All 18.4%: Hispanic 32.5%: Asian 60.6%: SED 23%: SWD	50%: All 50%: Hispanic 50%: Asian 50%: SED 50%: SWD	+2.4%: All -3.6%: Hispanic +3.9%; Asian +3.4%: SED +5.4%: SWD
11	College Credit Course Completion % of students who meet the College/Career Indicator (CCI) via College Credit Course according to the Dashboard	2023 3.3%: All 2.9%: Hispanic 4.7%: Asian	2024 1.2%: All 0.4%: Hispanic 1.2%: Asian	2025 2.8%: All 2.7%: Hispanic 2.6%: Asian	25%: All 25%: Hispanic 25%: Asian	-0.5%: All -0.2%: Hispanic -2.1%: Asian

12	Overall CTE Pathways and A-G Completion % of students who successfully complete CTE Pathways and A-G requirements according to CALPADS	2023 17.5%: All 12%: Hispanic 21.6%: Asian	2024 16.7%: All 9.6%: Hispanic 20.8%: Asian	2025 20.1%: All 10.9%: Hispanic 24.7%: Asian	30%: All 30%: Hispanic 30%: Asian	+2.6%: All -1.1%: Hispanic +3.1%: Asian
13	State Seal of Biliteracy % of students who are eligible for the State Seal of Biliteracy according to CALPADS	17.9% in 2023	18.4% in 2024	23.6% in 2025	50%	+5.7%
14	Inclusive Practices % of Students with Disabilities (SWD} who are instructed in the general education classroom at least 70% of their day	58% in 2023-24	58% as of January 2025	58% in 2025-2026	75%	0%
15	Local Assessments iReady Math Assessment: % of students who score on grade level on the iReady Math iReady Reading Assessment: % of students who	2023-24 58%: 9th-11th-Math Inventory 23%: 9th-11th-Reading Inventory 60%: K-8th-i-Ready Math 62%: K-8th-iReady Reading 64.9%: Mandarin Dual	2024-25 48%: 9th-11th-i-Ready Math (BOY) 55%: 9th-11th i-Ready Math (MOY) 37%: 9th-11th i-Ready Reading (BOY) 44%: 9-11th i-Ready Reading (MOY)	2025-26 51%: 9th-11th-iReady Math (BOY) 60%: 9-11th iReady Math (EOY) 41%: 9th-11th iReady Reading (BOY) 49%: 9-11th iReady Reading (EOY) 33%: K-8th iReady Math (BOY) 46%: K-8th iReady Math	80%: 9th-11th-iReady Math 80%: 9th-11th-iReady Reading 80%: K-8th-iReady Math 80%: K-8th-iReady Reading 80%: Mandarin Dual Language Immersion-Level Chinese 80%: Spanish Dual Language Immersion-ISIP Lectura (iStation).	+3% for Math, 9-11th +5% growth for Reading, 9-11th Note: Changed assessments last year, from the Math and Reading Inventory to iReady Reading and Math 0% growth for Math, K-8th -2% growth for Reading, K-8th -8.2% growth for Mandarin Dual Language Immersion Level Chinese +36.4% growth for Spanish Dual

score on grade level on the iReady Reading i Level Learning Chinese: % of Mandarin DI students who increase one level on the Level Learning assessment iStation Spanish: % of Spanish DI students who increase one level on the ISIP Lectura (iStation) Special Education TransMath: Average quantile score of Students with Disabilities (SWD) using TransMath Special Education LanguageLive!: % of SWDs in LanguageLive! with scores within the Below Basic (BB)/Beginner Reader (BR) performance	Language Immersion-Level Chinese 27.6%: Spanish Dual Language Immersion-ISIP Lectura (iStation) 721 points-SWD-Transmath 47%: SWD-LanguageLive! 76%: SWD-ULS Benchmark	32%: K-8th i-Ready Math (BOY) 48%: K-8th i-Ready Math (MOY) 63%: K-8th i-Ready Math (EOY) 41%: K-8th i-Ready Reading (BOY) 55%: K-8th i-Ready Reading (MOY) 63%: K-8th i-Ready Reading (EOY) 66% growth for Mandarin Dual Language Immersion Level Chinese 39%: Spanish Dual Language Immersion-ISIP Lectura (iStation) 783.35 points - SWD Transmath 83%: SWD - ULS Benchmark	(MOY) 60%: K-8th iReady Math (EOY) 42%: K-8th iReady Reading (BOY) 48%: K-8th iReady Reading (MOY) 60%: K-8th iReady Reading (EOY) 56.7% EOY growth for Mandarin Dual Language Immersion Level Chinese 64% EOY: Spanish Dual Language Immersion-ISIP Lectura (iStation) 758.9 points - SWD Transmath (EOY)) 67%: SWD - Language Live! scores within the BB/BR performance band 94.5% ULS Benchmark	850 points: SWD-Transmath 35%: SWD-LanguageLive! 100%: SWD-ULS Benchmark	Language Immersion +37.9 points for SWD Transmath +20%: SWD - Language Live! scores within the BB/BR performance band +18.5% SWD - ULS Benchmark

	band Special Education Assessment for the Moderate/Severe Specialized Programs: % of students participating in the Unique Learning System (ULS) Benchmark Assessment					
16	Local Assessment: Elementary Intervention % of Leveled Literacy Intervention (LLI) students who increase one level in the program % of intervention Sonday System (SS) students who increase performance on the program	2023-24 85%: LLI 90%: SS	86%: Level Literacy Intervention (LLI) 90.3%: Sonday System (SS)	88%: Level Literacy Intervention (LLI) 90%: Sonday System (SS)	95%: LLI 95%: SS	+3% Growth for LLI 0% Growth for SS

17	Instructional Materials % of sufficient access to standards-aligned instructional materials and % of classrooms meeting Williams instructional materials reporting requirements according to textbook sufficiency survey	2023-24 100%	2024: 100%	2025: 100%	100%	0%
18	Implementation of State Standards Level of implementation of standards using Local Indicators Reflection tool on the Dashboard for Other Adopted Academic Standards	Implementation of standards using the Local Indicators tool on the 2023 were: Career Technical Education - 4 - Full Implementation Physical Education - 4 - Full Implementation World Language - 5 - Full Implementation and Sustainability Health Education - 4 - Full Implementation Visual and Performing Arts - 4 - Full Implementation	Implementation of standards using the Local Indicators tool in 2024 were: Career Technical Education - 5 - Full Implementation and Sustainability Physical Education - 4 - Full Implementation and Sustainability World Language - 5 - Full Implementation and Sustainability Health Education - 4 - Full Implementation Visual and Performing Arts - 5 - Full Implementation and Sustainability	Implementation of standards using the Local Indicators tool in 2025 were: Career Technical Education - 5 - Full Implementation and Sustainability Physical Education - 4 - Full Implementation World Language - 5 - Full Implementation and Sustainability Health Education - 4 - Full Implementation Visual and Performing Arts - 5 - Full Implementation And Sustainability	Implementation of standards using the Local Indicators tool on will receive the following score: Career Technical Education - 5 -Full Implementation and Sustainability Physical Education - 5 - Full Implementation and Sustainability World Language - 5 - Full Implementation and Sustainability Health Education - 5 - Full Implementation and Sustainability Visual and Performing Arts - 5 - Full Implementation and Sustainability	CTE: +1 PE: 0 World Language: 0 stayed highest level Health Education: 0 VAPA: +1

19	Certificated Staff Credentialing % of teachers appropriately assigned and fully credentialed according to the California Statewide Assignment Accountability System (CalSAAS)	73 misassignments in 2022-23	76 misassignments in 2023-24	31 misassignments in 2024-25	100%	42 less misassignments

Goal Analysis for 2025-2026

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.

• 16 out of 18 actions in Goal 1 were fully implemented.
• 1 out of 18 actions in Goal 1 was partially implemented.
• 1 out of 18 actions in Goal 1 was not implemented.
Action 1 Textbook Sufficiency was fully implemented. A key success was every student was provided with District adopted textbooks and instructional materials compliant with state standards (Williams). 100% of students received sufficient access to standards-aligned instructional materials. 100% of classrooms met Williams instructional materials reporting requirements according to textbook sufficiency surveys.
Action 2 Multi-Tiered System of Support (MTSS) and Action 3 Multi-Tiered System of Support (MTSS) for Unduplicated Pupils were fully implemented to support all students including unduplicated students with their whole child needs. A key success was that target students received support in ELA, Math, Behavioral and Social Emotional Learning. All K-8 teachers engaged in weekly professional learning communities (PLCs) with their coaches to review data, request support and reflect on implementation of differentiated instruction such as small group instruction, Universal Design for Learning (UDL), etc. Teacher surveys indicated overwhelming positive outcomes from these weekly sessions, stating a benefit received from the coaching sessions to support target students in their classrooms. However, a notable challenge was the implementation of cognitive coaching and professional learning communities at the high school level by the department chairs.
Action 4 Equity School Plans was fully implemented. A key success was the incorporation of Equity School Plans into each school's School Plan for Student Achievement (SPSA). All schools completed this integration during the 2025–26 school year, embedding equity-focused goals and actions within their comprehensive school improvement planning process.
Action 5 English Learner (EL) Program was fully implemented to address the needs of English learners. Key successes were the implementation of an ELPAC test prep course at all elementary sites, and at the secondary sites, ELs had the opportunity to participate in dual-enrollment courses through ELAC to support the transition to community college. However, a notable challenge at the elementary and secondary level was using ELD standards in lesson planning for Integrated ELD instruction during core instructional time.
Action 6 Students with Disabilities (SWD) Programs were fully implemented. A key success was the opening of the newly built Scanlon Early Education Center. However, a notable ongoing challenge was the hiring of credentialed teachers for the specialized programs such as the ED and Mod Severe classes.

Action 7 Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA) was partially implemented. A key success is the decrease in the number of students in non-public schools (NPS). However a notable challenge continues to be effective inclusion in our specialized programs, collaboration and learning center models.
Action 8 Career Technical Education (CTE)/ Dual Enrollment (DE)was fully implemented to support Career Technical Education (CTE) and Dual Enrollment (DE). A key success is the Year 1 launch of the Athletic Training (Patient Care) Pathway at all three high schools. However, a notable challenge was low enrollment in some CTE classes, due to declining enrollment and master schedule limitations.
Action 9 CTE/DE for Low Income Students was fully implemented to support low-income students. A key success is providing targeted support for students during advisory/Power/ME Time and monthly College & Career Family Series workshops. However, a notable challenge was providing individualized support to targeted students due to time limitation.
Action 10 Dual Language Immersion Program (DLIP) was fully implemented. The program is fully articulated from TK through 9th grade. With input from high school DLIP families, the high school program has been adjusted and is fully articulated through 12th grade, pending a capstone course in 12th grade that is still to be determined.
Action 11 Arts Education was fully implemented. A key success was that all students in K-8th grade received music, drama, art and STEM instruction during the school year according to enrollment records in the Powerschool Student Information System. However, a notable challenge was the lack of dedicated classroom space at some of the elementary schools.
Action 12 Expanded and Enhanced Certificated Training was fully implemented. A key success was the three additional district-wide professional development (PD) days provided for teachers and certificated support staff on pupil-free days as measured by feedback provided in PD evaluations.
Action 13 Educational Technology Training and Innovation was fully implemented. A key success was the ongoing technology based training sessions and boot camps as measured by the feedback provided by teachers at the conclusion of each session.
Action 14 Additional Targeted Support and Improvement (ATSI) was not Implemented during the 2025–26 school year because the district did not have any schools identified for ATSI status.
Action 15 High Quality Administrative, Certificated, Classified and Substitute Staff was fully implemented. It is the goal of the District to not only hire, but to retain and support all high quality administrative, teacher, certificated support staff, classified and substitute staff. This action sets the expectation for hiring, retaining and developing effective staff and is effective for hiring and retention of high quality staff. A key success was hiring employees with essential credentials and experiences for 2025-2026. However, a notable challenge was having some classified applicants (Instructional Aides in particular) not complete the onboarding process, which impacted our ability to fill vacancies in a timely fashion.
Action 16 Teacher Training and Certification (TT&C) Program was fully implemented to address the needs of targeted teachers who did not possess a clear credential with the CTC. A key success was having Mentor Teachers and Content Mentors assigned to all 33 Induction Teachers. AUSD's 15 Year 2 teachers have successfully completed Induction in order to clear their credentials, and all 18 Year 1 teachers have successfully completed Year 1 Induction. AUSD ensures teachers who are new to the teaching profession have the skills to reach every student as a priority through the District Teacher Induction Program. However, a notable challenge was the ability to increase veteran teacher observations for our teachers, which impacted our new teachers' request to observe more often from our strong veteran colleagues.
Action 17 Staff Training and Support was fully implemented. The District continued to support all staff through various department training offerings as well as site-based professional development. A key success was having divisions tailor their training to the employee audience. However, a notable challenge was having enough allotted time and days to offer follow-up training offerings, which would have been beneficial to communicate across sites on what implemented strategies worked successfully, and what could be improved on.
Action 18 Administrative Staff Support, Mentoring and Professional Development (PD) was fully implemented. A key success was that the District provided administrative staff support, mentoring, and professional development for new certificated administrative staff who successfully completed the AUSD Administrative Induction program.

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

Funds budgeted for actions and services were primarily used as intended. Overall, all funds were used to provide services to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

Action 4 Equity School Plans
Rather than existing as a separate initiative, Equity School Pans were integrated into each school's School Plan for Student Achievement (SPSA), ensuring that equity goals are embedded within the core school improvement process. As a result, there was a shift in the focus of district level professional development that resulted in the cancelling of some district level PD.

Action 18 Administrative Staff Support, Mentoring and Professional Development (PD)
For the 2025-2026 school year, there were no new administrators hired; therefore, there were no program or coaching expenditures for the AUSD Administrative Induction program. Our retired District administrators did coach and support administrators with a change of assignment or a new position.

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

• 13 out of 18 actions in Goal 1 were effective.
• 5 out of 18 actions in Goal 1 were somewhat effective.
Action 1 Textbook Sufficiency was effective. Every student was provided with District adopted textbooks and instructional materials compliant with state standards (Williams). 100% of students received sufficient access to standards-aligned instructional materials. 100% of classrooms met Williams instructional materials reporting requirements according to textbook sufficiency surveys.
Action 2 Multi-Tiered System of Support (MTSS) was effective according to SBAC distance from standard in ELA and math maintained or increased. On the ELA SBAC (Metric 1.3), all students held steady at 32.7 points above standard. Hispanic/Latino students had a gain of 6.8 points. Asian students declined 9.5 points but remained green according to the Dashboard. On the Math SBAC (Metric 1.4), all students had a gain of 2.2 points. Hispanic/Latino students showed a gain of 4 points. Asian students remained well above standard at indicator blue, but had a decline of 4.9 points.
Action 3 Multi-Tiered System of Support (MTSS) for Unduplicated Pupils was somewhat effective according to SBAC distance from standard in ELA and math. On the ELA SBAC (Metric 1.3), English Learners declined 7.4 points. SED students had a decline of 1.9 points, and foster Youth increased 9.2 points. On the Math SBAC (Metric 1.4), English learners had a decline of 3.6 points. SED students showed a slight decline of 1.2 points. Foster Youth increased 42.1 points.
Action 4 Equity School Plans was effective. Equity School Plans have been successfully integrated into each school's School Plan for Student Achievement (SPSA), ensuring that equity goals are embedded within the core school improvement process rather than existing as a separate initiative. All schools completed this work during the 2025–26 school year, creating greater alignment, accountability, and sustainability for equity-focused actions across the district.
Action 5 English Learner (EL) Program was somewhat effective by providing various supports. 12.04% of English Learners reclassified in the 2024-2025 school year compared to 10.64% in the 2023-2024 school year (Metric 1.7). Additionally, ELPI results indicate that 44.8% of English Learners progressed towards English language proficiency or maintained the highest level (Orange) according to the CA Dashboard (Metric 1.6). Specifically, 8.2% of ELs maintained the highest level, 36.6% progressed at least one ELPI level, 37.3%: maintained ELPI levels lower than level 4, and 17.9%: decreased at least one ELPI level (Metric 1.6). Overall, ELPI results indicate limited growth.
Action 6 Students with Disabilities (SWD) Programs was somewhat effective in providing all SWDs with access to common core aligned curriculum. Evidence of effectiveness includes the implementation of the alternative diploma curriculum for high school students and course path. IEPs include common core aligned objectives. On the SBAC in both ELA and math, SWDs improved from the baseline and performed at the orange level (Metrics 1.3 and 1.4). Students were provided with standards aligned curriculum. There is a need to more frequently monitor the progress that students are making using assessments from our adopted curriculum.
Action 7 Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA) was somewhat effective. The same percentage of students (58%) who spent at least 70% of their day in the general education setting was maintained from the baseline. There was a decrease in the number of students in the non-public school (NPS) setting, but there wasn't an increase in the number of students in the general education setting.
Action 8 Career Technical Education (CTE)/ Dual Enrollment (DE) was effective. Evidence of effectiveness includes increase of CTE pathways/DE pathways offered; increase of CTE completers and increase of students participating in DE each semester. 2.6% of students met the CCI Prepared criteria via CTE Pathway Completion according to the 2025 CA

Dashboard, an increase of 2.4% from the baseline. 20.1% of students successfully completed CTE Pathways and A-G requirements according to the 2025 CA Dashboard, an increase of 2.6% from the baseline.
Action 9 CTE/DE for Low Income Students was effective. Evidence of effectiveness includes increased enrollment of students who are socioeconomically disadvantaged with CTE and DE enrollment. 60.6% of socioeconomically disadvantaged students met the CCI Prepared criteria via CTE Pathway Completion according to the 2025 CA Dashboard, an increase of 3.4% from the baseline.

Action 10 Dual Language Immersion Program (DLIP)was effective. The fully articulated TK-8 program in both Spanish and Mandarin has proven effective, with students in both language programs outperforming state and district averages on CAASPP assessments. In 2025–26, the program expanded into 9th grade with world language and dual enrollment courses in both languages, as well as core content immersion courses offered in Spanish. Due to transitions in instructional coaches and program leadership (local assessments), there may have been some misalignment in how metric data was collected and reported. Going forward, the same exact components of the Level Chinese and iStation assessments will be compared year over year to ensure accuracy. Additionally, ongoing work includes clearly defining the DLIP program at the elementary and middle school levels to ensure it is concrete, consistent, and well understood by educators and families.
Action 11 Arts Education was effective. Evidence of effectiveness includes enrollment records in the PowerSchool Student Information System for 25-26 that indicate all students in K-8th grade received music, drama, art and STEM instruction during the school year.
Action 12 Expanded and Enhanced Certificated Training was effective. Three additional district-wide professional development days (PD) provided for teachers and certificated support staff was effective as measured by feedback provided in PD evaluations. Although there were declines in SBAC distance from standard when compared to the baseline data, there was maintenance or increases in the performance levels. On the ELA SBAC, SED students maintained the green performance level and English Learners and Foster Youth improved from the orange level to the yellow level, On the ELA SBAC (Metric 1.3), English Learners declined 7.4 points. SED students had a decline of 1.9 points, and foster Youth increased 4.5 points from the baseline. On the Math SBAC,, SED students maintained the yellow performance level, English Learners improved from the yellow level to the green level and Foster Youth improved from the red level to the yellow level. On the Math SBAC (Metric 1.4), English learners had a decline of 3.6 points. SED students showed a slight decline of 1.2 points. Foster Youth increased 42.1 points.
Action 13 Educational Technology Training and Innovation was effective. Evidence of effectiveness was the ongoing technology based training sessions and boot camps led by the Technology Instructional Specialists throughout the school year as measured by the feedback provided by teachers at the conclusion of each session.
Action 14 Additional Targeted Support and Improvement (ATSI) was effective in the 2024-2025 school year. While this action was not implemented during the 2025–26 school year, this reflects a positive outcome for the District. No schools were identified for ATSI status, indicating that student groups met performance criteria and that additional federally required targeted support was not needed. As a result, district resources remained focused on maintaining and strengthening existing systems of support for all students.
Action 15 High Quality Administrative, Certificated, Classified and Substitute Staff was effective. There were 31 misassignments, which is a decrease of 42 misassignments from the baseline. Teachers are fully credentialed except for interns and residency program candidates in special education. It is the goal of the District to not only hire, but to retain and support all high quality administrative, teacher, certificated support staff, classified and substitute staff.
Action 16 Teacher Training and Certification (TT&C) Program was effective. AUSD's 15 Year 2 teachers successfully completed Induction in order to clear their credentials, and all 18 Year 1 teachers successfully completed Year 1 Induction. AUSD ensures teachers who are new to the teaching profession have the skills to reach every student as a priority through the District Teacher Induction Program.
Action 17 Staff Training and Support: Action 17 was effective. The District continued to support all staff through various department training offerings as well as site based professional development.
Action 18 Administrative Staff Support, Mentoring and Professional Development was effective. Evidence of effectiveness includes the availability of retired District administrators to serve as coaches. The AUSD coaches mentored and supported administrators with a change of assignment and/or are in a new position.

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.

Metric 10 CTE Pathway Completion
% of students who meet the College/Career Indicator (CCI) via CTE Pathway Completion according to the Dashboard
SED and SWD baseline and target data were added.

Action 2 Multi-Tiered System of Support (MTSS)
Expand, enhance and align diverse, equitable and inclusive tiered supports within our K-12 Multi-Tiered System of Support (MTSS) to better meet the needs of the whole child.
Although the action remains the same, there is a need to:
- Close opportunity gaps in math by by implementing consistent, standards-aligned instruction in every classroom where teachers clearly communicate daily learning goals, define and model success criteria, and use ongoing formative assessment to check for understanding, adjust instruction, and provide targeted support to meet each student's needs.
- Focus on K-8th grade math instruction in 2026-2027.
- In spring 2026, surveys were developed and administered to students and teachers to gain insight and perspectives on math instruction.
- Math instructional time allotments will increase for the 2026-2027 school year.
- Engage all elementary principals in data analysis and identify math goals by grade level for the 2026-2027 school year.
- Districtwide PD will be provided for all K-8 teachers during the 2026-2027 school year.
- Site Instructional Coaches will schedule monthly PLCs focused on math for each grade level beginning in August 2026.
- Administrators, coaches and teachers will receive PD on integrating UDL strategies into math content.
- Tier I small group instruction for math occurs regularly in each classroom based on student needs/formative assessment data.

Action 3 Multi-Tiered System of Support (MTSS) for Unduplicated Pupils
This is a LREBG action and the following information required information has been added:
LREBG Action: Research from the National Center on Intensive Intervention and the Center on Multi-Tiered System of Supports demonstrates that schools implementing MTSS with fidelity achieve improved academic outcomes through universal screening, data-based decision making, targeted intervention, and frequent progress monitoring. Studies have found that early identification and tiered interventions can significantly improve literacy and mathematics achievement, particularly for students who have historically experienced lower levels of academic success.
Metrics being used to monitor the action: Metric 1.3 ELA SBAC Achievement & Metric 1.4 Math SBAC Achievement
LREBG funds supporting this action: $1,000,000 through 2027-2028 to support intervention support

Action 10 Dual Language Immersion Program (DLIP)
Implement a Transitional Kindergarten-8th Grade Spanish and Mandarin Dual Language Immersion Program with a planned expansion to 12th grade.
Although the action remains the same, there is a need to:
- Clearly define the DLIP program structure at the elementary and middle school levels, including subjects taught in each language, grade-level target language instructional minutes, instructional materials, and language allocation models.
- Establish assessment practices in both languages aligned to the pillars of bilingual education: high academic achievement, biliteracy, and sociocultural competence.
- Ensure consistent and accurate data reporting by comparing the same exact assessment components year over year.
- Continue expansion and articulation of the program through 12th grade with input from educators and families.

Action 12 Expanded and Enhanced Certificated Training
Expand and enhance training (three additional district-wide professional development days) for teachers and certificated support staff including counselors, psychologists and SLPs, to support unduplicated pupils.
There is a decrease in district wide professional days by two days from five days to three days as a result of certificated negotiations.

Action 14 Additional Targeted Support and Improvement (ATSI)
Collaborate with Park Elementary School educational partners to support the positive attendance of students identified as Two or More Races.
This action was rewritten to support any school that becomes eligible for ATSI as follows:
Collaborate with any schools in ATSI to develop and implement a school level plan, School Plan for Student Achievement (SPSA), to improve student outcomes of the identified underperforming subgroups.
The district did not have any schools identified for ATSI status.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook Sufficiency	Provide every student with District adopted textbooks and instructional materials compliant with state standards (Williams).	$1,176,372.00	No
2	Multi-Tiered System of Support (MTSS)	Expand, enhance and align diverse, equitable and inclusive tiered supports within our K-12 Multi-Tiered System of Support (MTSS) to better meet the needs of the whole child through implementation of Universal Design for Learning (UDL); high school extended learning opportunities built into daily schedule; greater variety of course offerings in 9th-12th grades; Universal Access; Positive Behavioral Intervention and Supports (PBIS), including Peer Leaders Uniting Students (PLUS); Tier 2 and 3 Intervention programs (K-12); Districtwide established Student Success Team (SST) process; Credit Recovery Program; Alternative settings/options for learning; Extended Learning Opportunities; Behavior Assist Team (BAT); PODER Program; Equity Diversity and Inclusion (EDI): Increased Instructional Support; and Culturally Responsive Instruction.	$4,023,639.00	No
3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Focus diverse, equitable and inclusive tiered supports within our MTSS framework to meet the needs of unduplicated pupils and reduce the disproportionality of targeted students by: 1. Developing coaches and department chairs that work with classroom teachers to ensure that differentiated instruction is focused on the needs of unduplicated students; 2. Developing administrators' through the National Institute of School Leadership (NISL) to develop systems on differentiation of instruction focused on the needs of unduplicated pupils; 3. Providing data-driven collaboration that includes progress monitoring of unduplicated pupils; 4. Providing an opportunity for each elementary school and high school to develop and implement a site-specific plan aligned to their SPSA that targets and supports unduplicated pupils (low income, foster youth and English Learners). LREBG Action: Research from the National Center on Intensive Intervention and the Center on Multi-Tiered System of Supports demonstrates that schools implementing MTSS with fidelity achieve improved academic outcomes through universal screening, data-based decision making, targeted intervention, and frequent progress monitoring. Studies have found that early identification and tiered interventions can significantly improve literacy and mathematics achievement, particularly for students who have historically experienced lower levels of academic	$6,216,572.00	Yes

		success. Metrics being used to monitor the action: Metric 1.3 ELA SBAC Achievement & Metric 1.4 Math SBAC Achievement LREBG funds supporting this action: $1,000,000 through 2027-2028 to support intervention support		
4	Equity School Plans	Identify and address patterns of significant disproportionality in achievement outcomes across various student groups (e.g., race/ethnicity, English Learner status, students with disabilities, socioeconomically disadvantaged students) through the implementation of site equity plans. Summary of 2023 Dashboard "Red" Lowest Performance Level in English Language Arts by SWDs: District, Garfield, Martha Baldwin, Park, Ramona, SGHS, William Northrup Summary of 2023 Dashboard "Red" Lowest Performance Level in English Language Arts by ELs: SGHS Summary of 2023 Dashboard "Red" Lowest Performance Level in Math SWDs: Brightwood, Garfield, Granada, Martha Baldwin Summary of 2023 Dashboard "Red" Lowest Performance Level in Math by Homeless: District Summary of 2023 Dashboard "Red" Lowest Performance Level in Math by Hispanic: AHS Summary of 2023 Dashboard "Red" Lowest Performance Level in Math by ELs: SGHS	$7,600.00	No
5	English Learner (EL) Program	Enhance the English Learner program by providing additional supports through: 1. Tier I training of teachers to deliver the curriculum to English Learners through Guided Language Acquisition Design (elementary); 2. Training of teachers to deliver Designated & Integrated ELD Instruction (secondary); 3. Employment of secondary ELD Instructional Specialists who will support and collaborate with classroom teachers to support EL instruction at sites implementing Designated ELD and Integrated ELD; 4. District ELD Instructional Specialist who will assist all sites with establishing and implementing the School Plan for Student Achievement (SPSA), student progress monitoring, and the implementation of research-based classroom practices that support engagement of English Learners in a standards-based, grade level appropriate, and rigorous program; 5. Implementation of an ELD Intervention program at all sites; 6. Implementation of a progress monitoring tool; 7. Implementation of a program to address long-term English Learners; 8. Implementation of a High School Emerging/Expanding EL Summer Program. Summary of 2023 Dashboard "Red" Lowest Performance Level on ELPI by ELs: Fremont, MKHS	$1,251,540.00	Yes
6	Students with Disabilities (SWD) Programs	Support Students with Disabilities (SWDs) with materials and programs that are common core aligned and provide skills to improve overall achievement.	$67,013,473.00	No
7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	Provide support services to ensure Students with Disabilities (SWDs) are educated in the least restrictive environment (LRE) by providing support to SWDs in the general education setting with a focus on improvement in ELA, math and graduation rate. Summary of 2023 Dashboard "Red" Lowest Performance Level in English Language Arts by SWDs: District, Garfield, Martha Baldwin, Park, Ramona, SGHS, William Northrup Summary of 2023 Dashboard "Red" Lowest Performance Level in Math SWDs: Brightwood, Garfield, Granada, Martha Baldwin	$336,533.00	No
8	Career Technical Education (CTE)/ Dual Enrollment (DE)	Develop and enhance student learning experiences/opportunities in Career Technical Education (CTE) and Dual Enrollment (DE) that will support a well-rounded education. Summary of 2023 Dashboard "Red" Lowest Performance Level on the College and Career Indicator by School and Student Group: IHS (Alternative): All, Hispanic SGHS: SWD	$4,675,337.00	No

9	CTE/DE for Low Income Students	Support a well-rounded education for low income students in Career Technical Education (CTE)/Dual Enrollment (DE) by connecting them with programs/pathways, counselors and teachers.	$1,183,245.00	Yes
10	Dual Language Immersion Program (DLIP)	Implement a Transitional Kindergarten-8th Grade Spanish and Mandarin Dual Language Immersion Program with a planned expansion to 12th grade.	$4,886,887.00	No
11	Arts Education	Provide students with access to expanded programs supporting arts instruction at all school sites through: 1. VAPA classes provided at least weekly during the instructional day to K-8th grade students; 2. Expansion of VAPA course offerings at the high schools based on student interest survey data; 3. Extended day VAPA programs.	$3,021,153.00	No
12	Expanded and Enhanced Certificated Training	Expand and enhance training (three additional district-wide professional development days) for teachers and certificated support staff including counselors, psychologists and SLPs, to support unduplicated pupils.	$2,834,382.00	Yes
13	Educational Technology Training and Innovation	Organize technology training sessions and boot camps focused on the latest educational technologies to enhance staff proficiency and integration of these tools into their daily practices and allocate resources for ongoing research and development efforts, including pilot testing of new technologies.	$439,740.00	No
14	Additional Targeted Support and Improvement (ATSI)	Collaborate with any schools in ATSI to develop and implement a school level plan, School Plan for Student Achievement (SPSA), to improve student outcomes of the identified underperforming subgroups.	$0.00	No
15	High Quality Administrative, Certificated, Classified and Substitute Staff	Hire, retain and support high quality administrative, classified and substitute staff to ensure an optimal learning environment for all students as well as high quality teachers and certificated support staff to ensure rigorous and relevant instruction in all subjects for a broad course of study for all students and reduce certificated misassignments.	$93,543,592.00	No
16	Teacher Training and Certification (TT&C) Program	Retain and support high quality teachers through the Teacher Training and Certification (TT&C) Program which includes a California Commission on Teacher Credentialing (CCTC) accredited Induction Program for multiple subjects, single subjects, educational specialist credentials, NBCT and BCLAD/bilingual authorization.	$463,979.00	No
17	Staff Training and Support	Expand and enhance training and support for all staff. Expand and enhance training and support for all staff (classified, certificated, and management) through various trainings including but not limited to leadership trainings, micro-credentials, badges, professional development to ensure an optimal learning environment for students and supports addressing employee wellness.	$7,000.00	No
18	Administrative Staff Support, Mentoring and Professional Development (PD)	Provide continued support, mentoring and professional development to aspiring and new certificated administrative staff which includes an administrative induction program.	$55,000.00	No

Goal

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

State priorities addressed by this goal.

1, 3, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Dropout Rate: Student Four-Year Cohort Dropout Rate % of student dropout rate according to DataQuest Student Five-Year Cohort Dropout Rate % of student dropout rate according to DataQuest	2022-23 .01%: Four-year adjusted cohort dropout rate .02%: Five-year cohort dropout rate 0%: Middle school dropout rate	2023-24 .01%: Four-year adjusted cohort dropout rate .02%: Five-year cohort dropout rate 0%: Middle school dropout rate	2024-25 1.46%: Four-year adjusted cohort dropout rate 1.38%: Five-year cohort dropout rate 0%: Middle school dropout rate	< 1%: Four-year adjusted cohort dropout rate < 1%: Five-year cohort dropout rate 0%: Middle school dropout rate	+1.45%: Four-year adjusted cohort dropout rate +1.36%: Five-year cohort dropout rate 0%: Middle school dropout rate
2	Chronic Absenteeism Rate % of Chronic Absenteeism Rate according to the Dashboard	2022-23 17.9%: Overall 31.3%: Hispanic 4.4%: Asian 42.4%: African American 22.4%: White 50%: Homeless (Differentiated Assistance) 30.2%: Foster Youth (Differentiated Assistance) 31.8%: SWD (Differentiated Assistance) 14.8%: Two or More Races (ATSI) 21.6%: SED 15.4%: EL	2023-24 13.6%: Overall 23%: Hispanic 4.2%: Asian 29.2%: African American 16.9%: White 42.8%: Homeless (Differentiated Assistance) 29.4%: Foster Youth (Differentiated Assistance) 24.2%: SWD (Differentiated Assistance) 12.4%: Two or More Races (ATSI) 16.4%: SED 12.4%: EL	2024-25 10.7%: Overall 18.8%: Hispanic 3.2%: Asian 25.4%: African American 8.8%: White 34.2%: Homeless (Differentiated Assistance) 25.5%: Foster Youth (Differentiated Assistance) 21.6%: SWD (Differentiated Assistance) 7.6%: Two or More Races (ATSI 14%: SED 9.1%: EL	3%: Overall 3%: Hispanic 3%: Asian 3%: African American 3%: White 3%: Homeless (Differentiated Assistance) 3%: Foster Youth (Differentiated Assistance) 3%: SWD (Differentiated Assistance) 3%: Two or More Races (ATSI) 3%: SED 3%: EL	-7.2%: Overall -12.5%: Hispanic -1.2%: Asian -17%: African American -13.6%: White -15.8%: Homeless (Differentiated Assistance) -4.7%: Foster Youth (Differentiated Assistance) -10.2%: SWD (Differentiated Assistance) -7.2%: Two or More Races (ATSI) -7.6%: SED -6.3%: EL

3	Overall Attendance Rate % of Attendance Rate according to CALPADS	2022-23 94.7%: Overall 92.1% Hispanic 97.1% Asian 89.6%: Homeless 89.6%: Foster Youth 91.6%: SWD 94.6%: Two or More Races	2023-24 95.5%: Overall 93.1%: Hispanic 97.7%: Asian 95.7%: Two or More Races 92.5%: Foster Youth 93.3%: SWD 90.8%: Homeless	2024-25 96%: Overall 94.1%: Hispanic 97.8%: Asian 95.9%: Two or More Races 90.6%: Foster Youth 93.7%: SWD 90.7%: Homeless	98%: Overall 98% Hispanic 98% Asian 98%: Homeless 98%: Foster Youth 98%: SWD 98%: Two or More Races	+1.3%: Overall +2%: Hispanic +0.7%: Asian +1.3%: Two or More Races +1%: Foster Youth +2.1%: SWD +1.1%: Homeless
4	Expulsion Rate % of expulsion rate according to DataQuest	2022-23 .01%: Overall .38%: Hispanic .11%: Asian	2023-24 .01%: Overall .01%: Hispanic .01%: Asian	2024-25 .01%: Overall .01%: Hispanic .01%: Asian	.01% or less: Overall .01% or less: Hispanic .01% or less: Asian	0%: Overall -0.37%: Hispanic -0.1%: Asian
5	Suspension Rate % of suspension rate according to the Dashboard	2022-23 1.9%: Overall 3.1%: Hispanic 0.7%: Asian 1.9%: Two or More Races 2.3%: SED 4.2%: SWD 6.7%: Homeless	1.8%: Overall 2.9%: Hispanic 0.9%: Asian 1%: Two or More Races 2.1%: SED 4%: SWD 3%: Homeless	2024-25 1.3%: Overall 2.1%: Hispanic 0.6%: Asian 0.6%: Two or More Races 1.4%: SED 2.5%: SWD 2.8%: Homeless	Less than 1%: Overall Less than 1%: Hispanic Less than 1%: Asian Less than 1%: Two or More Races Less than 1%: SED Less than 1%: SWD Less than 1%: Homeless	-0.6%: Overall -1%: Hispanic -0.1%: Asian -1.3%: Two or More Races -0.9%: SED -1.7%: SWD -3.9%: Homeless
6	Student Sense of School Connectedness % of student school connectedness score for grades 5, 6, 7, 9 and 11 on the California Healthy Kids Survey (CHKS)	54%: Grades 5, 6, 7, 9, and 11 in 2023-2024	57.4%: Grades 5, 6, 7, 9, and 11 in 2024-2025	61%: Grades 5, 6, 7, 9, and 11 in 2025-2026	90%: Grades 5, 6, 7, 9, and 11	7%

7	EDI (Equity, Diversity & Inclusion) Student Attitudes and Experiences Percentile ranking compared to CA schools that participate in the YouthTruth Survey, ""I feel like I can talk to students from my school about my race and/or ethnicity (YouthTruth)."	48th percentile ranking in 2023	57th percentile ranking	55th percentile ranking	80th percentile ranking	+7 percentile points
8	School Meal Participation % increase of average daily school meal participation	2023-24 32%: breakfast 55%: lunch	2024-25 46%: breakfast 62%: lunch	2025-26 30%: breakfast 54.5%: lunch	50%: breakfast 75%: lunch	-2%: breakfast -.5%: lunch

Goal Analysis for 2025-2026

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.

• 9 out of 9 actions in Goal 2 were fully implemented.
Action 1 Positive School Attendance & Reduction of Chronic Absenteeism was fully implemented across all demographics including support for unduplicated pupils. Several initiatives have been implemented to create a positive, safe, and predictable campus experience. A key success includes the use of a Tier One social emotional learning curriculum, positive behavior intervention and support, restorative practices, PLUS and Link Crew. Overall attendance rates improved in all demographic areas, most significantly for Hispanic and SWD when compared to the baseline. Chronic absenteeism levels declined in all demographic areas, most significantly for SED and homeless when compared to the baseline. However, a notable challenge was the chronic absenteeism of Foster Youth, which was the lowest decline when compared to the baseline..
Action 2 Positive Behavior Outcomes was fully implemented, with all sites using PBIS to address behaviors. A key success was the district-wide implementation of a multi-tiered approach towards positive behavior outcomes as well as alternatives to suspension. Restorative practices, including use of community and restorative circles as well as restorative conferences, have helped in building community, repairing harm, and restoring relationships. The Tobacco Use Prevention Education (TUPE) program has been integral as an

alternative to suspension by utilizing interventions to educate the student and family regarding the dangers of the use of VAPE products. However, a notable challenge is shifting the mindsets of staff that not all consequences for behavior are punitive and exclusionary.
Action 3 Positive School Climate: The action for positive school climate was fully implemented, with student voice informing decisions through PLUS. A key success was an overall positive school climate was maintained for all educational partners in a learning environment that is positive, predictable, and supportive through the continuation of schoolwide programs such as PBIS and PLUS; preventive strategies through Tobacco Use Prevention Education (TUPE); development of social emotional learning strength in students; collaboration with outside agencies to support mental health; and wellness centers on school campuses. However, a notable challenge was the delay in the adoption of a 6th-8th SEL program. The Committee requested more time for piloting of materials.
Action 4 Health Services was fully implemented. A key success was maintenance of health services at all sites that promote physical health and provide support to students with daily health needs as well as those students with long-term health needs such as diabetes. School nurses worked with families and their health care providers as necessary to create health plans and manage medication. They worked to maintain records of immunizations and conduct required screenings in the areas of hearing, vision, and oral exams. However, a notable challenge was the availability of substitutes to cover the health offices when staff were absent and the reduction of health assistants at the elementary sites for 2026-27.
Action 5 Counseling and Health Services Support for Unduplicated Pupils was fully implemented in the areas of mental health, healthy choices, health services, and direct support for foster youth and youth experiencing homelessness. A key success was maintaining a mental health counselor who supports the needs of unduplicated pupils. The full-time District Foster and Homeless Youth Liaison worked to support and advocate for students experiencing homelessness and foster youth. Support was provided to students and families through the provision of resources, connection and referral to services, as well as providing staff training to site personnel so they may better service unduplicated populations. However, a notable challenge was the attendance rate of homeless, 90.7%, and foster youth, 90.6%, which are the lowest rates although this is an increase when compared to the baseline.
Action 6 After School Expanded Learning Opportunities (ELO) and Care was fully implemented. A key success was the Afterschool Expanded Learning Opportunities Program (ELOP) provided approximately 2,100 students with a safe and structured environment after school at all 13 elementary school sites for students in TK-6th grade. The program was also offered to eligible students for 30 days beyond the school year during the summer. Fee for service programs were available to families at all elementary sites. However, a notable challenge was hiring qualified staff that are willing to work during the required timeframe from afterschool to 6 pm.
Action 7 Athletics was fully implemented. A key success was hiring three full-time Athletic Trainer Teachers, one per high school to begin a Student Athletic Trainer Intern Program. Monthly athletic facility walkthroughs were conducted to address needs and concerns. The sites have a uniform rotation and scheduled maintenance for athletic areas. However, a notable challenge was the hiring of an Athletic Director who needed to clear their credential through the AUSD Induction Program.
Action 8 Extracurricular Activities was fully implemented. A key success was the District partnership with the Alhambra Educational Foundation (AEF) to provide every 6th grader with the opportunity to attend an overnight science camp in the fall. The District partnered with the City of Alhambra to offer after school sports programs for 3rd-8th grade students. The District offered an after school soccer program for TK-8 grade students at all elementary sites. However, a notable challenge is that there is not an after school sports program for our four elementary schools in Monterey Park because the City is not able to service all four school districts in Monterey Park.
Action 9 School Meal Program was fully implemented. A key success was new products featured in menus as a result of the Annual Food and Wellness Fair held in February. Food and Nutrition Services continues to create menus that are culturally diverse. For example, Asian, Mexican, and American entrees are featured in the breakfast and lunch menus. Over 40% of the menu items are freshly prepared or from scratch cooking. Ynez School is the most recent elementary school joining the Food Recovery program. However, a notable challenge was creating menu items and recipes that meet the USDA requirements that are freshly prepared or from scratch cooking recipes.

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

Funds budgeted for actions and services were primarily used as intended. Overall, all funds were used to provide services to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

Action 6 After School Expanded Learning Opportunities (ELO) and Care
The increase in estimated actual expenditures is a result of an increase in staffing to support Students with Disabilities (SWDs).

Action 7 Athletics
Three full-time Athletic Trainer Teachers, one per high school, were hired to begin a Student Athletic Trainer Intern Program. The material difference in estimated actual expenditures is due to the shifting of 50% of the three athletic trainer teachers' salaries to the Golden State Pathway Programs (GSPP) funding, which is included in Goal 1 Action 8 Career Technical Education (CTE)/ Dual Enrollment (DE).

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

Action 1 Positive School Attendance & Reduction of Chronic Absenteeism was effective. Evidence of effectiveness includes the advancement towards the goal of a 98% overall and individual demographic positive attendance rates (Metric 2.3). There was measurable improvement in all demographic areas, most significantly for Hispanic and Students with Disabilities (SWDs). All students increased by 1.3% from the baseline to 96%. Hispanic students increased by 2% from the baseline to 94.1%, Asian by .7% to 97.8%, two or more races by 1.3% to 95.9%, SWDs by 2.1% to 93.7%, Foster Youth by 1% to 90.6% and Homeless by 1.1% to 90.7%. Chronic absenteeism levels decreased in all demographic areas (Metric 2.2). The most significant decreases were by 17% from the baseline to 24.4% for African American students, by 15.8%% to 34.2% for homeless students, by 10.2% to 21.6% for SWDs and by 17.6% to 14% for low income students. In comparison, all students decreased by 7.2% to 10.7%.
Action 2 Positive Behavior Outcomes was effective as evidenced by the reduction of suspensions. The overall suspension rate for the District, as well as the rate for all demographics, showed a decline in suspensions (Metric 2.5). The most notable change was a 3.9% reduction of the suspension rate from the baseline for unhoused students to 2.8%. The expulsion rate was maintained at .01% overall and across the identified demographics (Metric 2.4). Evidence of effectiveness also includes the implementation of Alternatives to Suspensions by six schools and reduced exclusionary practices overall at all sites.
Action 3 Positive School Climate was effective as evidenced by the reduction of suspensions as already noted in Action 2 above, Evidence of effectiveness includes nine schools qualifying for PBIS recognition.
Action 4 Health Services was effective. Evidence of effectiveness includes the completion of all required hearing, vision, and oral exams by the Health Services team. Offices were covered at all sites and students with medical needs such as diabetes and g tube feeding, were cared for daily.
Action 5 Counseling and Health Services Support for Unduplicated Pupils was effective. Evidence of effectiveness includes a decrease in chronic absenteeism (Metric 2.2) for all unduplicated pupils. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for English Learners decreased by 6.3% from the baseline to 9.1% and by 17.6% to 14% for low income students. In comparison, all students decreased by 7.2% to 10.7%. With the support of full-time mental health counselors at every elementary and high school, documentation of students provided with Tier 2 and Tier 3 services demonstrated increased social emotional support of unduplicated pupils. The California Healthy Kids Survey (CHKS) reflected an increase of 7% in student sense of school connectedness from the baseline to 61% (Metric 2.6)
Action 6 After School Expanded Learning Opportunities (ELO) and Care was effective. Students and families were provided with various on-site after school care options at all elementary schools. Evidence of effectiveness was the approximately 2,100 students enrolled in after school programming.
Action 7 Athletics was effective with the hiring of an Athletic Trainer at each of the three high schools. Evidence of implementation was the CTE pathway for Patient Care: Athletic Training Courses to support athletics. In addition, monthly walkthroughs were effective in addressing site facility needs to support athletes by season/area.
Action 8 Extracurricular Activities was effective in offering a wide range of extracurricular activities for the elementary students. On-going opportunities were provided through the City of Alhambra Parks and Recreation Department and community partnerships for all students to engage in soccer programs across the District.
Action 9 School Meal Program Food Services was somewhat effective. There needs to be an improvement in meal participation especially among the high school students. Breakfast participation for elementary students is 44% and 16% for high school. Lunch participation for elementary students is 66% and 43% for high school students. Evidence of effectiveness is over 40% of the menu items are freshly prepared or from scratch cooking.

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.

There are no changes made to the metrics, target outcomes or actions and services for Goal 2 for the 2026-2927 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive School Attendance and Reduction of Chronic Absenteeism	Provide a positive school experience that is safe, supportive, and predictable and promotes well-being, growth and development for all. Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by SED: District, Brightwood, Fremont, Ramona, Repetto, William Northrup Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by SWD: District, Brightwood, Fremont, Marguerita, Martha Baldwin, Monterey Highlands, Park, Ramona, Repetto, Ynez Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by EL: Brightwod, Emery Park, Fremont Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by All: Emery Park, Fremont, Ramona, Repetto Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by Hispanic: District, Fremont, Marguerita, Monterey Highlands, Ramona, Repetto, William Northrup, Ynez Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by Two or More Races: Park Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by African American: District Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by Homeless: District Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by White: District	$316,759.00	No
2	Positive Behavior Outcomes	Maintain a system of data-informed multi-tiered practices of support and intervention which includes implementation of restorative practices to establish a positive school community and find restorative solutions to exclusionary practices of discipline. Summary of 2023 Dashboard "Red" Lowest Performance Level for Suspension Rate by SWD: AHS, Garfield, Marguerita, Repetto, SGHS Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by SED: Granada, Repetto Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by Homeless: District, AHS Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by Hispanic: Brightwood	$646,877.00	No

		Summary of 2023 Dashboard "Red" Lowest Performance Level for Chronic Absenteeism by Two or More Races: Repetto		
3	Positive School Climate	Maintain an overall positive school climate for all educational partners by continuing to use schoolwide programs in a learning environment that is positive, predictable, and supportive through the continuation of schoolwide programs such as PBIS and COST; preventive strategies through Tobacco Use Prevention Education (TUPE); development of social emotional learning strength in students; collaboration with outside agencies to support mental health; and wellness centers on school campuses.	$3,563,192.00	No
4	Health Services	Maintain a health services program to support students and learning at all sites through educating members of the school community about healthy habits and good nutrition, as well as facilitating health screenings in the area of school vaccinations, hearing exams, vision exams, and oral exams.	$1,455,673.00	No
5	Counseling and Health Services Support for Unduplicated Pupils	Maintain support for unduplicated students in the areas of mental health, healthy choices, health services, and direct support for foster youth and youth experiencing homelessness.	$4,411,619.00	Yes
6	After School Expanded Learning Opportunities (ELO) and Care	Provide students and families with options for Expanded Learning Opportunities (ELO) and on-site after school care through the AUSD Adventures Program and fee for service programs to students in our elementary schools.	$11,009,319.00	No
7	Athletics	Provide and offer CIF authorized sports that adhere to Title IX obligations and requirements that are supported by annual uniform rotations, an Athletic Facilities Maintenance schedule, a full-time Athletic Director and a certified Athletic Trainer as well as regularly scheduled training sessions and seasonal meetings for all coaches.	$993,519.00	No
8	Extracurricular Activities	Promote and offer a wide range of extracurricular activities that encourage student engagement and involvement within the school community.	$1,476,717.00	No
9	School Meal Program	"Promote student wellness by providing state and federal meal programs to students while meeting all nutritional requirements by: 1. Creating student menus to include freshly prepared as well as plant-based items from diverse cultures, meeting age-appropriate nutritional needs and standards; 2. Hosting an annual food and wellness fair that provides menu item tasting, nutrition education, and physical activity opportunities; and 3. Expanding the food recovery program with local community organization(s) to reduce food waste to all schools.	$16,873,092.00	No

Goal

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

State priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Sense of School Connectedness Percentage of parents that strongly agree with the statement that "My child's school encourages me to be an active partner" as measured by the California School Parent Survey (CSPS)	2023-24 39%	2024-25 44%	2025-26 42%	95%	+3%

2	Parent Participation 95% or more of parents will respond that they "strongly agree" or "agree" with the statement that "Parents feel welcome to participate at school" as measured by the CSPS	2023-24 37%	2024-25 44%	2025-26 34%	95%	-3%
3	Parent Involvement Percentage of parents that strongly agree with the statement that "School actively seeks the input of parents before making important decisions" as measured by the CSPS	2023-24 37%	2024-25 39%	2025-26 41%	95%	+4%

Goal Analysis for 2025-2026

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.

• 8 out of 8 actions in Goal 3 were fully implemented.
Action 1 Outreach & Emergency Notifications was fully implemented. A key success was the addition of the SMS/text messaging feature of Blackboard-Connect. It is very important that we "layer" our messages so parents/staff receive them in more than one way. However, a notable challenge is limiting the use of SMS/text messaging for emergency notifications. Parents/Staff are not always listening to or opening Blackboard Connect phone messages or emails as a result of perceived "overuse".
Action 2 Communication and Outreach was fully implemented, with AUSD continuing its existing communications platforms and publications, while increasing coverage of school/district events/accomplishments through the addition of a part-time media assistant and the expansion of the student communication internship program to all three high schools. A key success is the AUSD Communications Intern (ACI) program with students from all three high schools contributing photos, videos, and writing to enhance the district's print and digital communication outreach, and to provide students with real-life experiences in the media/public relations/communications fields. All AUSD schools (and several departments) have adopted the same digital platform for their newsletters as the one used for the district's AUSD Connection digital newsletter. This allows the Public Information Office (PIO) to provide support for the sites/departments and to monitor communication/outreach. However, a notable challenge was fewer issues of the Around Alhambra publication, which resulted in the need to plan even earlier than before and sometimes, our submissions were not as timely.
Action 3 Student Voices was fully implemented with the continuation of a 12-member Student Advisory Council (SAC) representing each grade at all three high schools and a Student Board Member and Student Board Member alternate. They provided input on several district initiatives and adoptions and expanded their outreach program to ease students' transition from eighth grade to high school to include the Garvey Elementary School District Next year, the program will be expanded to all feeder schools, including those in the Garvey Elementary School District. SAC also represented the District at many community events, and took on leadership roles at the "Be the Change" student conference.
Action 4 Community Schools was fully implemented, with community school site collaboratives informing decisions and the district holding a Community Event to increase access to resources for all sites' families. A key success continues to be maintaining the Community School Instructional Specialists at each of the six sites. Their leadership is integral in launching, coordinating, and sustaining initiatives, ensuring that community engagement strategies remain active and aligned with school goals. A notable challenge was the goal of expanding the model to other schools, which was not met. A major barrier to expansion was the lack of dedicated personnel at non-identified community schools, making consistent collaboration and implementation of community-based strategies difficult.
Action 5 Caregiver and Community Collaboration and Engagement was fully implemented, with parent focus groups, empathy interviews and parent engagement sessions offered in English, Spanish and Chinese, with childcare. Sessions included Little Learners Workshops, Math Empowerment, Financial Literacy, Reading and Getting Ready for the Next School Year. Some classes included cooking involving math and vocabulary development, college readiness and SEL sessions for families. However, a notable challenge was increasing the participation of parents at district level opportunities by exploring varied times and meeting venues.
Action 6 Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils was fully implemented. School Community Coordinators were used for translation and interpretation purposes to increase engagement of our unduplicated families, build connections and establish a sense of trust. They make concerted efforts to reach out via phone calls and personal connections. However, a notable challenge was increasing the participation of parents at district level opportunities including DELAC and PAC.
Action 7 Foster/Homeless Youth was fully implemented as the District maintained a full time mental health counselor who served to support foster and unhoused youth across the District in addition to other populations within the STAR/HOPE program including, but not limited to military families and students connected to the juvenile justice system. However, a notable challenge was the ability to provide consistent, direct services at individual school sites. We recognize that consistency and strong connections with school-based staff are essential for student success, especially for those experiencing foster care or housing instability.
Action 8 Certificated Adjunct Duties Offering Certificated Adjunct hours was fully implemented and offered to all certificated staff in order to address the needs of family engagement. A key success was maintaining staff participation in various campus student events/activities. A notable challenge was that some teachers utilized their adjunct hours to maintain online learning platforms with families. In-person activities are far more engaging in developing relationships as opposed to online platforms.

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

Funds budgeted for actions and services were primarily used as intended. Overall, all funds were used to provide services to support families and community partners, including low-income, English learner, or foster youth students and families.

Action 6 Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils
School Community Coordinators were used for translation and interpretation purposes. Instead of paying extra duty hours for the School Community Coordinators, the schedules were adjusted to accommodate the needs of families and school events. The school sites utilized site funds to support extra duty hours.

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

Action 1 Outreach & Emergency Notifications was effective. Evidence of effectiveness includes the addition of the SMS/text messaging feature of Blackboard-Connect for emergency notifications. It is very important that we "layer" our messages so parents/staff receive them in more than one way.
Action 2 Communication and Outreach was effective based on increased social media engagement, feedback, and the number of events covered. Evidence of effectiveness was the expansion of the AUSD Communications Intern (ACI) program to all three high schools. The interns contributed photos, videos, and writing to enhance the district's print and digital communication outreach, and to provide students with real-life experiences in the media/public relations/communications fields. Parent and staff communication has been enhanced through the launching of SMS text alerts in addition to Blackboard emails and phone calls.
Action 3 Student Voices was effective based on student surveys and feedback. Evidence of effectiveness includes the elected SAC members and the student board member (SBM) position who provided input on several district initiatives and adoptions, including the updated cell phone policy.
Action 4 Community Schools was effective. Evidence of effectiveness includes collaborative feedback and attendance by over 500 people at the Community Schools sponsored Community Fair where every elementary and high school hosted a table and community partnerships shared resources. Each of the six Community Schools established community partnerships and designated a campus-based community resource hub, fostering a welcoming environment for families and strengthening support systems for students.
Action 5 Caregiver and Community Collaboration and Engagement was effective: Based on parent feedback of family engagement sessions, learning sessions and empathy interviews were well received and appreciated. Evidence of effectiveness was the parents who appreciated an authentic place to be heard and see their voices placed into action with the targeted and specific parent sessions the schools provided. Parent Sense of School Connectedness as measured by the California School Parent Survey (CSPS) increased by 3% from the baseline to 42% from 39% (Metric 3.1). Parent Involvement as measured by the CSPS increased by 4% from the baseline to 41% from 37% (Metric 3.3).
Action 6 Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils was effective: Parents appreciate their languages and cultures being valued with translation and interpretation services. They appreciate the personal nature of School Community Coordinators reaching out through phone calls and in person opportunities. Evidence of effectiveness includes a decrease in chronic absenteeism (Metric 2.2) for all unduplicated pupils. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for English Learners decreased by 6.3% from the baseline to 9.1% and by 17.6% to 14% for low income students.
Action 7 Foster/Homeless Youth was effective based on improvement in positive attendance, reduction of chronic absenteeism, participation in Back to School and the December Spark of Love event, and attendance at college field trips. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for homeless decreased by 15.8% from the baseline to 34.2%. Positive attendance rates (Metric 2.3) for foster youth increased by 1% from the baseline to 90.6% and Homeless by 1.1% to 90.7%. Evidence of effectiveness includes targeted outreach and ongoing support through the full-time District Foster and Homeless Youth Liaison. Students are empowered to express their needs, build independence, and develop both academic and social-emotional skills critical for lifelong success. The program strengthened collaboration with school social workers to increase direct services, foster meaningful connections, and enhance academic outcomes for foster and homeless youth.
Action 8 Certificated Adjunct Duties Offering Certificated Adjunct hours was effective in assisting the district support and increasing student-centered extracurricular activities and events. This resulted in increased parent/family engagement school sites. Evidence of effectiveness includes the requirement of every certificated staff member to participate in a minimum of ten (10) hours of family and parent engagement activities that target families of unduplicated pupils.
Evidence also includes a decrease in chronic absenteeism (Metric 2.2) for all unduplicated pupils. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for English Learners decreased by 6.3% to 9.1% and by 17.6% to 14% for low income students. In comparison, all students decreased by 7.2% to 10.7%. Parent Sense of School Connectedness as measured by the California School Parent Survey (CSPS) increased by 3% to 42% from 39% (Metric 3.1). Parent Involvement as measured by the CSPS increased by 4% from the baseline to 41% from 37% (Metric 3.3).

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.

Metric 3 Parent Involvement
Baseline
75% in 2923-2024
This was the previously reported baseline, which was an error.
37% in 2023-2024
This is the corrected baseline.

Action 3 Student Voices
Additional student surveys will be added to better gauge Student Advisory Council's effectiveness in representing their peers. As part of their outreach projects, Student Advisory Council will incorporate surveys to determine their progress and effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Outreach & Emergency Notifications	Incorporate a variety of outreach strategies to actively engage students, caregivers, and the community, and provide timely emergency notifications in collaboration with sites and departments.	$0.00	No
2	Communication and Outreach	Utilize a variety of communication tools in collaboration with sites/departments to actively engage parents and caregivers.	$1,161,972.00	No
3	Student Voices	Continue with high school Student Advisory Council (SAC), including a student board member (and alternate) to develop leadership skills in students and to ensure student voices are considered in the decision-making process.	$9,200.00	No
4	Community Schools	Maintain the California Community Schools Partnership Program and expand to other sites.	$1,253,190.00	No
5	Caregiver and Community Collaboration and Engagement	Expand opportunities for caregiver and community collaboration by hosting advisory meetings and providing ongoing sessions on topics relevant to student success.	$36,848.00	No
6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Increase engagement for unduplicated pupils' caregivers and community collaboration by hosting advisory meetings and providing ongoing sessions on topics relevant to student success with interpretation services.	$562,175.00	Yes
7	Foster/Homeless Youth	Maintain STAR/HOPE program to support unduplicated pupils.	$196,403.00	Yes
8	Certificated Adjunct Duties	Expand and enhance family and parent engagement through certificated adjunct duties by ensuring every required certificated staff member participates in a minimum of ten (10) hours of family and parent engagement activities that target families of unduplicated pupils.	$2,683,550.00	Yes

Goal

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

State priorities addressed by this goal.

1, 6, 3, 5

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Sense of Perceived Safety % of students in grades 5, 6, 7, 9 and 11 feeling safe or very safe at school based on the California Healthy Kids Survey (CHKS)	2023-24 53%	2024-25 63%	2025-26 66%	At least 95%	+13%

2	Parent Sense of School Safety % of parents that strongly agree with the statement that "School is a safe place for my child" as measured by the California School Parent Survey (CSPS	2023-24 39%	2024-25 46%	2025-26 43%	95% or more	+4%
3	Staff Sense of Student School Safety % of staff that strongly agree or agree with the statement that "This school is a safe place for students" as measured by the California School Staff Survey (CSSS)	2023-24 34%	2024-25 42%	2025-26 42%	95% or more	+8%

4	Staff Sense of Staff School Safety % of staff that strongly agree or agree with the statement that "This school is a safe place for staff" as measured by the California School Staff Survey (CSSS)	2023-24 36%	2024-25 41%	2025-26 42%	95% or more	+6%
5	School Cleanliness Standards % of school facilities with a rating of ""satisfactory"" or better on the annual stakeholder survey of School Cleanliness Standards	2023-24 100%	2024-25 100%	2025-26 100%	100%	0%
6	Williams School Facilities Inspection % of schools with a rating of "good" or better on the annual School Facilities Inspection	2023-24 100% (17/17)	2024-25 100%	2025-26 100%	100%	0%

7	Technology Support Requests % of work orders responded to within 24 hours	20,361 work orders responded to within 36 hours in 2023-2024	2024-25 26 hours	2025-26 36 hours	100%	0 hours

Goal Analysis for 2025-2026

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.

• 12 out of 12 actions in Goal 4 were fully implemented.
Action 1 Campus Safety was fully implemented with the goal of maintaining a safe school environment. A key success was maintaining campus supervision at all sites including campus supervisors, noon duty aides, and security. Work shifts covered from early morning to early evening. This also includes security contracts in areas such as detection canines and School Resource Officers (SROs) with the Alhambra Police Department. However, a notable challenge was coverage for campus supervision due to absences and a lack of substitutes.
Action 2 Safety Training was fully implemented during the 25-26 school year with continuous trainings being held for classified, certificated and administrative staff. A key success was the ongoing training held on AUSD campuses for staff and training exclusively for first responders including Search, First Aid/CPR, Narcan, Lockdown, Earthquake, Shelter-In-Place, K9. However, a notable challenge was the scheduling of training sessions that did not negatively impact campus safety and/or school schedules.
Action 3 Afterschool/Extended Year was fully implemented by providing supervision staff at all school sites from before school hours and continuing through the afterschool programs and activities. A key success was the staffing of campus supervisors later in the day at all elementary sites to support campus safety. However, a notable challenge was coverage for campus supervisors and facilities staff due to absences and a lack of substitutes.
Action 4 (Technology Staff) and Action 5 (Technology Support of Unduplicated Pupils) was fully implemented, processing 19,768 work orders across 20 categories with 83% of survey respondents rating support a 4 or 5 out of 5. A key success was the department continued to provide essential technology services districtwide. However a notable challenge was a delayed response time at 36 hours against the 24-hour target.
Action 6 (Technology Operations) was fully implemented, maintaining core instructional, audio/visual, security camera, public-announcement, and data-storage systems throughout the year. Software licensing and cloud services were actively managed to ensure continued system reliability and security.
Action 7 (Technology Infrastructure) was fully implemented, with continued upgrades to the District's wired and wireless networks, telecommunications, and information systems carrying heavy daily usage. A key success was the Technology Department kept networks running and updated key systems. However, a notable challenge during the year was vulnerabilities were discovered, which led to security attacks and system compromises.
Action 8 (Cybersecurity) was fully implemented, sustaining ongoing operations that safeguard District digital assets and data. A key success was the district maintained licensed and fully operational security systems that successfully identified and contained many daily threats. However, a notable challenge was older legacy systems that could not be fully updated were more vulnerable and not fully protected by current security tools, presenting ongoing cybersecurity risks.
Action 9 (Staff & Student Technology Systems) was fully implemented, completing the staff and student device refresh and software licensing district-wide. A key success was technical support and maintenance continued to ensure that existing systems remained operational. Replacement equipment was purchased for devices that were lost, damaged, or stolen to maintain student access.
Action 10 Facilities Operation was fully implemented. All departments within Facilities Services delivered essential services to provide a safe and functional learning environment. A key success was the Maintenance, Custodial and Grounds departments continued to deliver essential support and services.

Action 11 Transportation Operations and Action 12 Transportation for Unduplicated Pupils was fully implemented. Student transportation services were delivered in alignment with District policies. The Transportation Department provided student transportation to support eligible unduplicated pupils to and from school and school related activities. Critical equipment and systems needed to deliver transportation services remained operational through scheduled inspections, preventative and predictive maintenance. Bus drivers' training and on-going education remains a priority to ensure safety of the students, staff and equipment. However, a notable challenge was not being able to provide transportation for unduplicated pupils who missed the bus or needed a later bus pick up than the last scheduled bus due to extracurricular activities. Contracts with transportation providers are in place if coverage assistance is needed.

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

Action 1 Campus Safety
Action 3 Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils
Material differences between budgeted and actual expenditures for Actions 1 and 3 were the result of revised cost allocations based on actual staff work schedules. A larger share of campus safety personnel costs was charged to Action 3 to reflect support provided during afterschool and extended year programs, resulting in lower expenditures for Action 1 and higher expenditures for Action 3 than originally budgeted.

Action 7 Technology Infrastructure
Material differences between budgeted and actual expenditures occurred because maintenance and support contract services were utilized at a lower level than originally projected, resulting in expenditures below the budgeted amount.

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

• 12 out of 12 actions in Goal 4 were effective.
Action 1 Campus Safety, Action 2 Safety Training and Action 3 Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils were effective. Evidence of effectiveness includes an increase by 4% from the baseline in Parent Sense of School Safety as measured by the California School Parent Survey (CSPS) from 39% to 43% (Metric 4.2). There is an increase of 13% in Student Sense of Perceived Safety based on the California Healthy Kids Survey (CHKS) from the baseline of 53% to 66%. There is an increase of 8% in Staff Sense of Student School Safety as measured by the California School Staff Survey (CSSS) from the baseline of 34% to 42%. There is an increase of 6% in Staff Sense of Staff Safety as measured by the CSSS from the baseline of 36% to 42%. Evidence of effectiveness also includes a decrease in chronic absenteeism (Metric 2.2) for all unduplicated pupils. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for English Learners decreased by 6.3% from the baseline to 9.1% and by 17.6% to 14% for low income students. In comparison, all students decreased by 7.2% to 10.7%. All staff know the emergency procedures/protocols and how they apply to each job classification. Afterschool/Extended Year staff have the competency and knowledge to handle incidents that may arise through training. However, a notable challenge is limited administrative supervision during afterschool/extended year.
Action 4 Technology Staff was effective. Evidence of effectiveness includes the processing of 19,768 work orders across 20 categories (Metric 4.7) and strong educational partner feedback, with 281 of 337 staff survey respondents (83%) rating technology support a 4 or 5 out of 5. Staff provided critical support across data systems, technical services, and instructional technology.
Action 5 Technology Support of Unduplicated Pupils was effective. Evidence of effectiveness includes the continued delivery of technology services and resources to unduplicated pupils and families through district and site-based staff, supported by the District's overall work-order responsiveness (Metric 4.7). Technology access for unduplicated pupils was maintained through the replacement of damaged or lost devices, hotspot distribution, and continued technical support. Evidence includes maintained device ratios for unduplicated students and ongoing hotspot utilization for families in need. The SBAC ELA and math outcomes suggest that while efforts were well-intentioned, they did not adequately make progress towards the goal. On the ELA SBAC (Metric 1.3), English Learners declined 7.4 points. SED students had a decline of 1.9 points, and Foster Youth increased 9.2 points. On the Math SBAC (Metric 1.4), English learners had a decline of 3.6 points. SED students showed a slight decline of 1.2 points. Foster Youth increased 42.1 points. The graduation rate of SED is 95.1% and 87.3% for EL compared to 94.4% districtwide. Note that there is no data for Foster Youth because there are less than 11 students and data is not displayed for privacy.
Action 6 Technology Operations was effective. Evidence includes the sustained operation of core instructional, audio/visual, security camera, public-announcement, and data-storage systems throughout the year, supporting heavy daily usage across thousands of users and dozens of applications. Licenses and cloud-based services were actively maintained. Evidence of effectiveness includes minimal service interruptions and positive feedback from school sites on system reliability. However, a notable challenge is some aging equipment requiring additional maintenance, and future upgrades will be necessary to sustain long-term system performance.
Action 7 Technology Infrastructure was effective. Evidence of effectiveness includes the continued reliability of the District's wired and wireless networks, telecommunications, and information systems under sustained high demand.
Action 8 Cybersecurity was effective. Evidence includes the uninterrupted operation of cybersecurity defenses safeguarding District digital assets and data throughout the year.
Action 9 Staff & Student Technology Systems was effective. Evidence includes the completed staff and student device refresh and software licensing, ensuring district-wide access to reliable, up-to-date technology.

Action 10 Facilities Operation was effective despite several positions that remain unfilled. The work orders triage system is effectively used to identify and prioritize the most critical issues such as safety hazards, operational halts thus ensuring that the most urgent repairs are addressed first. Cleaning operations continue to be a struggle due to several custodial positions not filled, but due to Facilities & Custodial Supervisors' creative strategies like on-demand cleaning, tactical deployment of substitute custodians, better training, schools continue to receive needed services for a safe and healthy learning space. The Grounds Department struggle continues to be inefficient and is stuck in the "old way" of scheduled or calendar-driven routes regardless of need. Transitioning to a responsive, conditions-based model will ensure maintenance aligns with real-time site conditions.
Action 11 Transportation Operations was effective. Effective fleet management delivered by the Vehicle Maintenance Crew ensures student safety, maintains strict regulatory compliance, minimizes vehicle down time and decreases operational costs. Effective school bus driver training which combines behind-the-wheel coaching, comprehensive classroom instruction and regular in-service refreshers ensures driver student safety.
Action 12 Transportation for Unduplicated Pupils was effectively delivered by the Transportation Department in alignment with the District policies and students' IEPs. Educational partners have indicated that lack of student transportation should not be a barrier that prevents English Learners, low income and foster youth students from participating in extended day learning opportunities including extracurricular activities. Evidence of effectiveness also includes a decrease in chronic absenteeism (Metric 2.2) for all unduplicated pupils. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for English Learners decreased by 6.3% from the baseline to 9.1% and by 17.6% to 14% for low income students. In comparison, all students decreased by 7.2% to 10.7%. On the ELA SBAC (Metric 1.3), English Learners declined 7.4 points. SED students had a decline of 1.9 points, and Foster Youth increased 9.2 points. The SBAC ELA and math outcomes suggest that while efforts were well-intentioned, they did not adequately make progress towards the goal. On the Math SBAC (Metric 1.4), English learners had a decline of 3.6 points. SED students showed a slight decline of 1.2 points. Foster Youth increased 42.1 points.

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.

Metric 4.1 Student Sense of Perceived Safety
Baseline
74% in 2023-24
This was the previously reported baseline, which was an error.
53% in 2023-24
This is the corrected baseline.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Safety	Maintain a safe school environment at each school site.	$4,149,423.00	No
2	Safety Training	Maintain ongoing safety training and support to employees in collaboration with local first responders.	$0.00	No
3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Support the extended learning environment and total school experience for unduplicated pupils attending before/after school and extended year enrichment opportunities which requires additional safety, cleaning and maintenance.	$8,688,801.00	Yes

4	Technology Staff	Provide a team of technology staff, which includes roles in Data Operations, Technical Support, Instructional Technology and Infrastructure Support.	$1,865,574.00	No
5	Technology Support of Unduplicated Pupils	Maintain and expand the use of technology to support learning of unduplicated pupils through services and resources to families provided by district and site based technology staff.	$2,303,309.00	Yes
6	Technology Operations	Enhance and maintain technology systems within the district, including instructional technology services and support for audio / visual, security cameras, public announcement systems, system maintenance & licensing, and data storage to support a safe and technologically equipped learning environment.	$175,820.00	No
7	Technology Infrastructure	Strengthen and optimize the District's technology infrastructure for enhanced reliability and resilience by: 1. Continuing to upgrade and manage both wireless and wired networks; 2. Providing ongoing support services, and overseeing architectural and engineering enhancements; and 3. Optimizing and maintaining the district's telecommunications infrastructure.	$447,808.00	No
8	Cybersecurity	Enhance the District's cybersecurity defenses through comprehensive cybersecurity operations, which involves a multi-faceted approach designed to safeguard the District's digital assets and infrastructure.	$305,490.00	No
9	Staff & Student Technology Systems	Ensure that staff and students have access to reliable, up-to-date technology devices, software, licenses, technical support, and, maintenance to support their educational and administrative needs.	$1,195,770.00	No
10	Facilities Operations	Maintain, repair and clean all school facilities, grounds, play and athletic fields to ensure a safe and functional learning environment.	$21,660,160.00	No
11	Transportation Operations	Provide student transportation to and from school and activities consistent with District policies.	$4,312,781.00	No
12	Transportation for Unduplicated Pupils	Provide student transportation to support eligible unduplicated pupils to and from school and school related activities.	$2,263,036.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$29,445,759.00	$1,927,350.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.25%	0.00%	$0.00	17.25%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	ELA SBAC Achievement In 2024-2025, ELA achievement was determined by points above or below standard on the ELA SBAC according to the CA Dashboard. Current English Learners are 78.4 points below standard. In comparison, English Only students are 38 points above standard. SED students are 11.3 points above standard. Foster Youth are 328.3 points below standard. In comparison, all students are 32.7 points above standard.	Teachers need additional training and support in using student assessment data to make instructional decisions that will improve student English proficiency. English Learners need access to teachers who understand the ELD standards and effective strategies for curriculum delivery. Low income students may have deficits in language (vocabulary and comprehension) due to limited exposure to books in their home, working family members who are not home or lack of resources to provide students extra help. Teachers need to know the standards and effective strategies for increasing student access to core instruction. They also need to ensure	ELA and Math SBAC data will reflect an increase in students meeting standard according to the California Dashboard as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. There will be an increase in the percentage of English Learners who are proficient on the Summative ELPAC or making progress toward proficiency according to the CA Dashboard English Learner Progress Indicator as measured by Goal 1 Metric 6.

	Math SBAC Achievement In 2024-2025, math achievement was determined by points above or below standard on the Math SBAC according to the CA Dashboard. English Learners are 14.3 points below standard. SED students are 17.9 points below standard. Foster Youth are 69 points below standard. In comparison, all students are 4.3 points above standard. Educational partner feedback from the LCAP survey and DELAC highlighted a need to support English Learners. Our Board of Education feedback has prioritized the importance of working towards all student groups meeting and exceeding standards at equal levels of achievement.	that low income students have access to rigor and additional supports to address the learning gaps they are experiencing due to a lack of resources. Instructional coaches at each of the elementary schools and high schools as well as district instructional specialists have all been provided with ongoing cognitive coaching professional development to develop their coaching skills to work with classroom teachers and also participated in advanced cognitive coaching. Every trained site and district instructional specialist/coach will coach classroom teachers on differentiated diagnostic/prescriptive instruction that is focused on the needs of English Learners, low income and foster youth students in achieving proficiency in the California State Standards. Most of our classrooms have a majority of English Learners and low income students. Research indicates that student achievement increases when there is true collaboration among teachers working towards a common goal. Developing inquiry-based learning lab classrooms will allow for collaborative learning and coaching to occur. Improving designated and integrated ELD instruction through GLAD strategies will be a focus of the learning lab classrooms as it has been identified as an area of development for teachers. Weekly structured collaboration through the development of grade level Professional Learning Communities (PLCs) will be provided for all K-8th grade teachers. Site Instructional coaches will spend at least 50% of their time coaching and supporting classroom teachers to better serve the needs of unduplicated pupils and provide English Learners the level of instruction needed to support their English proficiency advancement. As we move forward, “inspecting what we expect” will be essential. Development of district and site administrators will continue to provide instructional leadership opportunities to implement equity plans embedded in site SPSAs focused on development of systems on differentiation of instruction focused on the needs of unduplicated pupils. These actions are being provided on an LEA-wide basis to maximize their impact in increasing ELA and math achievement for all students.	

Goal 1 Action 9	In 2022-2023, the A-G rate for socio-economically disadvantaged (SED) students was 61.5% in comparison to 64.8% for All students according to DataQuest. In 2023-2024, the A-G rate for both SED and All students was 64.1%. According to the Dashboard, the graduation rate for SED decreased by 2.7% in 2023-2024 to 91.8%. According to the Dashboard, the % of high school graduates who placed in the "Prepared" level on the College/Career Indicator according to the Dashboard for SED students was 13% in 2024, which is a decrease of 4.6% from 2023. Educational partner feedback from SED families indicated a lack of knowledge about CTE and scheduling conflicts that prevented them from participating in informational meetings about CTE.	Career and Technical Education (CTE) prepares students for a wide range of high-wage, high-skill and high-demand careers. CTE offers a unique opportunity to engage students in a variety of subjects incorporating academic, creative and technical skills with the specific goal of preparing students for life after high school. With CTE, students gain knowledge, attitude and skills to succeed. In order to ensure low income students have an opportunity to participate in CTE programs, four full-time College and Career counselors have been hired. Another option these counselors will help low income students access is the Intersegmental General Education Transfer Curriculum (IGETC). This allows students to complete the University of California (UC) and Cal State University (CSU) general education requirements. A strong partnership has been developed with East Los Angeles College (ELAC), which provides college courses on each of the three high school campuses. The targeted students for IGETC are low income first generation college-bound students. Dual enrollment with the ability to take courses at ELAC is also available. These opportunities provide our low income students with a head start on their college coursework. Low income students will have increased access to CTE Pathway programs and targeted, purposeful supports to ensure they are successfully enrolling and completing CTE Pathway programs which lead to college and/or career readiness. Credentialed CTE teachers who are industry experts within their pathway(s), will provide low income students a sequence of courses that embeds academic standards, leadership, technology and work-based learning opportunities. The CTE staff will also ensure that low income students have access to high quality career counseling that makes them aware of CTE options and any related prerequisites early on in their academic planning. The CTE teachers and staff will partner with ELAC to recruit low income students to participate in dual enrollment courses. CTE staff will continue to identify and remove barriers and create systems that support low income learners in accessing, fully participating in and successfully completing a high-quality CTE program of study. These actions are being provided on an LEA-wide basis because all our students can benefit from participation in CTE and the goal of preparing students for life after high school.	There will be an increase in the A-G rate for SED students as measured by Goal 1 Metric 1, which will include a comparison between SED students and All. Low income students will have increased high school graduation rates (Goal 1 Metric 2). There will be an increase in the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator (Goal 1 Metric 9).

Goal 1 Action 12	The ELA and Math SBAC data for 2023-2024 for unduplicated pupils (EL, SED, Foster Youth) is as follows compared to All students. ELA: District: 32.7 points above standard (Green) - Maintained SED: 11.5 points above standard (Green) - Maintained EL: 13.7 points below standard (Orange) - Declined Foster Youth: 37.5 points below standard (Orange) - Declined Math: District: 2.2 points above standard (Green) - Maintained SED Students: 19 points below standard (Yellow) - Maintained EL Students: 19.5 points below standard (Yellow) - Declined Foster Youth: 84.8 points below standard (Orange) - Declined Through the Professional Development Collaborative (PDC) Committee of certificated staff, union leadership and site and district administration, consensus was reached on the importance of focusing professional development on the social-emotional and behavioral needs of our students through Multi-Tiered System of Support (MTSS), particularly on the needs of foster youth, low income students and English Learners. This need was also expressed by the DELAC and PAC parents. DELAC parents also expressed a need for accelerating the English language development and proficiency for English Learners. Educational partners including PAC and DELAC have expressed concern about the number of days teachers are pulled out of their classrooms for district professional development. There is an increased negative impact on student learning when there are substitutes in the classrooms, which increasingly impacts English Learners, low income and foster youth students who need consistency in teaching. In addition, the lack of available substitutes to cover classes add an additional negative impact.	These three days of districtwide professional development continue to be pupil-free days, which are added to the calendar so substitutes will not be utilized. The professional development for certificated staff will be focused on the social-emotional and behavioral needs through MTSS particularly focused on foster youth, English Learners and low income students under the umbrella of equity, diversity and inclusion. With the addition of intervention and expanded learning opportunities built into the school day, there is a need to focus on strategies focused on the needs of unduplicated pupils through the use of flexible groupings and Tiers 1, 2 and 3 intervention strategies through MTSS. The professional development also targets strategies for working with the varying levels of our English Learners within core instruction through the use of research-based strategies including GLAD (Guided Language Acquisition Design). The importance of attending to mental health has become even more pronounced post pandemic especially for our unduplicated pupils. The upcoming school year will continue to focus on establishing a culture of support, connectivity, and the well-being of students, staff and parents. Feeling safe, both physically and emotionally, are necessary for successful academic outcomes for our unduplicated pupils. In addition, there must be a focus on developing social emotional foundations for our unduplicated pupils as well as focusing on self-care and well-being for all. Our efforts to accelerate learning and achieve equitable outcomes for all unduplicated pupils must include promoting activities that build and strengthen positive well-being. All staff will create positive, predictable, nurturing environments and include classroom restorative circle practices and the adopted SEL curriculum at K-8 to attend to mental health needs of unduplicated pupils. At the K-8th grade level, 20 minutes will continue to be built into the daily schedule to address social emotional needs and development. High school block schedules include built in additional time for implementation of restorative circle practices and flexible groupings to meet the targeted needs of unduplicated pupils. These actions are being provided on an LEA-wide basis because all students can benefit from research-based practices and strategies as well as consistency in teaching.	There will be an increase in the ELA and Math SBAC achievement as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. The California Healthy Kids Survey (CHKS) will reflect an increase in student sense of school connectedness as measured by Goal 2 Metric 6. There will be a decrease in office referrals in response to increased use of restorative circle practices and adopted SEL curriculum.

Goal 2 Action 5	Findings suggest that while progress has been made, significant opportunities remain to strengthen student supports, social-emotional learning, and overall school connectedness. The student sense of school connectedness was 61% for grades 5, 6, 7, 9, and 11 in 2026.based on the California Healthy Kids Survey (CHKS), According to the 2025 Dashboard, 9.1% of EL are chronically absent. 14% of SED are chronically absent and 25.5% of Foster Youth are chronically absent. In comparison, overall, 10.7% are chronically absent. Our data indicates that our English Learners, low income and foster youth seem to have greater health needs that are compounded by a lack of access to resources. At our DELAC meetings, parents of English Learners have expressed a need to ensure that families' basic needs are being met, especially since these families may not feel comfortable and/or their cultural backgrounds challenge them from reaching out for support. Health Services staff will check in with families in an effort to connect with them and share resources. These results underscore the importance of continuing to invest in school counseling, social-emotional learning, mental health services, and positive school climate initiatives to ensure all students feel supported, connected, and prepared to thrive both academically and emotionally.	Schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds, which is representative of our English Learners, low income and foster youth. Our schools serve students with different motivations for engaging in learning, behaving positively and performing academically. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers and life. Research shows that social and emotional learning not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing and empathy), improves student attitudes towards school and reduces depression and stress among students (Duriak et al., 2011). The Student Support Services team of counselors and interns work collaboratively with the school sites to ensure that the attendance and behavior of our English Learners, low income and foster youth are not negatively impacting their academic achievement. Research indicates that factors such as attendance and behavior can positively or negatively impact student achievement (Bergin and Ferrara, 2019). Our Multi-Tiered System of Supports emphasizes the importance of attendance and behavior and provides positive incentives and recognition principally targeting English Learners, low income and foster youth. Educational partners including PAC expressed the value of full-time counseling support at each of the school sites. Every elementary school has a full-time counselor. At the high schools, the counselor caseload is 1:350. Direct services provided by the Student Support Services teams will prioritize social-emotional and mental health services for unduplicated pupils to address barriers to attendance and equitable access to educational services. These services will ensure unduplicated pupils are attending school daily and ready to learn. There will continue to be a robust recruitment process that will result in the hiring of school nurses and LVNs to ensure that every school has increased health staff on campus. A lead nurse has been hired to oversee the District's Health Services Department. This is being provided LEA-wide because all families can benefit from an increase in the outreach efforts of health staff in coordination with counseling staff to connect with families to ensure the basic needs of families including safety needs and concerns are being addressed.	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. Documentation of Tier II and Tier III services will demonstrate increased social emotional support of unduplicated pupils. The District and school leadership teams will disaggregate and analyze the Youth Truth Survey, California Healthy Kids Survey (CHKS) and California School Parent Survey (CSPS) data and use that data in the decision making process for fostering supportive school climates for our unduplicated pupils. There will be an increase in the areas related to school connectedness on the CHKS as measured by Goal 2 Metric 6.
Goal 3 Action 6	Engaged parents impact student attendance. According to the 2025 Dashboard, 9.1% of EL are chronically absent. 14% of SED are chronically absent and 25.5% of Foster Youth are chronically absent. In comparison, overall,	English Learners, low income and foster youth are the target of parent engagement. School Community Coordinators who are bilingual and counseling staff ensure that these parents and families are connected to the schools as well as to community resources and services.	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. The California School Parent Survey (CSPS) results will show an increase in participation of

	10.7% are chronically absent. Feedback from our educational partners indicate positive sentiments regarding parent and community engagement, with the most attended events including parent-teacher conferences, back to school night, and open houses. However, educational partners still express a desire for more communication between the school and parents, and many express a desire for more parent/community-oriented activities to further engage family and the community as partners. Programs such as PODER and IGETC specifically target English Learners, low income and foster youth students who are potentially the first in their families to graduate from college. Many parents of these students are not aware of and have not experienced college or navigating college applications and scholarships. These programs provide parents with an opportunity to not only be involved, but informed so they can be supportive of their child's goals. The convenience of being able to participate without having to leave their homes, make sure their children were fed and make arrangements for childcare increased the attendance of parents of unduplicated pupils. The engagement of parents of unduplicated pupils increased through the use of Zoom features such as the chat, Q&A, breakout rooms, polling and reactions.	Another topic of importance is effectively addressing and supporting families with social and emotional learning and mental health. The District and sites will continue to explore ways to improve parental engagement with school activities. During the pandemic, the utilization of Zoom Pro Webinar licenses increased attendance of meetings and parent education by parents of unduplicated pupils at both the site and District level. The use of Zoom as a parent engagement tool will continue to be utilized. Simultaneously, there will be a shift as a District to move towards more in-person opportunities to develop and foster relationships with our families and community. Additional support and attention is being given to foster youth and homeless students through our District liaison. English Learners will receive additional support through the support of AUSD's School Community Coordinators who can communicate directly with families, provide translation for more in depth support, and help facilitate parent training and webinars. To engage families and parents, schools provide virtual site meetings and the District offers a diverse selection of parent webinars and meetings offered by various departments. All parent education meetings and webinars are offered in multiple home languages and some departments archived and post webinars on the District website. We will prioritize identifying topics relevant to parents of unduplicated pupils and then provide and broadcast parent-oriented events to improve parental engagement through more robust District and site websites and the use of social media, Blackboard Connect and the Remind application. Partnerships with school-based and community-based agencies will result in increased resources for the families of our unduplicated pupils. The District has been and will continue to connect low income and foster families with resources including, but not limited to, food, shelter, health services, mental health services, parenting and daycare. Maximizing the use of School Community Coordinators has increased our partnerships with community resources that connect families with services. University interns placed in our schools provide additional mental health services and interventions. Community partners also provide dental and vision screenings and referrals for unduplicated pupils. These actions are being provided on an LEA-wide basis because all our families can benefit from increased engagement and collaboration focused on student success.	parent and/or community events by our parents of unduplicated pupils which will be the result of continued use of Zoom meetings and webinars, more convenient times, more communications, more in-person events and relevant topics on how to support students at home as measured by Goal 3 Metrics 1, 2 and 3.

Goal 3 Action 8	Positive relationships and connections between certificated staff and families of unduplicated students impact student attendance. According to the 2025 Dashboard, 9.1% of EL are chronically absent. 14% of SED are chronically absent and 25.5% of Foster Youth are chronically absent. In comparison, overall, 10.7% are chronically absent. 42% of parents strongly agree that "My child's school encourages me to be an active partner" according to the California School Parent Survey (CSPS). 34% of parents strongly agree that "Parents feel welcome to participate at school" as measured by the CSPS.	Research shows that positive relationships between families/students and their teachers are critical to the success of unduplicated pupils, especially students from cultural backgrounds different from their own (Nishioka, 2019). Families of unduplicated pupils are often focused on providing for basic family needs as they work more than one job to make ends meet. Families of English Learners experience language and cultural barriers as they try to support their children. Families of foster youth are focused on developing relationships at home first before focusing on relationships with teachers. Families of our unduplicated pupils know the importance of positive relationships with their child(ren)'s teachers and the school. At the same time, with all that the families are working through, they are not always going to attend school or class events. It is important for the school site to initiate the outreach to families of unduplicated pupils, especially the teachers. With this priority in mind, all certificated staff are required to participate in a minimum of ten hours of adjunct duties to increase engagement of families and parents of English Learners, low income students and foster youth. These hours are to be completed yearly and focus on connecting with the families of unduplicated pupils through individual outreach; monthly check-ins; individualized technology support including use of online tools and checking of grades online; individualized wellness check-ins; family office hours at various times of the day; targeted Family Math and Literacy Nights; and personalized tutorials on the use of communication tools to contact school staff. The priority is to proactively engage and provide support for families of English Learners, low income and foster youth beyond parents attending events such as Back to School Night and Open House. There will be an increase in the engagement of families and parents of unduplicated pupils at the schools and an increase in positive relationships and connections between certificated staff and families of unduplicated pupils. This action is being provided on an LEA-wide basis because all our families can benefit from additional opportunities to be actively involved in their children's learning through teacher outreach which will result in increased hours of engagement by every certificated staff member.	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. The 2027 LCAP Survey will indicate an increase in communication and parent-oriented activities to help engage and increase involvement in AUSD of our families of unduplicated pupils. The 2027 CSPS will indicate an increase in parent sense of school connectedness (Goal 3 Metric 1) and parent participation (Goal 3 Metric 2).

Goal 4 Action 3	Physical safety and security concerns from parents of unduplicated pupils impact student attendance. According to the 2025 Dashboard, 9.1% of EL are chronically absent. 14% of SED are chronically absent and 25.5% of Foster Youth are chronically absent. In comparison, overall, 10.7% are chronically absent. 43% of parents strongly agree or agree that "School is a safe place for my child" as measured by the 2026 California School Parent Survey (CSPS).	Our families of unduplicated pupils, in particular, have expressed concerns about after school supervision when there are not as many adults on campus. This has led to reluctance and hesitation about having their children participate in extended day programs. As a result, campus supervisors are being hired to ensure the safety of students from 7:00 am - 6:30 pm on TK-8th grade campuses. This also allows for extended day programs to occur before school. It is our goal to address the safety concerns of our parents to maximize the number of unduplicated pupils who participate in the extended learning programs. Supporting the extended learning environment and total school experience for unduplicated pupils attending before/after school and extended year enrichment opportunities requires additional cleaning and maintenance. The Facilities Department will support the physical learning environments for unduplicated pupils while promoting a culture of safety and professionalism to ensure the cleanliness of all schools. These actions are being provided on an LEA-wide basis because all our students can benefit from access to before/afterschool and extended year learning opportunities.	There will be a decrease in the chronic absenteeism rate as measured by Goal 2 Metric 2 for All, EL, SED and Foster Youth. Student attendance of our unduplicated pupils during extended learning programs will increase at every school site as we are prioritizing targeted outreach to the families of our unduplicated pupils. There will be an increase in parent sense of school safety (Goal 4 Metric 2).

Goal 4 Action 5	Technology devices are an essential instructional tool for students and is the access to digital textbooks and resources which impacts graduation rate. The graduation rate of SED is 95.1% and 87.3% for EL compared to 94.4% districtwide. Note that there is no data for Foster Youth because there are less than 11 students and data is not displayed for privacy. Technology is a continued priority that has been expressed by PAC and DELAC as well as through educational partners surveys. In the LCAP Survey, respondents report that they are very happy with AUSD's efforts to provide students access to technology resources. Others indicate that AUSD can help ensure that students have access to technology resources by updating existing technology infrastructure and providing teachers with additional technology implementation training. In particular, the educational partners of English Learners expressed a need for the use of technology to be integrated during designated and integrated ELD, SEI and SDAIE classes and mainstream classes. Low income families and foster youth families wanted access to technology support to ensure that their children were able to utilize the technology resources available, troubleshoot hardware and connection challenges and provide technology training for families.	The two Technology Instructional Specialists provide support on resources and programs that target tools to enhance the learning of English Learners, low income and foster youth. Teachers of unduplicated pupils will receive specialized training to support students and strategically integrate the balance of digital curriculum and daily instruction. According to the 2025 Dashboard, 9.1% of EL are chronically absent. 14% of SED are chronically absent and 25.5% of Foster Youth are chronically absent. In comparison, overall, 10.7% are chronically absent. Parents' time may be limited to support their child due to working multiple jobs, or being single parents. Students have limited access to devices and the internet along with limited time for parent support. District technology staff will provide district devices, access to the internet and technology support to students and families. District and site based technology staff will provide services and resources to support the learning of unduplicated pupils which include one-to-one tutoring, technology support hotline for parents and students, developing capacity of families to access technology and online tools and extended day opportunities such as robotics and coding. Unduplicated pupils will use technology to demonstrate critical thinking, communication, collaboration and creativity to enhance their learning. Programs such as Seesaw allow students to create a digital portfolio and empower them to independently document their learning with built-in tools. Families will get immediate and personalized information on their child's school day through their phones or other technology. Technology devices have become an essential instructional tool/supply as basic as pencil and paper. With the use of technology, it is critical that our unduplicated pupils not only have access to the devices, but also have access to additional supports. Our unduplicated pupils can receive an additional device so that one device can be kept at school and one can be kept at home and will always have access to this essential tool, which we have done in the past with textbooks. Learning lab opportunities outside the school day will also target our unduplicated pupils as well as providing online tutoring support. These actions are being provided on an LEA-wide basis because all families can benefit from technology services and resources provided by district and site based technology staff to support student learning.	ELA and Math SBAC data for All, EL, SED and Foster Youth will reflect an increase in students meeting standard according to the California Dashboard as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. The graduation rate for All, SED and EL will increase as measured by Goal 1 Metric 2. There is no graduation rate data for Foster Youth because there are less than 11 students and the data is not displayed for privacy. Evidence of effectiveness includes targeted outreach and ongoing support through the full-time District Foster and Homeless Youth Liaison.

Goal 4 Action 12	Lack of transportation impacts unduplicated pupils from participating in learning opportunities, which affects student achievement. ELA SBAC Achievement In 2024-2025, ELA achievement was determined by points above or below standard on the ELA SBAC according to the CA Dashboard. Current English Learners are 78.4 points below standard. In comparison, English Only students are 38 points above standard. SED students are 11.3 points above standard. Foster Youth are 28.3 points below standard. In comparison, all students are 32.7 points above standard. Math SBAC Achievement In 2024-2025, math achievement was determined by points above or below standard on the Math SBAC according to the CA Dashboard. English Learners are 14.3 points below standard. SED students are 17.9 points below standard. Foster Youth are 69 points below standard. In comparison, all students are 4.3 points above standard. Chronic Absenteeism There is a decrease in chronic absenteeism (Metric 2.2) for all unduplicated pupils. Chronic absenteeism for foster youth decreased by 4.7% from the baseline to 25.5%. Chronic absenteeism for English Learners decreased by 6.3% from the baseline to 9.1% and by 17.6% to 14% for low income students. In comparison, all students decreased by 7.2% to 10.7%. Educational partners have indicated that lack of student transportation should not be a barrier that prevents English Learners, low income and foster youth students from participating in extended day learning opportunities including extracurricular activities.	Additional transportation routes will be provided with late pick up to allow unduplicated students to participate in these opportunities and activities. This action is being provided on an LEA-wide basis because all our students can benefit from participation in extended day learning opportunities including extracurricular activities.	ELA and Math SBAC data will reflect an increase in students meeting standard according to the California Dashboard as measured by Goal 1 Metrics 3 and 4 for All, EL, SED and Foster Youth. Chronic absenteeism will continue to reflect a decrease as measured by Goal 2 Metric 2.

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	El students are 9.3 points below the standard (yellow) according to the 2025 CA Dashboard. In comparison, overall, all students are 32.7 points above the standard (green). 2024-2025 ELPAC Achievement 44.8%: progressed towards English language proficiency or maintained the highest level (orange) 8.2%: maintained the highest level 36.6%: progressed at least one ELPI level 37.3%: maintained ELPI levels lower than level 4 17.9%: decreased at least one ELPI level 12.04% of ELs reclassified according to DataQuest in 2024-2025.	Critical to the acquisition of English proficiency for EL students is the professional development and coaching of all teachers. Ongoing professional development and coaching will be focused on the implementation of research-based classroom practices that support engagement of English Learners in a standards-based, grade level appropriate, and rigorous program. Progress monitoring is essential to the delivery of designated and integrated ELD that is differentiated and targeted to the needs of English Learners to accelerate the acquisition of English proficiency. The data from progress monitoring will also be utilized to differentiate opportunities for primary English Learners, newcomers, English Learners at risk of becoming Long-Term English Learners (LTELs) and LTELs as well as high school level emerging and expanding English Learners.	These supports for our English Learners will result in outcomes that will show an increase in our redesignation rate, increased percentage of English Learners making progress towards English language proficiency, and increased percentage of ELs who are proficient on the summative ELPAC as measured by Goal 1 Metrics 6 & 7. There will be an increased percentage of ELs meeting and exceeding standards on the ELA SBAC as measured by Goal 1 Metric 3.
Goal 3 Action 7	Alhambra Unified School District was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for Homeless Youth student group in chronic absenteeism (Priority 5) and suspension rate (Priority 6). The 2025 California Dashboard indicates that AUSD is no longer eligible for Differentiated Assistance in two categories (chronic absenteeism and suspension rate - Priority 5 and 6, respectively) for Homeless Youth. It is essential to continue to provide targeted services to support our foster and homeless students.	Under the direction of the Foster and Homeless Counselor/Liaison, targeted services will support the specific needs of foster and homeless students. A priority will be to connect students and families with school and community resources to ensure that their basic needs are being met. School Community Coordinators (SCCs) will support the foster and homeless families who need bilingual services to establish and maintain ongoing communication and relationships. The Foster and Homeless Liaison/Counselor works collaboratively with the site counselors and School Community Coordinators to ensure that these parents and families are connected to the schools as well as to community resources and services. This support will result in students being able to stay focused on their academic progress and goals while also being provided with social emotional support as needed.	There will continue to be a decrease in the chronic absenteeism rate of Homeless and Foster Youth as measured by Goal 2 Metric 2. There will continue to be a decrease in the suspension rate of Homeless and Foster Youth as measured by Goal 2 Metric 5. Evidence of effectiveness includes targeted outreach and ongoing support through the full-time District Foster and Homeless Youth Liaison.

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase the following staff providing direct services to students at schools that have a high concentration of unduplicated pupils. This includes 10 of our 16 schools, one high school (SGHS) and nine K-8 schools (Baldwin, Garfield, Granada, Marguerita, Park, Ramona, Repetto & Ynez) . Direct services provided will be based on the priority needs of each site.
Goal 1 Action 3
MTSS Tier 1 for Unduplicated Pupils
- at least one full-time intervention teacher for elementary schools
- behavior intervention aides (BIAs) to redirect and provide behavior supports in the classroom
- intervention staff (teachers, intervention specialists and intervention aides) to support implementation of MTSS at the elementary schools
- content-related tutors to support PODER students with a focus on math tutors
Goal 2 Action 5
Counseling and Health Support Services for Unduplicated Pupils
- counselors to support social-emotional needs of students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:31	1:21
Staff-to-student ratio of certificated staff providing direct services to students	1:22	1:17

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$170,692,703.00	$29,445,759.00	17.25%	0.00%	17.25%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$170,268,188.00	$99,110,748.00	$9,521,552.00	$6,253,633.00	$285,154,121.00	$229,894,469.00	$55,259,652.00

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	Textbook Sufficiency	All	No				Ongoing	$0	$1,176,372	$757	$1,175,615	$0	$0	$1,176,372	0.00%
1	2	Multi-Tiered System of Support (MTSS)	All	No				Ongoing	$3,316,468	$707,171	$2,747,269	$308,540	$22,574	$945,256	$4,023,639	0.00%
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Student with Disabilities (SWD), Homeless, English learner (EL), Low Income, Hispanic or Latino, Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$6,178,786	$37,786	$5,146,566	$1,043,221	$0	$26,785	$6,216,572	0.00%
1	4	Equity School Plans	All	No				Continuing	$7,600	$0	$0	$0	$0	$7,600	$7,600	0.00%
1	5	English Learner (EL) Program	All	Yes	Limited	English learner (EL)	All Schools	Ongoing	$914,335	$337,205	$643,285	$0	$0	$608,255	$1,251,540	0.00%
1	6	Students with Disabilities (SWD) Programs	Student with Disabilities (SWD)	No				Ongoing	$49,469,891	$17,543,582	$0	$62,753,606	$0	$4,259,867	$67,013,473	0.00%

1	7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	Student with Disabilities (SWD)	No				Ongoing	$336,533	$0	$0	$336,533	$0	$0	$336,533	0.00%
1	8	Career Technical Education (CTE)/ Dual Enrollment (DE)	All	No				Ongoing	$4,060,152	$615,185	$2,239,740	$2,297,497	$0	$138,100	$4,675,337	0.00%
1	9	CTE/DE for Low Income Students	All	Yes	LEA-wide	Low Income	All Schools, Specific Grade Spans, High School	Ongoing	$1,183,245	$0	$1,183,245	$0	$0	$0	$1,183,245	0.00%
1	10	Dual Language Immersion Program (DLIP)	All	No				Ongoing	$4,739,541	$147,346	$4,848,897	$0	$0	$37,990	$4,886,887	0.00%
1	11	Arts Education	All	No				Ongoing	$2,951,153	$70,000	$1,818,474	$1,172,679	$0	$30,000	$3,021,153	0.00%
1	12	Expanded and Enhanced Certificated Training	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,834,382	$0	$2,834,382	$0	$0	$0	$2,834,382	0.00%
1	13	Educational Technology Training and Innovation	All	No				Ongoing	$366,036	$73,704	$348,231	$0	$0	$91,509	$439,740	0.00%
1	14	Additional Targeted Support and Improvement (ATSI)	Two or More Races, Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	15	High Quality Administrative, Certificated, Classified and Substitute Staff	All	No				Ongoing	$93,543,592	$0	$93,543,592	$0	$0	$0	$93,543,592	0.00%
1	16	Teacher Training and Certification (TT&C) Program	All	No				Ongoing	$455,229	$8,750	$463,979	$0	$0	$0	$463,979	0.00%
1	17	Staff Training and Support	All	No				Ongoing	$0	$7,000	$7,000	$0	$0	$0	$7,000	0.00%
1	18	Administrative Staff Support, Mentoring and Professional Development (PD)	All	No				Ongoing	$50,000	$5,000	$55,000	$0	$0	$0	$55,000	0.00%
2	1	Positive School Attendance and Reduction of Chronic Absenteeism	All	No				Ongoing	$316,059	$700	$700	$316,059	$0	$0	$316,759	0.00%
2	2	Positive Behavior Outcomes	All	No				Ongoing	$503,238	$143,639	$317,930	$328,947	$0	$0	$646,877	0.00%
2	3	Positive School Climate	All	No				Ongoing	$3,149,092	$414,100	$3,213,192	$0	$350,000	$0	$3,563,192	0.00%
2	4	Health Services	All	No				Ongoing	$1,444,573	$11,100	$1,045,297	$0	$410,376	$0	$1,455,673	0.00%

2	5	Counseling and Health Services Support for Unduplicated Pupils	Homeless, Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$4,411,619	$0	$4,183,290	$0	$228,329	$0	$4,411,619	0.00%
2	6	After School Expanded Learning Opportunities (ELO) and Care	All	No				Ongoing	$6,226,079	$4,783,240	$0	$11,009,319	$0	$0	$11,009,319	0.00%
2	7	Athletics	All	No				Ongoing	$990,719	$2,800	$787,069	$206,450	$0	$0	$993,519	0.00%
2	8	Extracurricular Activities	All	No				Ongoing	$779,417	$697,300	$1,476,717	$0	$0	$0	$1,476,717	0.00%
2	9	School Meal Program	All	No				Ongoing	$6,962,184	$9,910,908	$0	$16,873,092	$0	$0	$16,873,092	0.00%
3	1	Outreach & Emergency Notifications	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	2	Communication and Outreach	All	No				Ongoing	$1,113,844	$48,128	$1,130,122	$0	$0	$31,850	$1,161,972	0.00%
3	3	Student Voices	All	No				Ongoing	$0	$9,200	$9,200	$0	$0	$0	$9,200	0.00%
3	4	Community Schools	All	No				Ongoing	$1,238,190	$15,000	$0	$1,253,190	$0	$0	$1,253,190	0.00%
3	5	Caregiver and Community Collaboration and Engagement	All	No				Ongoing	$36,848	$0	$848	$36,000	$0	$0	$36,848	0.00%
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$562,175	$0	$562,175	$0	$0	$0	$562,175	0.00%
3	7	Foster/Homeless Youth	Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing	$171,403	$25,000	$59,991	$0	$59,991	$76,421	$196,403	0.00%
3	8	Certificated Adjunct Duties	Homeless, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,683,550	$0	$2,683,550	$0	$0	$0	$2,683,550	0.00%
4	1	Campus Safety	All	No				Ongoing	$3,800,423	$349,000	$3,814,302	$0	$335,121	$0	$4,149,423	0.00%
4	2	Safety Training	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Grade Spans, Elementary (TK-8)	Ongoing	$8,688,801	$0	$8,688,801	$0	$0	$0	$8,688,801	0.00%

4	4	Technology Staff	All	No				Ongoing	$1,865,574	$0	$1,865,574	$0	$0	$0	$1,865,574	0.00%
4	5	Technology Support of Unduplicated Pupils	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Continuing	$1,243,716	$1,059,593	$2,303,309	$0	$0	$0	$2,303,309	0.00%
4	6	Technology Operations	All	No				Continuing	$0	$175,820	$175,820	$0	$0	$0	$175,820	0.00%
4	7	Technology Infrastructure	All	No				Continuing	$0	$447,808	$447,808	$0	$0	$0	$447,808	0.00%
4	8	Cybersecurity	All	No				Continuing	$0	$305,490	$305,490	$0	$0	$0	$305,490	0.00%
4	9	Staff & Student Technology Systems	All	No				Continuing	$0	$1,195,770	$1,195,770	$0	$0	$0	$1,195,770	0.00%
4	10	Facilities Operations	All	No				Continuing	$9,853,562	$11,806,598	$13,544,999	$0	$8,115,161	$0	$21,660,160	0.00%
4	11	Transportation Operations	All	No				Continuing	$2,240,199	$2,072,582	$4,312,781	$0	$0	$0	$4,312,781	0.00%
4	12	Transportation for Unduplicated Pupils	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Continuing	$1,206,261	$1,056,775	$2,263,036	$0	$0	$0	$2,263,036	0.00%

2026-2027 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
$170,692,703.00	$29,445,759.00	17.25%	0.00% - No Carryover	17.25%	$30,551,630.00	0.00%	17.90%	**Total:**	$30,551,630.00
								LEA-wide Total:	$29,848,354.00
								Limited Total:	$703,276.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$5,146,566.00	0.00%
1	5	English Learner (EL) Program	Yes	Limited	English learner (EL)	All Schools	$643,285.00	0.00%
1	9	CTE/DE for Low Income Students	Yes	LEA-wide	Low Income	All Schools, Specific Grade Spans, High School	$1,183,245.00	0.00%
1	12	Expanded and Enhanced Certificated Training	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,834,382.00	0.00%
2	5	Counseling and Health Services Support for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$4,183,290.00	0.00%
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$562,175.00	0.00%
3	7	Foster/Homeless Youth	Yes	Limited	Low Income, Foster Youth	All Schools	$59,991.00	0.00%
3	8	Certificated Adjunct Duties	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,683,550.00	0.00%
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Grade Spans, Elementary (TK-8)	$8,688,801.00	0.00%
4	5	Technology Support of Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,303,309.00	0.00%
4	12	Transportation for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,263,036.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$274,570,948.00	$276,927,380.00

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	Textbook Sufficiency	No	$2,079,551.00	$2,228,996.00
1	2	Multi-Tiered System of Support (MTSS)	No	$3,979,150.00	$3,638,041.00
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Yes	$5,679,450.00	$5,708,652.00
1	4	Equity School Plans	No	$120,215.00	$63,000.00
1	5	English Learner (EL) Program	Yes	$879,501.00	$773,829.00
1	6	Students with Disabilities (SWD) Programs	No	$63,296,984.00	$63,296,984.00
1	7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	No	$328,325.00	$328,325.00
1	8	Career Technical Education (CTE)/ Dual Enrollment (DE)	No	$3,740,219.00	$3,740,219.00
1	9	CTE/DE for Low Income Students	Yes	$1,151,122.00	$1,220,022.00
1	10	Dual Language Immersion Program (DLIP)	No	$4,885,727.00	$4,998,936.00
1	11	Arts Education	No	$3,393,894.00	$3,274,656.00
1	12	Expanded and Enhanced Certificated Training	Yes	$2,679,830.00	$3,077,733.00
1	13	Educational Technology Training and Innovation	No	$628,595.00	$607,474.00
1	14	Additional Targeted Support and Improvement (ATSI)	No	$0.00	$0.00
1	15	High Quality Administrative,	No	$90,827,171.00	$93,654,315.00

		Certificated, Classified and Substitute Staff			
1	16	Teacher Training and Certification (TT&C) Program	No	$616,388.00	$643,577.00
1	17	Staff Training and Support	No	$98,854.00	$112,033.00
1	18	Administrative Staff Support, Mentoring and Professional Development (PD)	No	$55,750.00	$15,762.00
2	1	Positive School Attendance and Reduction of Chronic Absenteeism	No	$300,681.00	$319,616.00
2	2	Positive Behavior Outcomes	No	$611,935.00	$699,016.00
2	3	Positive School Climate	No	$4,163,574.00	$4,100,867.00
2	4	Health Services	No	$1,380,166.00	$1,208,617.00
2	5	Counseling and Health Services Support for Unduplicated Pupils	Yes	$4,468,342.00	$4,189,037.00
2	6	After School Expanded Learning Opportunities (ELO) and Care	No	$7,930,540.00	$9,625,349.00
2	7	Athletics	No	$245,163.00	$103,902.00
2	8	Extracurricular Activities	No	$1,570,327.00	$1,587,416.00
2	9	School Meal Program	No	$15,833,659.00	$13,264,314.00
3	1	Outreach & Emergency Notifications	No	$0.00	$0.00
3	2	Communication and Outreach	No	$1,206,050.00	$1,060,235.00
3	3	Student Voices	No	$6,950.00	$6,251.00
3	4	Community Schools	No	$1,234,179.00	$1,264,444.00
3	5	Caregiver and Community Collaboration and Engagement	No	$36,849.00	$22,860.00
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Yes	$580,544.00	$430,641.00
3	7	Foster/Homeless Youth	Yes	$172,205.00	$170,291.00
3	8	Certificated Adjunct Duties	Yes	$2,679,830.00	$2,683,550.00
4	1	Campus Safety	No	$4,948,635.00	$3,582,791.00

4	2	Safety Training	No	$0.00	$0.00
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Yes	$7,069,791.00	$8,712,894.00
4	4	Technology Staff	No	$1,744,965.00	$1,854,758.00
4	5	Technology Support of Unduplicated Pupils	Yes	$2,916,878.00	$2,341,583.00
4	6	Technology Operations	No	$182,001.00	$162,652.00
4	7	Technology Infrastructure	No	$626,864.00	$472,021.00
4	8	Cybersecurity	No	$377,730.00	$307,791.00
4	9	Staff & Student Technology Systems	No	$2,180,156.00	$2,336,923.00
4	10	Facilities Operations	No	$21,000,487.00	$21,874,290.00
4	11	Transportation Operations	No	$4,135,119.00	$4,655,766.00
4	12	Transportation for Unduplicated Pupils	Yes	$2,526,602.00	$2,506,951.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$29,709,156.00	$30,361,940.00	$31,192,350.00	($830,410.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	Yes	$5,661,450.00	$5,708,652.00	0.00%	0.00%
1	5	English Learner (EL) Program	Yes	$560,779.00	$522,186.00	0.00%	0.00%
1	9	CTE/DE for Low Income Students	Yes	$1,151,122.00	$1,220,022.00	0.00%	0.00%
1	12	Expanded and Enhanced Certificated Training	Yes	$2,679,830.00	$3,077,733.00	0.00%	0.00%
2	5	Counseling and Health Services Support for Unduplicated Pupils	Yes	$4,468,342.00	$4,189,037.00	0.00%	0.00%
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	Yes	$580,544.00	$170,291.00	0.00%	0.00%
3	7	Foster/Homeless Youth	Yes	$66,772.00	$59,451.00	0.00%	0.00%
3	8	Certificated Adjunct Duties	Yes	$2,679,830.00	$2,683,550.00	0.00%	0.00%
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	Yes	$7,069,791.00	$8,712,894.00	0.00%	0.00%
4	5	Technology Support of Unduplicated Pupils	Yes	$2,916,878.00	$2,341,583.00	0.00%	0.00%
4	12	Transportation for Unduplicated Pupils	Yes	$2,526,602.00	$2,506,951.00	0.00%	0.00%

2025-2026 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)
$164,484,267.00	$29,709,156.00	0.00%	18.06%	$31,192,350.00	0.00%	18.96%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$741,500.00	$37,990.00	$575,955.00	$193,737.00	$0.00	$4,704,451.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Textbook Sufficiency	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,176,372.00
1	2	Multi-Tiered System of Support (MTSS)	$632,779.00	$0.00	$0.00	$55,843.00	$0.00	$256,634.00	$4,023,639.00
1	3	Multi-Tiered System of Support (MTSS) for Unduplicated Pupils	$0.00	$0.00	$0.00	$8,785.00	$0.00	$18,000.00	$6,216,572.00
1	4	Equity School Plans	$0.00	$0.00	$0.00	$7,600.00	$0.00	$0.00	$7,600.00
1	5	English Learner (EL) Program	$32,300.00	$0.00	$575,955.00	$0.00	$0.00	$0.00	$1,251,540.00
1	6	Students with Disabilities (SWD) Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$4,259,867.00	$67,013,473.00

1	7	Students with Disabilities (SWD) Inclusive Practices/Differentiated Assistance (DA)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$336,533.00
1	8	Career Technical Education (CTE)/ Dual Enrollment (DE)		$0.00		$0.00	$0.00	$138,100.00	$4,675,337.00
1	9	CTE/DE for Low Income Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,183,245.00
1	10	Dual Language Immersion Program (DLIP)	$0.00	$37,990.00	$0.00	$0.00	$0.00	$0.00	$4,886,887.00
1	11	Arts Education	$0.00	$0.00	$0.00	$30,000.00	$0.00	$0.00	$3,021,153.00
1	12	Expanded and Enhanced Certificated Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,834,382.00
1	13	Educational Technology Training and Innovation	$0.00	$0.00	$0.00	$91,509.00	$0.00	$0.00	$439,740.00
1	14	Additional Targeted Support and Improvement (ATSI)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	15	High Quality Administrative, Certificated, Classified and Substitute Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$93,543,592.00
1	16	Teacher Training and Certification (TT&C) Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$463,979.00
1	17	Staff Training and Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,000.00
1	18	Administrative Staff Support, Mentoring and Professional Development (PD)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$55,000.00
2	1	Positive School Attendance and Reduction of	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$316,759.00

		Chronic Absenteeism							
2	2	Positive Behavior Outcomes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$646,877.00
2	3	Positive School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,563,192.00
2	4	Health Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,455,673.00
2	5	Counseling and Health Services Support for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,411,619.00
2	6	After School Expanded Learning Opportunities (ELO) and Care	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,009,319.00
2	7	Athletics	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$993,519.00
2	8	Extracurricular Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,476,717.00
2	9	School Meal Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,873,092.00
3	1	Outreach & Emergency Notifications	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	2	Communication and Outreach	$0.00	$0.00	$0.00	$0.00	$0.00	$31,850.00	$1,161,972.00
3	3	Student Voices	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,200.00
3	4	Community Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,253,190.00
3	5	Caregiver and Community Collaboration and Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$36,848.00
3	6	Caregiver and Community Collaboration to Increase Engagement for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$562,175.00
3	7	Foster/Homeless Youth	$76,421.00	$0.00	$0.00	$0.00	$0.00	$0.00	$196,403.00
3	8	Certificated Adjunct	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,683,550.00

		Duties							
4	1	Campus Safety	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,149,423.00
4	2	Safety Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	Afterschool and Extended Year Campus Safety & Learning Environment for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,688,801.00
4	4	Technology Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,865,574.00
4	5	Technology Support of Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,303,309.00
4	6	Technology Operations	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$175,820.00
4	7	Technology Infrastructure	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$447,808.00
4	8	Cybersecurity	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$305,490.00
4	9	Staff & Student Technology Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,195,770.00
4	10	Facilities Operations	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$21,660,160.00
4	11	Transportation Operations	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,312,781.00
4	12	Transportation for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,263,036.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- 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

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).