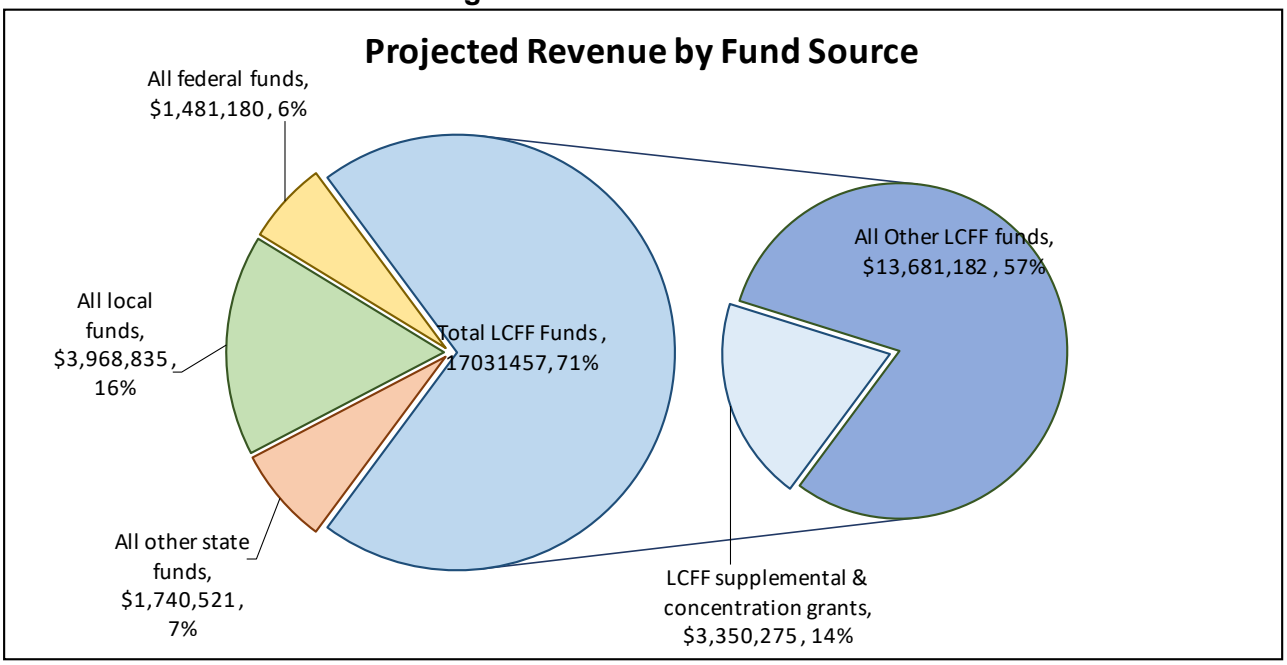
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acton-Agua Dulce Unified School District
CDS Code: 19 75309 0000000
School Year: 2026-27
LEA contact information: Paula Chamberlain, Director of Instruction

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

Budget Overview for the 2026-27 School Year

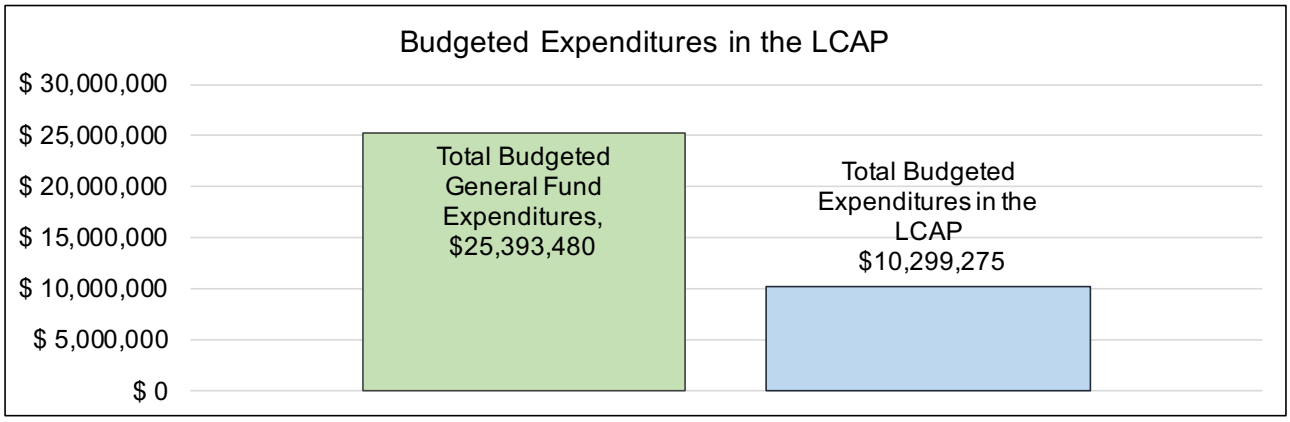


This chart shows the total general purpose revenue Acton-Agua Dulce Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Acton-Agua Dulce Unified School District is $24,221,993.00, of which $17,031,457.00 is Local Control Funding Formula (LCFF), $1,740,521.00 is other state funds, $3,968,835.00 is local funds, and $1,481,180.00 is federal funds. Of the $17,031,457.00 in LCFF Funds, $3,350,275.00 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 Acton-Agua Dulce Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Acton-Agua Dulce Unified School District plans to spend $25,393,480.00 for the 2026-27 school year. Of that amount, $10,299,275.00 is tied to actions/services in the LCAP and $15,094,205.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

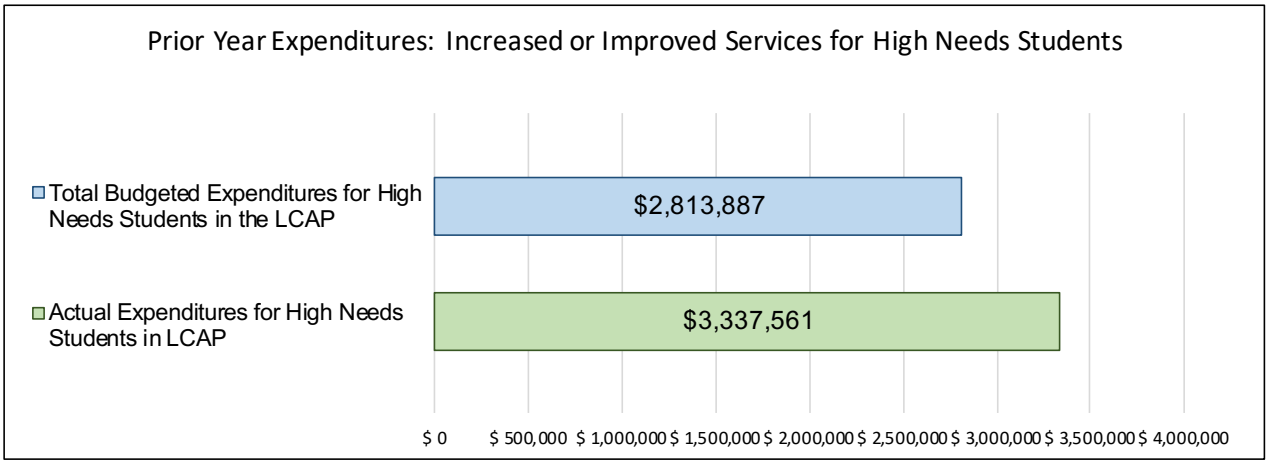
The Acton-Agua Dulce Unified School District receives State, Federal, and Local funding from various programs or resources. Some resources are "unrestricted" and may be used for any purpose, as approved by the Board of Trustees. Other resources are "restricted" and may only be used for specific purposes. AADUSD's LCAP for 2024-2027 includes only goals and actions supported by LCFF funding. The district expects to receive additional General Fund revenue from the sources below and will expend the resources on appropriate programs and services to benefit students who generate the funding as part of a comprehensive educational program that meets the needs of all students attending our schools. Lottery - Restricted and Unrestricted Instructional materials, discretionary educational expenditures. Mandated Cost Reimbursement - Oversight and implementation of legally mandated educational actions Special Education - State/Federal Implementation of the Special Education Program. Title I, Basic Grants - Supplemental services and materials for students "at-risk" of not meeting grade-level standards for ELA and/or Math Title II, Teacher Quality - Professional development Title III, English Learners (EL) - Supplemental programs, services, and materials for ELs to attain English proficiency and acquire content knowledge. Other State Revenue - Operations and program implementation.

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

In 2026-27, Acton-Agua Dulce Unified School District is projecting it will receive $3,350,275.00 based on the enrollment of foster youth, English learner, and low-income students. Acton-Agua Dulce Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Acton-Agua Dulce Unified School District plans to spend $3,350,275.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Acton-Agua Dulce Unified School District's LCAP budgeted $2,813,887.00 for planned actions to increase or improve services for high needs students. Acton-Agua Dulce Unified School District actually spent $3,337,561.00 for actions to increase or improve services for high needs students in 2025-26.

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
Acton-Agua Dulce Unified	Eric Sahakian Superintendent	esahakian@aadusd.k12.ca.us 661 269 5999

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.

Established in 1881, the Acton–Agua Dulce Unified School District (AADUSD) is one of the oldest school districts in the State of California. The District serves students across an approximately 200-square-mile geographic area. Until 1993, the District operated as the Soledad School District, serving students in kindergarten through eighth grade. With the opening of Vasquez High School in 1993, the District unified to serve grades K–12 and was renamed Acton–Agua Dulce Unified School District.
The District currently serves approximately 1,125 students from Preschool through 12th grade across four school sites. The Little Owl Learning Center provides Preschool, Transitional Kindergarten, and Kindergarten programs. Meadowlark Elementary School serves students in grades one through four. High Desert School serves grades five through eight. Vasquez High School serves students in grades nine through twelve and is fully accredited by the Western Association of Schools and Colleges (WASC).
The District provides comprehensive General Education programs for students in Preschool through grade 12 and Special Education services aligned with state and federal requirements. Special Education services are determined by each student's Individualized Education Program (IEP) and may be delivered through a continuum of supports, including Resource Specialist Program (RSP), Special Day Classes (SDC), designated instructional services, and a co-teaching model within the general education setting. Related services may include Speech and Language, Occupational Therapy (OT), Adapted Physical Education (APE), Deaf and Hard of Hearing (DHH), Vision services, and Mental Health services, as appropriate.
Section 504 Plans are developed for eligible students requiring accommodations to access their educational program. The District Nurse develops Health Care Plans for students with identified medical needs. Student support services are further strengthened by School Psychologists, School Social Workers, and Academic Counselors, who promote students' academic achievement, social-emotional development, and college and career readiness. These professionals also provide targeted group and individual counseling and intervention services as needed.
The District remains committed to monitoring enrollment trends, student performance outcomes, and subgroup data to ensure equitable access to high-quality educational programs and continuous organizational improvement.

AADUSD's demographic information.
CA Dashboard 2025

All students (TK - 12): 1056
Socioeconomically Disadvantaged 70.4%
English Learners 10.5%
Foster Youth 0.9%

Homeless 3.4%
Students w/Disabilities 18.2%
African American 1.7%
American Indian 0.4%
Asian 0.9%
Filipino 0.6%
Hispanic 59.1%
Two or More Races 2.5%
White 34.8%

English Learners receive instructional support through Structured English Immersion (SEI) and Integrated English Language Development (ELD) programs, including designated and integrated English Language Development instruction aligned to state standards. Teachers provide standards-based instruction in core academic subjects while simultaneously addressing English language proficiency development. An instructional assistant is assigned to support English Language Development services at each school site. The progress of English Learners is monitored regularly throughout the academic year using multiple measures. Students are reclassified as Fluent English Proficient (RFEP) upon demonstrating proficiency on state-designated English language assessments and meeting established state academic criteria.
The District provides targeted services and supports for socioeconomically disadvantaged students to promote equitable access and academic success. These supports include ongoing progress monitoring; academic assistance during, before, and after school; counseling services addressing academic, college and career, and mental health needs; referrals to community-based agencies; financial assistance to support participation in curricular and extracurricular activities; and assistance with transportation costs when appropriate. Foster Youth and students experiencing homelessness are eligible to receive these services in accordance with state and federal guidelines.

The LCAP Plan addresses the Eight State Priorities through the actions and metrics described in this plan. State of California Priorities:
Priority One: Basic (Conditions of Learning)
Priority Two: State Standards (Conditions of Learning)
Priority Three: Parental Involvement (Engagement)
Priority Four: Pupil Achievement (Pupil Outcomes)
Priority Five: Pupil Engagement (Engagement)
Priority Six: School Climate (Engagement)
Priority Seven: Course Access (Conditions of Learning)
Priority Eight: Other Pupil Outcomes (Pupil Outcomes)

AADUSD Goals for 2024-2027

1. Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the AADUSD graduation requirements. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will demonstrate academic achievement.
2. Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.
3. The district will recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments.
4. Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Reflections: Annual Performance

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

The Acton–Agua Dulce Unified School District is committed to advancing academic achievement and improving student attendance across the district.

2025 California School Dashboard Reflection

Acton–Agua Dulce Unified School District

The 2025 California School Dashboard provides a comprehensive review of District and site-level performance across state accountability indicators. The following tables summarize performance levels and change metrics to provide clarity and ease of review.

Academic Achievement – English Language Arts (ELA)

AADUSD--Performance Level, Yellow-Increased by 3 points
Vasquez High School (VHS)-Performance Level, Red-Decrease by 64 points
High Desert School (HDS)-Performance Level, Yellow-Increase by15.7 points
Meadowlark Elementary (ML)-Performance Level, Yellow-Increase by 26.1 points

Reflection:
Districtwide performance reflects overall growth. High Desert School and Meadowlark Elementary demonstrated meaningful gains, indicating strengthening instructional practices at the elementary and middle school levels. Vasquez High School experienced a significant decline, requiring targeted intervention and instructional review at the secondary level.

Academic Achievement – Mathematics

AADUSD-Performance Level, Orange-Maintained
VHS-Performance Level, Red, Decreased by 59 points
HDS-Performance Level, Yellow, Increase by 19.4 points
ML-Performance Level, Yellow, Increase by 8.4 points

Reflection:
Elementary and middle school sites showed positive growth trends in mathematics. District performance was maintained overall. The decline at Vasquez High School indicates the need for focused attention on secondary mathematics instruction and support systems.

English Learner Progress Indicator (ELPI)

AADUSD-Performance Level, Blue, Increase by 25.2%
VHS No Color Insufficient N-Size
HDS-Performance Level, Blue, Increase by 5.5%
ML-Performance Level, Blue, Increase by 42.6%

Reflection:
The District demonstrated strong performance in English Learner progress, earning Blue at the District level. Elementary and middle school gains were particularly notable, reflecting effective English Language Development implementation and monitoring systems.

College and Career Indicator (CCI)

AADUSD-Performance Level, Green, Increase by 8%
VHS- Performance Level, Green, Increase by 9.7%

Reflection:
The District and Vasquez High School demonstrated continued strength in preparing students for postsecondary success.

Chronic Absenteeism

AADUSD-Performance Level, Yellow, Decrease by 8.9%
HDS-Performance Level, Yellow, Decrease by 3.6%
ML-Performance Level, Yellow, Decrease by 12.6%

Reflection:
Chronic absenteeism declined across reporting sites, reflecting improved attendance monitoring and intervention practices. Continued focus on student engagement remains essential.

Graduation Rate

AADUSD-Performance Level, Yellow, Decline by 4.4% The decrease in the graduation rate was due to a reporting error to CALPADS; Actual Graduation Rate: 100%

Reflection:
The reported decrease was the result of a CALPADS reporting error. The corrected graduation rate for AADUSD is 100%, demonstrating full completion for the cohort.

Suspension Rate

AADUSD, Performance Level, Green, Declined 2.2%
VHS, Performance Level, Green, Declined 3.1%
HDS, Performance Level, Green, Declined 3.7%
ML, Performance Level, Blue, Maintained (0.0%)

Reflection:
Suspension rates declined across the District, with Meadowlark maintaining a 0% suspension rate. These outcomes reflect strong behavioral supports and positive school climate initiatives.

Overall Summary

The 2025 Dashboard data reflect:

Strong performance in English Learner Progress, College and Career Readiness, and Suspension Rate

Measurable improvements in Chronic Absenteeism

Academic growth at elementary and middle school levels

Significant academic declines at Vasquez High School requiring focused secondary intervention

The District remains committed to continuous improvement through strengthened core instruction, targeted intervention systems, data-driven decision-making, and equitable access to high-quality educational programs.

Actions addressing "Red" Dashboard data are
Goal #1
Actions 1.1, 1.2, 1.3, .1.5, 1.6, and 1.7
Goal #2
Actions 2.1, 2.2, 2.3, 2.4, 2.5
Goal #3
3.1, 3.2, 3.3
Goal #4

4.1, 4.2, 4.3

2023 Dashboard
District wide student groups with the lowest performance level, indicated by a Red status are
ELA-Red- EL, SWD
Math-Red- EL, Hisp, SED, SWD
Chronic Absenteeism-All, Hispanic, SED, White
Suspension Rate-Homeless
CCI-Hisp

The following Student Groups were performing “RED” at the School Level
ELA-High Desert-EL, Hisp, SED, and SWD
ELA-Meadowlark-Hisp, SED
MATH-Vasquez-Hisp, SED
MATH-High Desert-All, EL, Hisp, SED, SWD
Chronic Abs. - Meadowlark: All, EL, Hisp, SED, WH
Susp - Vasquez High: EL
Given this data set, the district plans to continue to ensure our staff is well trained and informed so that they can carry out their responsibilities related to each area. AADUSD will continue to implement intervention support and services to students through increased access to mental health services, intervention applications, and an increase in instructional support personnel.

Based on the previously identified results, Acton Agua Dulce Unified School District is prioritizing the need to address chronic absenteeism across all school sites with a focus on Meadowlark Elementary. Chronic absenteeism rates have increased post pandemic with the return to in-person instruction. The Virtual Academy has contributed to better attendance at the high school. The district will be expanding opportunities for Virtual Academy at the middle and elementary sites. Mathematics historically is an area for growth. Mathematics curriculum and instructional needs are being addressed through focused professional development on standards, the core curriculum, instructional practices, monitoring, credit recovery, and the adoption of i-Ready Classroom Mathematics and I-Ready Diagnostic. There is also professional learning community (PLC) work being done by grade levels and departments. "D" and "F" rates are being closely monitored and when needed an intervention or assistance is provided. Services supporting English language arts such as interventions will need to be maintained and a structured writing program will be implemented. Lastly, the district will continue to strive for innovation and improvements to support students, staff, and our families.

The district did not spend the additional 25-26 LREBG funds in the 25-26 LCAP. The district plans to use the funds for our credit recovery program.

The full amount of the LREBG funds remaining from the 25-26 school year will be used to support Goal #1, Action 3-Graduation, Credit Recovery, and Expanded Opportunities.

Action 3 addresses credit recovery by providing students a standards based curriculum to complete the necessary courses for graduation requirements through the implementation, expansion, or enhancement of evidence-based learning supports as a learning recovery program. The credit recovery program provides access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.

LREBG Action 1.3
The full amount of the LREBG funds remaining from the 25-26 school year will be used to support Goal #1, Action 3-Graduation, Credit Recovery, and Expanded Opportunities.
Research supports addressing credit recovery by providing students a standards based curriculum to complete the necessary courses for graduation requirements through the implementation, expansion, or enhancement of evidence-based learning supports as a learning recovery program.
The credit recovery program provides access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.
The need for credit recovery was identified through a comprehensive review of student academic data, including transcript audits, graduation progress reports, course failure rates, and California School Dashboard indicators. The analysis revealed that a significant number of students were credit deficient and at risk of not graduating on time due to failed or incomplete coursework. Additional data sources, including counselor reports, student support team meetings, attendance records, and educational partner feedback, indicated that students required flexible opportunities to recover lost credits while remaining engaged in their core academic program. The needs assessment further identified disparities among student groups, including socioeconomically disadvantaged students, foster youth, English learners, and students with chronic absenteeism, who were

disproportionately represented among credit-deficient students. As a result, credit recovery was identified as a necessary intervention to provide students with additional opportunities to earn required credits, remain on track for graduation, and reduce barriers to postsecondary success.

Metric to monitor action: Goal 1, Metric 1.12

LREBG Funds supporting this action: $56,283

Reflections: Technical Assistance

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

Technical Assistance and Continuous Improvement

The California School Dashboard has served as a critical tool in identifying areas for targeted support and continuous improvement.

Differentiated Assistance Eligibility

2023 CA Dashboard: AADUSD was identified as eligible for Differentiated Assistance (DA) for the following student groups and priority areas:

Hispanic/Latino students: CAASPP, Chronic Absenteeism, Suspension Rate, College & Career Indicator
Socioeconomically Disadvantaged (SED) students: CAASPP, Chronic Absenteeism

2024 CA Dashboard: AADUSD was identified as eligible for Differentiated Assistance for:
Students with Disabilities (SWD): CAASPP, Suspension Rate

2025 CA Dashboard:

Although AADUSD is not eligible for Year 1 Differentiated Assistance based on the 2025 CA Dashboard, the district is eligible for Year 2 DA support based on the 2024 CA Dashboard. Based on the 2024 CA Dashboard, AADUSD was identified as eligible for Differentiated Assistance for: Students with Disabilities (SWD): CAASPP, Suspension Rate

However, the District remains committed to continuous improvement and will continue to collaborate with the Los Angeles County Office of Education (LACOE), the DA team, and the MTSS team. For the 2025–2026 school year, an additional focus will be placed on the Pre-Student Success Team (Pre-SST) and Student Success Team (SST) processes to ensure that the academic, social-emotional, and family partnership needs of students are met effectively.

Focused Professional Development

The District will continue targeted professional development in key areas to strengthen instructional practice and student support systems:

Chronic Absenteeism intervention and monitoring
English Language Development (ELD) instructional strategies
Virtual Academy and Blended Virtual Program implementation
Off-Campus Program oversight
Data-driven bimonthly meetings with the MTSS team
Participation in Summer Seminars and the Differentiated Assistance Convening
ELD: Long-Term English Learner (LTEL) and Redesignation workshop
Restorative Practices workshop

The LCAP team enhanced educational partner engagement and collaboration by developing targeted presentations that focused on individual sections of the LCAP document. These presentations facilitated meaningful dialogue with teachers, site leaders, parents, ELAC, DELAC, PTO, PTSO, and other community groups, providing opportunities to gather input and feedback. This approach promoted transparency and ensured broad participation in the review and update process of the LCAP.

The process was guided by clearly defined Goals, Metrics, and Actions:
Goal #1: All Metrics and Actions
Goal #2: Metrics 1–6, Actions 1–6
Goal #3: Metrics 1–4, Actions 1–3

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all educational partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.
Principals	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all Educational Partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.
Administrators	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all Educational Partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.
Other School Personnel	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all Educational Partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.
Local Bargaining Units of the District	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all Educational Partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.

Parents	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all Educational Partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.
Students	The district convened Educational Partners through LCAP committee meetings held at the district office. The committee was composed of a diverse group of educational partners, including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. The LCAP was organized into key sections: Plan Summary, Engaging Educational Partners, Goals, Metrics, Actions, Goal Analysis, and Budget. Each meeting was designed to provide clarity on the LCAP development process, incorporate structured activities to actively engage participants, and solicit meaningful feedback and input from all Educational Partners. In addition, updates and presentations were shared with the Education Subcommittee during its regularly scheduled public monthly meetings, ensuring transparency and providing further opportunities for input and discussion.

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

The Acton–Agua Dulce Unified School District (AADUSD) engaged a broad range of Educational Partners throughout the development of the Local Control and Accountability Plan (LCAP) to ensure that Educational Partner input directly informed district goals, actions, and resource allocation. Engagement strategies included structured presentations and discussions focused on individual sections of the LCAP, as well as multiple opportunities for feedback through meetings, workshops, and advisory groups. Information regarding LCAP input meetings and opportunities for participation was communicated during Board of Education meetings and through each school's weekly newsletters, ensuring that families, staff, and community members were informed and encouraged to participate in the development of the plan. Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students were actively involved, alongside representatives from ELAC, DELAC, PTO, PTSO, and other community organizations. The district met with the SELPA on February 18 , 2026 and June 10, 2026 as part of the process. These discussions provided critical insight into instructional priorities, student support needs, and programmatic improvements.

The feedback received from our Educational Partners had a direct influence on the adopted LCAP. Specific examples of impact include:

Refinement of Goals and Metrics: Educational Partners input helped clarify measurable outcomes and ensured that goals aligned with student needs and district priorities.

Targeted Actions and Resource Allocation: Recommendations from Educational Partners informed decisions regarding programs, professional development, and interventions for English Learners, students with special needs, socioeconomically disadvantaged students, and other identified student groups.

Input on the following goals, measurable outcomes, and actions included:

All goals 1-4 and corresponding metrics and actions were reviewed with the LCAP Committee and other Educational Partners.

Goal 1, Metrics (1.1) CAASPP ELA, (1.2) CAASPP Math, (1.5) English Language Reclassification, and (1.12) High School Graduation Rate and corresponding Actions included Action 1 relating to professional development, Action 3 related to credit recovery and the adopted credit recovery program, Action 4 expanding access to the Arts and Music and Action 5 Site-based Supplemental Student Services English Learners support.

Goal 2, Metrics (2.1) Student Perception of School Safety and Connectedness, (2.2) Suspension Rate, (2.5) Chronic Absenteeism, and(2.6) Facilities in Good Repair and corresponding Actions included Action 1 related to behavior support staff for SEL support and Action 2 Chronic absenteeism and how we can better communicate and support students and families.

Goal 3, Metrics (3.1) Fully Credentialed and Appropriately Assigned Teachers and (3.2) Positive Work Environment and corresponding Actions included Action 1 related to Induction Services and Professional Development, in which we shared the induction process and the induction program as well as ensure our educational partners have an opportunity to attend the Colloquium celebration event, which is the yearly culmination event in which our Preliminary credential teachers present their yearlong project.

Goal 4, Metrics (4.1) Family Engagement Self Reflection, (4.2) Family Engagement Survey, and (4.3) School Site Council Member training sessions. The educational partner group reviewed Action 1 and Action 2 related to how the district is engaging families and the community, as well as considered various communication strategies and tools and provided input on what is working and what other avenues are being considered.

Transparency and Accountability: Educational Partners engagement reinforced the district's commitment to maintaining transparency in decision-making and ensuring that all community voices were considered in the planning process.

Through this collaborative approach, the adopted LCAP reflects both the expertise of educational professionals and the perspectives of families and community educational partners, ensuring that district strategies are responsive, equitable, and focused on improving student outcomes.

During the 2025-2026 school year the LCAP Educational Partners Committee met January 22, February 26, March 26, and May 7.
Opportunities to engage other educational partners included LCAP presentations at the monthly Education Sub Committee meeting, which is held in person and via Zoom. LCAP presentations were also shared during site staff meetings, DELAC meetings, ELAC meetings, PTO and PTSO meetings, and SSC meetings.

The district implements an annual LCAP survey to students, parents, staff, and other educational partners at least once a year.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the AADUSD graduation requirements. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will demonstrate academic achievement. Priority 2: Implementation of State Standards Priority 4: Student Achievement Priority 7: Course Access Priority 8: Pupil Outcomes	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students' academic needs are met and adequately prepare them for college and career readiness, and to be contributing members of their communities. Additionally, this goal ensures that students experience culturally relevant and linguistically sustaining grade-level instruction that builds upon students' strengths and identities.
Data from Dashboard indicators indicate the need to increase the percentage of students who perform at the “standard met” or “standard exceeded” level each year on CAASPP - ELA, CAASPP- Math, and CA Science Test (CAST) state assessments for all students: Students w/Disabilities (SWD), Socio Economic Disadvantaged (SED), English Learners (EL) and Reclassified Fluent English Proficient (RFEP), Foster Youth/Homeless Youth (FY/HY). Educational partner feedback identified a desire for targeted professional development to deliver effective instructional strategies for students not experiencing success, such as Hispanic, English Learners, Foster Youth, and Low Income students, as focus areas. The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

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

1	CAASPP ELA Percent Standard Met or Standard Exceeded	ELA 2023 CAASPP.ETS Data All students 34.31%-Yellow SWD 15.07%-Red SED 27.80%-Orange EL 2.77%-Red RFEP 39.55% Foster Youth No Data Homeless No Data Hispanic 26.53%-Orange White 45.54%-Yellow	ELA 2024 CAASPP.ETS Data All students 32.02%-Orange SWD 5.97%-Red SED 29.52%-Yellow EL 4.62%-Orange RFEP 38.59% Foster Youth No Data Homeless No Data Hispanic 26.53%-Orange White 38.80%-Yellow	ELA 2025 CAASPP.ETS Data All students 34.17%-Yellow SWD 10.59%-Orange SED 30.37%-Orange EL 37.97%-Orange RFEP 38.59% Foster Youth No Data Homeless 23.53% Hispanic 29.20%-Yellow White 39.88%-Orange	ELA 2026-2027 CAASPP.ETS Data All Students 46.66%-Orange SWD 20.19% Yellow SED 46.60% Green EL 25.15% Green RFEP 64.68% Foster Youth NA Homeless 30.% Hispanic 45.98% Yellow White 61.93% Green	ELA-Difference 2025 CAASPP.ETS Data All students 0.14% Decrease SWD 4.48% Decrease SED 2.57% Increase EL 35.20% Increase RFEP 0.96% Decrease Foster Youth No Data Homeless 23.53%, Baseline data Hispanic 2.67% Increase White 5.66% Decrease
2	CAASPP Math "Standard Met" or "Standard Exceeded	Math 2023 CAASPP.ETS Data All Students 19.69% Orange SED 14.69% Red EL 4.17% Red RFEP 18.87% Foster Youth No Date SWD 6.85% Red Hispanic 13.62% Red White 28.22% Orange	Math 2024 CAASPP.ETS Data All Students 20.31% Orange SWD 5.98% Orange SED 17.99% Orange EL 4.62% Orange RFEP 18.96% Foster Youth No Data Homeless 28.57% Hispanic 14.58% Orange White 28.22% Orange	Math 2025 CAASPP.ETS Data All Students 19.92% Orange SWD 7.06% Orange SED 17.16% Red EL 21.85% Red RFEP 12.28% Foster Youth No Data Homeless 11.76% Hispanic 15.46% Red White 24.86% Orange	Math 2026-2027 Dashboard All Students 37.15% Green SED 27.36% Green EL 19.29% Green RFEP 22.95% N/A Foster Youth 0.00% N/A Homeless 35% SWD 14.57% Yellow Hispanic 26.02% Yellow White 43.91% Green	MATH 2025 CAASPP.ETS Data All Students 0.23% Increase SWD 0.21% Increase SED 2.47% Increase EL 17.68% Increase RFEP 6.59% Decrease Foster Youth No Data Homeless 11.76% Baseline Hispanic 1.84% Increase White 3.36% Decrease
3	California Science Test	CAASPP.ETS 2022-23 Science Proficiency/ Avg Met or Exceeded Standard Baseline- 19.17%	CAASPP.EST 2023-24 Science Proficiency/ Avg Met or Exceeded Standard-13.6%	CAASPP.EST 2024-25 Science Proficiency/ Avg Met or Exceeded Standard-16.49% Increased Significantly-Performance Indicator Green-Increase 13.8 points	Science Proficiency-Met or Exceeded the Standard Baseline- 25.%	CAASPP.EST 2024-25 Decrease 2.68%

4	CA Dash Board - English Learner Progress K-12 50% of English Learners will advance one level on ELPAC or maintain level 4 from prior year	2023 CA Dashboard English Learner Progress Indicator (ELPI)-Yellow (Low) Student English Language Acquisition Results Progress for all students 44.4% making progress towards English language proficiency--Increase 6.1% ELs Who Progressed at Least One ELPI Level: 39.8% ELs who Maintained ELPI Level 4: 4.6% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 25.9% ELs who decreased at least 1 ELPI Level-29.6%	2024 CA Dashboard English Learner Progress Indicator (ELPI)-Orange (Low) Student English Language Acquisition Results 39.8% making progress towards English language proficiency-Decline -4.6% ELs Who Progressed at Least One ELPI Level: 41.2% ELs who Maintained ELPI Level: 1% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 37.1% ELs who decreased at least 1 ELPI Level-20.6%	2025 CA Dashboard English Learner Progress Indicator (ELPI)-Blue (High) Student English Language Acquisition Results Progress for All Students: 65% making progress towards English language proficiency. making progress towards English language proficiency-Increased 25.2% ELs Who Progressed at Least One ELPI Level: 65% ELs Who Maintained ELPI Level 4: 0% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 26.2% ELs who decreased at least 1 ELPI Level-8.7%	CA Dash Board - English Learner Progress K-12 50% of English Learners will advance one level on ELPAC or maintain level 4 from prior year	2025 CA Dashboard English Learner Progress Indicator (ELPI)-Blue (High) an increase from Yellow (Low) Student English Language Acquisition Results Progress for All Students: 65% making progress towards English language proficiency. Increase 25.2% ELs Who Progressed at Least One ELPI Level: Increased 25.2% ELs Who Maintained ELPI Level 4: 4.6% Decrease ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 0.3% Increase ELs who decreased at least 1 ELPI Level-20.9% Decrease
5	Reclassification Fluent English Proficient Rate	2022-2023-Reclassification Fluent English Proficient Rate Data Quest 23.4%	2023-2024-Reclassification Fluent English Proficient Rate Data Quest 47.8%	2024-2025-Reclassification Fluent English Proficient Rate Data Quest 32%	Target Goal 29% Reclassification	Reclassification Fluent English Proficiency Rate Increase 8.6%
6	Students Meeting ELPAC English Proficiency Criteria	CAASPP-ETS DATA 2022-2023 Students meeting ELPAC Criteria Level 4--13.11%	CAASPP-ETS DATA 2023-2024 Students meeting ELPAC Criteria Level 4--13.04%	CAASPP-ETS DATA 2024-2025 Students meeting ELPAC Criteria Level 4--22.41%	Students meeting ELPAC Criteria Level 4-Target Goal 18.%	CAASPP-ETS DATA 2024-2025 Students meeting ELPAC Criteria Level 4--Increase 9.3%
7	A-G Completion	A-G Completion Rate Baseline- 36% (California State Dashboard, 2022-2023)	A-G Completion Rate 54% (Local Data collected by VHS Counselors, due to CA Dashboard Error, 2023-2024)	A-G Completion Rate 66% (Local Data collected by VHS Counselors, 2024-2025)	Target Goal A-G Completion Rate of 50%	A-G Completion Rate 30% Increase (Local Data collected by VHS Counselors, due to CA Dashboard Error)

8	CTE Pathway Completion	CTE Completion Baseline-35% (California State Dashboard, 2022-2023)	CTE Completion Baseline-2023-2024 32% (Local Data collected by VHS Counselors, due to CA Dashboard Error)	CTE Completion Baseline-2024-2025 38% (Local Data collected by VHS Counselors)	Target Goal-CTE Completion Target-45%	CTE Completion Increase 3%
9	Both CTE & A-G Completion	A-G/CTE Completion, 2022-2023 Baseline- 23%% (California State Dashboard, 2022-2023)	A-G/CTE Completion, 2023-2024 Baseline- 19% (Local Data collected by VHS Counselors, due to CA Dashboard Error)	A-G/CTE Completion, 2024-2025 Baseline- 31% (Local Data collected by VHS Counselors, due to CA Dashboard Error)	A-G/CTE Completion Target-33%	A-G/CTE Completion Increase 8%
10	Passage of AP Exam with score of 3 or higher	College Board AP Exam score 3 or higher 2022-2023 Results 41.67%	College Board AP Exam score 3 or higher 2023-2024 Results 31%	College Board AP Exam score 3 or higher 2024-2025 Results 46%	Target Goal 45%	College Board AP Exam score 3 or higher--4.33% Increase
11	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math	Grade 11 ELA Proficiency 9.55% Standard Exceeded (Ready) 24.76% Met (Conditionally Ready) (CAASPP-ELPAC Public Reporting Site 2022-2023) Grade 11 Math Proficiency 5.46% Standard Exceeded (Ready) 14.23% Met (Conditionally Ready) (CAASPP-ELPAC Public Reporting Site 2022-2023)	Grade 11 ELA Proficiency 9.55% Standard Exceeded (Ready) 24.76% Met (Conditionally Ready) (CAASPP-ELPAC Public Reporting Site 2022-2023) Grade 11 Math Proficiency 5.46% Standard Exceeded (Ready) 14.23% Met (Conditionally Ready) (CAASPP-ELPAC Public Reporting Site 2022-2023)	Grade 11 ELA Proficiency 9.27% Standard Exceeded (Ready) 24.90% Met (Conditionally Ready) (CAASPP-ELPAC Public Reporting Site 2024-2025) Grade 11 Math Proficiency 6.13% Standard Exceeded (Ready) 13.79% Met (Conditionally Ready) (CAASPP-ELPAC Public Reporting Site 2024-2025)	Target Goal Grade 11 ELA Proficiency 30% Standard Exceeded (Ready) 30% Met (Conditionally Ready) Grade 11 Math Profiency 17% Standard Met (Ready) 30% Met (Conditionally Ready) 30.% Met the Standard (Conditionally Ready) Level 3	Grade 11 ELA Proficiency 0.28% decline in Standard Exceeded (Ready) 0.14% increase in Met (Conditionally Ready) Grade 11 Math Proficiency 0.67% increase in Standard Exceeded (Ready) 0.44% decrease in Met (Conditionally Ready)

12	High School Graduation Rate	2022-2023 CA Dashboard All Students 93.8%	2023-2024 CA Dashboard All Students 99.1%	2024-2025 CA Dashboard & Local Data Per the CA Dashboard 93.7%, however there was an error in the CALPADs submission. The actual graduation rate was 100%	Target Goal All Students 98%	All Students increased by 6.2%
13	Access to Standards-Aligned Instructional Materials for every pupil (SARC)	Williams Textbook Sufficiency Report 100% Year 2022-2023	Williams Textbook Sufficiency Report 100% Year 2023-2024	Williams Textbook Sufficiency Report 100% Year 2024-2025	Williams Textbook Sufficiency Report 100%	No difference from baseline

14	Percentage of Students Meeting Annual Growth Targets in Reading and Mathematics	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. 2023-2024 Reading, 53% Math, 41% Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. STAR's SGP compares a student's growth to academic peers nationwide and is designed to measure growth over time. 2023-2024 Reading, 42.7% Math, 46.4%	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. 2024-2025 Reading 118% Math 86% Grades 9–12 (Renaissance STAR): Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. STAR's SGP compares a student's growth to academic peers nationwide and is designed to measure growth over time. 2024-2025 Reading, 55.2% Math, 54.5%	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. 2025-2026 Reading 89% Math 65% Grades 9–12 (Renaissance STAR): Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. STAR's SGP compares a student's growth to academic peers nationwide and is designed to measure growth over time. 2025-2026 Reading, 57.1% Math, 50%	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. Reading Increase by 40% Math Increase by 30% Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. STAR's SGP compares a student's growth to academic peers nationwide and is designed to measure growth over time. Reading Increase by 20% Math Increase by 10%	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. Reading Increase 36% Math Increase 24% Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. STAR's SGP compares a student's growth to academic peers nationwide and is designed to measure growth over time. Reading, Increase 14.4% Math, Increase 3.6%

15	Access to and enrollment in a broad course of study	100% of schools implement AVID programs. 100% of students at Meadowlark School have access to the Makerspace program. Middle and high school students have access to Project Lead The Way (PLTW) courses. High school students have access to five Career Technical Education (CTE) pathways: Culinary Arts, Biomedical Sciences, Engineering, Digital Media Arts and Film Production. High school students have access to fourteen Advanced Placement (AP) and two Dual Enrollment courses. Student enrollment data indicate that approximately 76% of secondary students are enrolled in at least one advanced academic, Career Technical Education, Project Lead The Way, AP, or Dual Enrollment course. This percentage will serve as the baseline for measuring future growth in student participation in a broad course of study.	100% of schools implement AVID programs. 100% of students at Meadowlark School have access to the Makerspace program. Middle and high school students have access to Project Lead The Way (PLTW) courses. High school students have access to five Career Technical Education (CTE) pathways: Culinary Arts, Construction, Biomedical Sciences, Computer Science, and Broadcast Journalism. High school students have access to fifteen Advanced Placement (AP) and two Dual Enrollment courses. Student enrollment data indicate that approximately 77% of secondary students are enrolled in at least one advanced academic, Career Technical Education, Project Lead The Way, AP, or Dual Enrollment course.	100% of schools implement AVID programs. 100% of students at Meadowlark School have access to the Makerspace program. Middle and high school students have access to Project Lead The Way (PLTW) courses. High school students have access to sixteen Career Technical Education (CTE) pathways such as: Culinary Arts, Construction, Biomedical Sciences, Engineering, Computer Science, Film Production, Digital Media Arts, and Visual and Performing Arts. High school students have access to sixteen Advanced Placement (AP) and twelve Dual Enrollment courses. Student enrollment data indicate that approximately 88% of secondary students are enrolled in at least one advanced academic, Career Technical Education, Project Lead The Way, AP, or Dual Enrollment course.	100% of schools implement AVID programs. 100% of students at Meadowlark School have access to the Makerspace program. Middle and high school students have access to Project Lead The Way (PLTW) courses. High school students have access to sixteen Career Technical Education (CTE) pathways such as: Culinary Arts, Construction, Biomedical Sciences, Engineering, Computer Science, Film Production, Digital Media Arts, and Visual and Performing Arts. High school students have access to sixteen Advanced Placement (AP) and twelve Dual Enrollment courses. The target for year 3 outcomes is to have student enrollment data indicate that 90% of secondary students are enrolled in at least one advanced academic, Career Technical Education, Project Lead The Way, AP, or Dual Enrollment course.	Access to and enrollment in a broad course of study increased by 12%.

16	Student Achievement and College/Career Readiness	53 % of students who meet or exceed their Typical Growth target on the annual i-Ready Reading Diagnostics (K-8). 41 % of students who meet or exceed their Typical Growth target on the annual i-Ready Mathematics Diagnostics (K-8) 42.7 % of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in STAR Reading. 46.4 % of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in STAR Mathematics. 36 % of graduates met the criteria for College and Career Preparedness.	118 % of students who meet or exceed their Typical Growth target on the annual i-Ready Reading Diagnostics (K-8). 86 % of students who meet or exceed their Typical Growth target on the annual i-Ready Mathematics Diagnostics (K-8) 55.2 % of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in STAR Reading. 54.5 % of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in STAR Mathematics. 54 % of graduates met the criteria for College and Career Preparedness.	89 % of students who meet or exceed their Typical Growth target on the annual i-Ready Reading Diagnostics (K-8). 65 % of students who meet or exceed their Typical Growth target on the annual i-Ready Mathematics Diagnostics (K-8) 57.1 % of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in STAR Reading. 50 % of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in STAR Mathematics. 66 % of graduates met the criteria for College and Career Preparedness.	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. Reading Increase by 40% Math Increase by 30% Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. STAR's SGP compares a student's growth to academic peers nationwide and is designed to measure growth over time. Reading Increase by 20% Math Increase by 10% A-G Completion Rate of 50%	Grades K–8 (i-Ready): Percentage of students who meet or exceed their Typical Growth target on the annual i-Ready Reading and Mathematics Diagnostics. Reading Increase 36% Math Increase 24% Grades 9–12 (Renaissance STAR): Percentage of students who demonstrate a Student Growth Percentile (SGP) of 50 or higher between Fall and Spring assessments in Reading and Mathematics. Reading, Increase 14.4% Math, Increase 3.6% A-G Completion Rate 30% Increase

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.

All of Goal one actions, 1.1-1.7, were implemented as planned, and the implementation overall was successful but there were a few challenges.
Successes:
1.1 Instructional Services & Support Math and Literacy
Professional development occurred weekly at the site level and the district provided all day professional development to all classified and certificated employees 2 times a year. This was year 2 of our I-Ready Classroom Mathematics curriculum implementation, which included extended professional development during our Wednesday PD, as well as planned professional development and collaboration with I-Ready consultants (Math) for lesson study and lesson implementation. We continued AVID site visits with the AVID professional development team that included district leadership, teachers on special assignment, teachers, and our site leaders with the focus to develop more literacy rich classrooms guided by standards based learning and essential questions. Classified and certificated employees attended CUE, AERIES training, NCI training, and applicable offerings provided by LACOE. Certificated employees attended AVID Summer Institute, CTA Good Teaching Conference, ACSA, Spring CUE, LACOE: The Science of Reading, and SEIS training. There was collaborative planning at grade levels and across departments.(1.1)
1.2 College & Career
The district implemented year 2 of the expanded CTE Pathways in the areas of Biomedical, Construction, Culinary Arts, Engineering, Visual and Performing Arts, and Computer Science. The district has established a partnership with CaliforniaColleges.edu to meet the California College Guidance Initiative. This has made these programs available to more students both in person and online.
1.3 Graduation Credit Recovery
The district implemented year 2 of the expanded Virtual Learning platform, which now serves K-12 students. The Virtual Learning Academy will continue to serve students who need credit recovery as well as students who need a blended learning program or need an at home environment for learning. This occurs during the regular school year and summer school. (1.3)
1.4 Expanded Access to Arts/Music
The district maintained a year 2 Art Teacher who has attracted more students to the visual arts program, as well as provided consistent instruction for the school year. The district has provided professional development for our music instructor and purchased instruments to expand the music program for our K-8 students. (1.4)
1.5 Site-based Supplemental Student Services & Resources
The district has implemented PBIS rewards and is in the initial phase of implementing Renaissance as a universal screener for social and emotional well-being. The screener serves the district well at the K-12 level. (1.5)
1.6 Targeted Services for Students Eligible for Special Education Services
The district has one Board Certified Behavior Analysts (BCBAs) and several Behavior Intervention Aides employed to provide targeted support for students eligible for special education services. BCBAs conduct Functional Behavior Assessments (FBAs) and develop individualized Behavior Intervention Plans (BIPs) for students with challenging behaviors. This ensures that interventions are data-driven and tailored to meet the specific needs of each student.
The district provides ongoing training to teachers and support providers in Crisis Prevention Intervention (CPI) training, which equips them with essential skills to manage and de-escalate challenging behaviors in the classroom. This training has been instrumental in fostering a safer and more supportive environment for students. Additionally, through the Compliance and Improvement Monitoring (CIM) process district teams have engaged in professional development sessions on Educational Benefit and writing Individualized Education Programs (IEPs), and improving the SST process in an effort to provide Tier I and Tier II interventions in the classroom, therefore reducing the number of referrals to special education.
1.7 Centralized Services for Instructional Leadership and Implementation
The district continues to expand centralized services for instructional leadership through bi-monthly professional development with our site leaders, the MTSS Team, and the CIM Team. (1.7)
Challenges:
(1.1)The district saw growth in Mathematics at the K-8 level with the implementation of new diagnostics and curriculum, however there is a need to provide intensive professional development in Mathematics for our grades 9-12 students . (1.1)
(1.2) College and Career
(1.3) Graduation/Credit Recovery

(1.4) Expanded Access to Arts/Music
With the increased enrollment in our district the district is considering the need to hire an assistant for the Art teacher.
(1.5) Site based Supplemental Student Services & Resources
(1.6) Targeted Services for Students Eligible for Special Education Services
Due to technology mismatches between the district SIS and the Beyond SST platform, Beyond SST will not be implemented, however with the guidance of the CIM Team the SST process has been updated and the data gathered is being used to guide next steps.(1.6)
Despite these successes, the district faces significant challenges. The current single BCBA's overwhelming caseload, including responsibilities across multiple sites and conducting Functional Behavior Assessments (FBAs), limits timely support for students. Additionally, there is a shortage of qualified Behavior Intervention Aides, which hampers the effective implementation of BIPs for students exhibiting severe behaviors.
Logistical issues related to staff training, such as limited substitute availability during professional development sessions continues to be a challenge. Addressing these challenges is critical to enhancing the support system for students with behavioral and academic challenges.

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.

Due to an increase in enrollment and average daily attendance, Acton received additional Supplemental and Concentration funds. Thus we applied to

Goal 1.1: The District utilized additional funding generated through increased enrollment and average daily attendance (ADA) to provide additional instructional aide hours to support mathematics intervention and targeted academic assistance for high-needs students, including English Learners and Low-Income students.

Goal 1.5: The District utilized additional funding generated through increased enrollment and average daily attendance (ADA) to provide additional instructional aide hours to deliver targeted support and interventions for high-needs students, including English Learners and Low-Income students, to improve student engagement and academic achievement.

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

Contributing Actions:
1.1-Instructional Services and Support for Mathematics and Literacy was effective. Evidence of the effectiveness of this action includes high levels of agreement from administrators and teachers, who receive the professional development and support from the TOSA, on bi yearly surveys following each district wide professional development day. Further evidence of effectiveness is provided through documentation of weekly site based professional development and bi-yearly professional development as well as opportunities for AVID Summer Institute focusing on Math and Literacy instruction and best practices. Our year two I-Ready Math Curriculum implementation was just completed and we saw a 2.47% increase in achievement in Math for our socioeconomically disadvantaged group(SED), a 17.68% increase in Math for our EL students based on CAASPP data. (Metric 1.2). Additional data that supports the effectiveness of this action is an increase in CAASPP ELA scores for SED students of 2.57% and an increase of 35.2% for our EL students. (Metric 1.1)

1.5-Site-based Supplemental Student Services and Resources was effective. The district continued the process of meeting with EL and LI students and families to address student attendance and academic achievement. Evidence of the effectiveness of this action includes feedback from parents who took part in the empathy interview process, in which EL and Low Income students and their families were interviewed regarding the reasons they attended school or were absent. The data gathered was used to guide site based decision making related to implementation of the feedback, which included culinary day, spirit weeks, motivational assemblies, and phone calls home from office staff and teachers. Furthermore, we saw a 8.9% decrease in chronic absenteeism, based on the CA Dashboard. Meadowlark Elementary saw significant declines: EL students declined 10.8% and SED students declined 12.4%. There is no data for Foster Youth as the sample group is too small. We attribute the decrease in chronic absenteeism for EL and Low Income students to the implementation of the empathy interview data findings and personal contacts with families as stated above. EL students saw a 35.2% increase in ELA data (CAASPP, 2025) and a 17.68% increase in Math (CAASPP, 2025). Low income students increased 2.57% in ELA and 2.47% increase in Math. (Metric 1.1, 1.2)

Non-Contributing Actions:

1.2-College and Career Preparation and Service.
Effective--All students have access to Career Technical Education (CTE) courses, A-G Courses, and receive targeted, postsecondary advising. Based on metric , 1.7-A-G Completion increased 30% and 1.8-CTE Pathway Completion increased 3%.

1.3-Graduation, Credit Recovery, and Expanded Opportunities-Effective--The graduation rate increased 6.2% and remains an area of success, metric 1.12. Expanded opportunities for credit recovery during the school day, summer school, and after school tutoring have had a positive impact on the graduation rate.

1.4-Expanded Access to the Arts/Music was effective as we retained a full time Art Teacher to serve Meadowlark and High Desert school (Metric 3.1), where the art curriculum was fully implemented. The program also succeeded in receiving a grant award from the Arts Collective grant.

1.6-Targeted Services for Students Eligible to Receive Special Education Services Effective-Based on Metric 1.1, CAASPP ELA-SWD increased 2.57%. Based on Metric 1.2, CAASPP Math-SWD increased 0.21%. Metric 2.2. Suspension Rate SWD decreased 3.6%, Foster Youth decreased 2.8%, EL decreased 5.3%, and LTELs decreased by 6.3%.

1.7-Centralized services for Instructional Leadership are considered effective based on positive feedback provided by site administration and teachers leaders related to support through Summer PD at the AVID Institute, principals bi-monthly meetings, MTSS monthly meeting, School Safety meeting, SART monthly meetings, and monthly meetings with principals and the superintendent. Metric 3.2.

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.

All actions will be continued in the 2026-2027 school year with evaluation of current implementation and continued planning of goals in progress. There will be minor adjustments to some actions to better meet the needs of our students and staff and positively impact our student outcomes. Such as: PD for our faculty to build capacity to function as Professional Learning Communities (1.1). Based on our work through the CIM process we will implement and update PreSST process and SST process related to Tier 1 and Tier 2 instruction to support student learning in the classroom and reduce the number of referrals to special education (1.6).

Metric 1.3 was updated to include the indentification of LREBG funds that will be used to support this action.

Metric 1.4 was updated to reflect a heading that indicates the year the data was collected.

Metrics 1.7, 1.8, and 1.9 include an update to the Year 1 Outcome due to CALPADS reporting errors; the metric was amended to local data for accuracy in reporting.

Metric 1.11 There was an update in data for Baseline and Year 1.

Metric 1.13 was upated to clarify the data was reported using the Williams Textbook Sufficiency Report.

To fulfill the LCAP metric requirements for Priority 2, Metric 1.14 was added to measure student academic progress using locally selected assessment tools. This metric will monitor growth and achievement through i-Ready and Renaissance STAR assessment data, providing a consistent measure of progress toward meeting local educational goals.

To fulfill the LCAP metric requirements for State Priority 7, Metric 1.15 was established to measure student access to and enrollment in a broad course of study. This metric will monitor the availability of diverse academic, career technical, and enrichment opportunities, as well as student participation in these programs, to ensure equitable access to a comprehensive educational experience that supports college, career, and life readiness.

To fulfill the LCAP metric requirements for State Priority 8, Metric 1.16 was established to measure student outcomes in the required areas of study through local and state assessment data, including i-Ready Diagnostic results in grades K–8, Renaissance STAR assessment results in grades 9–12. This metric provides the district with a means to monitor academic progress and achievement across content areas and evaluate the effectiveness of instructional programs and supports.

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	Action 1:1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	School site instructional leadership team in collaboration with the principal will provide support and professional development to teachers focused on evidence-based strategies to address learning challenges and build skills/knowledge in mathematics and literacy for EL and LI students. Teachers on Special Assignment will offer additional support in writing, research, and accessing media resources to minimize disparities for EL and LI students. The district will provide professional development for the Math Curriculum, writing, and PLC to support data driven instruction.	$1,660,000.00	Yes

2	College and Career Preparation and Services	All students will have access to Career Technical Education (CTE) courses, receive targeted, postsecondary advising from counselors, as well as additional resources related to postsecondary education in order to increase college and career readiness and minimize barriers that prevent students from graduating college and career ready.	$120,000.00	No
3	Graduation Credit Recovery and Expanded Opportunities	Alternative educational formats (Virtual Academy, Blended Learning) and increased opportunities for credit recovery will be available that cater to the specific needs of all students. This will provide a different approach to learning compared to traditional comprehensive schooling, ultimately reducing the chances of students leaving school prematurely. LREBG Action 1.3 The full amount of the LREBG funds remaining from the 25-26 school year will be used to support Goal #1, Action 3-Graduation, Credit Recovery, and Expanded Opportunities. Research supports addressing credit recovery by providing students a standards based curriculum to complete the necessary courses for graduation requirements through the implementation, expansion, or enhancement of evidence-based learning supports as a learning recovery program. The credit recovery program provides access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. The need for credit recovery was identified through a comprehensive review of student academic data, including transcript audits, graduation progress reports, course failure rates, and California School Dashboard indicators. The analysis revealed that a significant number of students were credit deficient and at risk of not graduating on time due to failed or incomplete coursework. Additional data sources, including counselor reports, student support team meetings, attendance records, and educational partner feedback, indicated that students required flexible opportunities to recover lost credits while remaining engaged in their core academic program. The needs assessment further identified disparities among student groups, including socioeconomically disadvantaged students, foster youth, English learners, and students with chronic absenteeism, who were disproportionately represented among credit-deficient students. As a result, credit recovery was identified as a necessary intervention to provide students with additional opportunities to earn required credits, remain on track for graduation, and reduce barriers to postsecondary success. Metric to monitor action: Goal 1, Metric 1.12 LREBG Funds supporting this action: $56,283	$200,000.00	No
4	Expanded Access to Arts/Music and Extracurricular Activities (K-12)	All students in grades PK-12 will have access to Athletics, Arts & Music enrichment programming such as visual arts, and, for secondary students, access to robust athletic programming. These opportunities provide increased engagement and help to build cross-curricular connections.	$200,000.00	No
5	Site-based Supplemental Student Services and Resources	English learners and and Low-Income students will benefit from amplified school-based assistance. This includes improved interaction with educational and support personnel to boost student attendance, foster connectedness, and extend small group learning sessions with certified teachers and aides. This action supports unduplicated pupils and student groups that are low performing in that they will have enhanced access to before and after-school tutoring, enrichment programs, and expanded academic guidance services.	$1,420,000.00	Yes
6	Targeted Services for Students Eligible to	Students with IEPs will receive targeted services based upon identified needs. In order to best serve the needs of students in the least restrictive environment, school personnel (administration,	$2,900,000.00	No

	Receive Special Education Services	teachers, classroom aides, behavioral aides) will receive targeted professional development to increase skills in providing research-based instructional strategies.		
7	Instructional Leadership and Implementation	Site personnel will receive administrative support from the Academics division in order to effectively implement district initiatives including, but not limited to, various departments of the Educational Services division.	$120,000.00	No

Goal

Goal #	Description	Type of Goal
2	Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning. Priority 1: Basic (Conditions of Learning) Priority 5: Student Engagement Priority 6: School Climate	Broad Goal

State priorities addressed by this goal.

5, 6, 1

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that the physical and cognitive environments students experienced daily were conducive toward a student's ability to thrive and grow. Data from Dashboard indicators such as student attendance and suspension rates, as well as survey data indicate a need to continue providing support to ensure campuses are safe, clean, and supportive of students social-emotional and physical wellbeing. Educational partner feedback identified cleanliness, site staff to provide support to students, access to additional engagement activities, and continued application of restorative practices as focus areas. The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Perception of School Safety and Connectedness	2024 LCAP Survey Results Students K-12-- 62%--Reported feeling safe and connected to the school community	2025 LCAP Survey Results Students K-12 65%--Reported feeling safe and connected to the school community	2026 LCAP Survey Results Students K-12 67%--Reported feeling safe and connected to the school community	Target Goal Students K-12--70% Report feeling safe and connected to the school community LCAP Survey	Student Perception of School Safety and Connectedness Increased by 5%
2	Suspension Rate	Suspension Rate Baseline- 3.8% (California State Dashboard, 2023)	Suspension Rate All Students- 4.9% (California State Dashboard, 2024)	Suspension Rate All Students- 2.7% (California State Dashboard, 2025)	Target Goal 3%	Suspension Rate Decline 1.1% (California State Dashboard, 2025)

3	Expulsion Rate	Expulsion Rate Baseline- 0.001% (Data Quest, 2022-2023)	Expulsion Rate 0% (Data Quest 2023-2024)	Expulsion Rate 0% (Data Quest 2024-2025)	Target Goal 0%	No Change
4	Attendance Rates Average Student Attendance Rate (K-12) Baseline- 88.71% (California State Dashboard, 2022-2023)	Average Student Attendance Rate (K-12) Baseline- 88.71% (AERIES Dashboard Data, ADA)	Average Student Attendance Rate (K-12) 2025- 90.1% (AERIES Dashboard Data, ADA)	Average Student Attendance Rate (K-12) 2026- 94.81% (AERIES Dashboard Data, ADA)	Target Goal 94.28%	Average Student Attendance Rate (K-12) Increase 6.1% (AERIES Dashboard Data, ADA)
5	Chronic Absenteeism Rate	Chronic Absenteeism Rate (K-12) Baseline- 49.5% (Data Quest, 2022-2023) English Learners 52.7% (Data Quest, 2022-2023)	Chronic Absenteeism Rate (K-12) - 35.7% (Data Quest, 2023-2024) English Learners 35.5% (Data Quest, 2023-2024)	Chronic Absenteeism Rate (K-12) - 29.3% (Data Quest, 2024-2025) English Learners 31.1% (Data Quest, 2024-2025)	Target Goal 30%	Chronic Absenteeism Rate Decreased by 20.2% Chronic Absenteeism Rate-English Learners Decreased by 21.6%
6	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	Baseline will be established in the 2024-2025 school year.	The FIT Inspection has not been performed at our schools. Based on the LCAP Survey feedback: 71% of Staff report the facilities are clean and in good repair. 76% of Parents and the Educational Community report the facilities are clean and in good repair. 62% of Students report the facilities are clean and in good repair. 2025 LCAP Survey	The FIT Inspection has not been performed at our schools. Based on the LCAP Survey feedback: 75% of Staff report the facilities are clean and in good repair. 78% of Parents and the Educational Community report the facilities are clean and in good repair. 65% of Students report the facilities are clean and in good repair. 2026 LCAP Survey	Target Goal-Highest Rating on the FIT assessment The results from the LCAP survey were used as a Metric and will be used in the future in the absence of the FIT inspection.	The FIT Inspection has not been performed at our schools. Based on the LCAP Survey feedback: Increase of 4% of Staff report the facilities are clean and in good repair. Increase of 2% of Parents and the Educational Community report the facilities are clean and in good repair. Increase of 3% of Students report the facilities are clean and in good repair. 2026 LCAP Survey-Change
7	Middle School Dropout Count	Middle School Dropout Baseline- 2.1% (2022-2023)	2023-2024 Middle School Dropout Rate 0%	2024-2025 Middle School Dropout Rate 0%	Middle School Drop Out Rate 0%	Reduction in Middle School Dropout Rate 2.1%

8	High School Dropout Rate (4-year)	2022-2023 CA Dashboard All students: 6.2%	2023-2024 CA Dashboard All students: 1.9%	2024-2025 CA Dashboard All students: 0%	Target Goal 0%	All students: Decreased by 6.2%

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.

All of Goal 2 actions, 2.1-2.5, were implemented as planned, and the implementation overall was successful, but there were a few challenges.

Successes:

School attendance plans were developed and implemented during the school year, which included all educational partners. Plans were reviewed and updated throughout the school year. (2.2)
Monthly attendance was tracked through a monthly report at all school sites. (2.2)
A district SART team was created to create and support attendance tracking systems that support improved attendance. (2.2)
Short term independent study and Attendance Recovery was implemented. (2.2)
Sites celebrated perfect attendance as well as improved attendance and recognized students at school-wide assemblies and in class presentations. Students were recognized in multiple categories in addition to attendance. (2.2)
RTI and PBIS rewards were implemented at the Elementary, Middle, and High School. (2.1), (2.3)
All sites are fully staffed with at least one clinical social worker. Vasquez High School has a full-time MTSS coach to support PBIS and RTI, and 2 academic counselors. High Desert School has a full-time school counselor to provide social-emotional support to students and focus on Tier 1, Tier 2, and Tier 3. (2.1)
Meadowlark Elementary has a full-time Intervention Specialist to provide instructional interventions to increase learning and engagement at the Tier 2 level. The clinical social workers at each site provide services through the We Care Team and focus on Tier 2 and Tier 3 interventions and supports. (2.1). (2.3)
A Pre-SST process was developed to support Tier 1 and Tier 2 instruction in the classroom and to reduce the number of referrals to Special Education. (2.1, 2.2, 2.3)
All sites have a school social work intern. Meadowlark Elementary school has a social worker intern supporting students with a focus on Tier 1, Tier 2, and Tier 3 through mid-August. High Desert Middle School and Vasquez High School share a school social worker intern. The shared school social worker intern supports the middle school students and the high school with Tier 1, Tier 2, and Tier 3 supports. (2.1), (2.3)
The facilities team and other educational partners walk campuses on a regular basis to address any concerns and ensure facilities are in good repair and reflective of current educational and technological needs. (2.5)
Challenges:
Based on referrals to the office and to social workers, teachers found it challenging to implement Positive Behavior Interventions support aligned with Tier 1 and Tier 2 practice. (2.1, 2.2, 2.3)
School site staff found the need for additional staff support to support attendance initiatives which included more one-on-one meetings with students and families.(2.2.)

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.

Based on the 2025-26 Annual Update Table, there are no material differences.

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

Non-Contributing Actions:

2.1-RTI Wellness and Behavior Support Staff-based on the CA Dashboard this action was effective: Meadowlark Elementary maintained their suspension rate. All student groups were blue, maintaining at 0% change. High Desert School saw a significant decline for all student groups of 3.7% with EL students declining by 17.1%, and SED students declining significantly by 4.7%. Vasquez High School saw a significant decline for all student groups of 3.1% and a decline for EL students of 3.0% and SED students declined significantly by 3.6%. The significant decline in the suspension rate indicates that the implementation of professional development with our site leadership and our staff focused on MTSS and RTI had a positive impact on student behaviors. The expulsion remains at zero, with no change. High Desert School middle school drop out rate was 0%, which is a 2.1% decrease from the baseline data. Vasquez High School drop out rate was 0%, which is a 6.2% decrease from the baseline data. Metrics used to determine the effectiveness of this goal. (2.2, 2.3, 2.7, 2.8)

2.2-Chronic Absenteeism-Based on CA Dashboard data for Chronic Absenteeism this action has been effective as we have seen a 20.2% decrease in Chronic Absenteeism compared to our 2022-23 baseline data. The average student attendance rate has increased by 6.1% from the 2022-23 baseline data. This may have been a result of ongoing empathy interviews with students and their families, including EL and Low Income students, that led to a better understanding of the reasons students were absent or attending school. Meadowlark, High Desert School, and Vasquez High School implemented actions based on empathy interview and home contact feedback. Student perception of school safety and connectedness increased by 8% from the baseline data. Our facilities are in good repair with staff reporting a 4% increase, parents and community reporting a 2% increase and students reporting a 3% increase in their perception that the facilities are clean and in good repair. All of these metrics have a positive impact on student attendance and contributed to the reduced chronic absenteeism. Metrics (2.1, 2.4, 2.5, 2.6)

2.3-Behavior Intervention Support-this action was effective based on Metric 2.1 in which students reported a 8% Increase in Student Connected and School Safety (LCAP Survey), and the CA Dashboard suspension data which indicated a district wide decline of 2.2%, with Meadowlark maintaining and Vazquez High School and High Desert School seeing declines in the suspension rates. See Action 2.1 above for the data.

2.4-Health and Mental Health Wellness Services-was effective based on the number of students served through the referral process. Academic counselors reported having more time to focus on credit recovery, A-G completion, and CTE course completion as AADUSD was successful at providing a designated social worker and an intern at each school site. The suspension rate declined 1.1% for all student groups or maintained district wide with the dashboard indicator being green. The chronic absenteeism rate has decreased by 20.2% from the baseline data 2022-2023. (2.2, 2.5)

2.5-Facility Repair & Maintenance Services-this action was effective as the Facilities Committee performed periodic inspections at each site and found them to be clean and in good repair. Our facilities are in good repair with staff reporting a 4% increase, parents and community reporting a 2% increase and students reporting a 3% increase in their perception that the facilities are clean and in good repair. (2.6)

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.

All actions will be continued in the 2026-2027 school year with evaluation of current implementation and continued planning of goals in progress.

Metric 2.2-Updated Student Group
Metric 2.5-Updated Student Group

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	RTI Wellness and Behavior Support Staff	All students at the lowest performing level of Suspension Rate per the California Schools Dashboard will benefit from services provided by RTI Wellness and Behavior, such as individual and small group counseling, age appropriate strategies such as restorative discipline, goal setting, and executive functioning skills to improve attendance, engagement, and school climate.	$12,000.00	No
2	Chronic Absenteeism	All students at the lowest performing level of Chronic Absenteeism, will receive support and attendance intervention services provided by district staff to reduce chronic absenteeism. Staff will conduct attendance data monthly reporting through the usage of attendance platforms, and attendance campaigns will be implemented to monitor students and student groups at risk of being chronically absent.	$130,000.00	No
3	Behavior Intervention Support	As part of our MTSS framework all students will receive behavior supports such as Restorative Justice Practices and Peer Mediation, Positive Behavioral Interventions and Supports (PBIS) strategies, and the Alternative to Suspension setting so as to foster a sense of self-efficacy as it relates to conflict resolution in a safe, supportive environment. Students will also benefit from these services as a way to minimize disciplinary infractions that typically result in suspension and would allow them to continue to remain in the general academic setting. These increased services will increase connectedness and engagement among students in the school setting.	$296,000.00	No
4	Health and Mental Health Wellness Services	All students will experience a safe and supportive environment, increased connectedness, and social emotional support. AADUSD provides designated social workers at each school site, as trusted adults who foster a sense of belonging and provide a sense of safety on campuses. Feedback from students frequently cite Social Workers as contributors toward developing a positive school climate and help develop healthy student-adult interactions and peer-to-peer interactions. All students will receive health and wellness services including mental health counseling, physical health screenings, medical and/or dental care, immunization options, and supports to prevent physical health barriers to school participation. Students will have access to individual/group counseling, crisis intervention, and limited intervention support when necessary.	$790,000.00	No
5	Facility Repair & Maintenance Services	District facilities and maintenance personnel will ensure facilities are in good repair and reflective of current educational and technological needs of students and school personnel.	$1,200,000.00	No

Goal

Goal #	Description	Type of Goal
3	The district will recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments.	Broad Goal

State priorities addressed by this goal.

1, 2, 8

An explanation of why the LEA has developed this goal.

Instructional quality and the collective efficacy of personnel at the site level are critical to the success of students. Thus, this goal was developed to ensure all students interact with highly competent, knowledgeable, relatable, and effective educators who are also appropriately supported. Data such as teacher misassignments, professional development quality, applicability of instructional delivery, and work environment feedback from employees contributed to
the development of this goal. Educational partner feedback identified professional development that emphasizes effective instructional delivery with various student groups and student needs. There is also a desire for time for personnel to share best practices. Feedback provided also expressed a desire for increased training for classified personnel. The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers	AADUSD Baseline: 71.8% of teachers are classified as "Clear" (Data Quest, 2021- 2022)	AADUSD Clear Teaching Assignments: 66.4% of teachers are classified as "Clear" (Data Quest, 2022-23)	AADUSD Clear Teaching Assignments: 55.4% of teachers are classified as "Clear" (Data Quest, 2023 -24)	AADUSD Baseline: 100% of teachers are classified as "Clear" (DataQuest, 2021-2022)	The difference from baseline is -16.4% due to an increase in Intern Eligible teachers and teachers with Preliminary Credentials.

2	Positive Work Environment	2023-2024 To be esablished 2024, Panorama Staff Survey	2024-2025 The district did not adopt Panorama for the Staff Survey as it was found to be cost prohibitive. The district survey provided the following feedback for Positive Work Environment: Year 1-Baseline DATA Staff (Certificated, and Classified) The school's strategies for promoting student engagement in the classroom and school activities are effective 62% Agreed or somewhat agreed with this statement. Staff were satisfied with the cleanliness and maintenance of school facilities. 71% Agreed or somewhat agreed Schools are safe and welcoming for all students 70% Agreed or somewhat agreed The district is successful in attracting and retaining high quality teachers and staff. 31% Agreed or somewhat agreed Staff feel valued and supported as a member of the school staff. 49% Agreed or somewhat agreed	2025-2026 The district survey provided the following feedback for Positive Work Environment: Year 2 Staff (Certificated, and Classified) The school's strategies for promoting student engagement in the classroom and school activities are effective 68% Agreed or somewhat agreed with this statement. Staff were satisfied with the cleanliness and maintenance of school facilities. 82% Agreed or somewhat agreed Schools are safe and welcoming for all students 89% Agreed or somewhat agreed The district is successful in attracting and retaining high quality teachers and staff. 50% Agreed or somewhat agreed Staff feel valued and supported as a member of the school staff. 78% Agreed or somewhat agreed	Staff (Certificated, and Classified) The school's strategies for promoting student engagement in the classroom and school activities are effective: Goal 80% Agreed or somewhat agreed with this statement. Staff were satisfied with the cleanliness and maintenance of school facilities. Goal 80% Agreed or somewhat agreed Schools are safe and welcoming for all students. Goal 80% Agreed or somewhat agreed The district is successful in attracting and retaining high quality teachers and staff. Goal 80% Agreed or somewhat agreed Staff feel valued and supported as a member of the school staff. Goal 80% Agreed or somewhat agreed	The district survey provided the following feedback for Positive Work Environment: Year 2 Staff (Certificated, and Classified) The school's strategies for promoting student engagement in the classroom and school activities are effective 68% Agreed or somewhat agreed with this statement. Increase 6% Staff were satisfied with the cleanliness and maintenance of school facilities. 82% Agreed or somewhat agreed. Increase 11% Schools are safe and welcoming for all students 89% Agreed or somewhat agreed. Increase 19% The district is successful in attracting and retaining high quality teachers and staff. 50% Agreed or somewhat agreed. Increase 19% Staff feel valued and supported as a member of the school staff. 78% Agreed or somewhat agreed. Increase 29%

3	Total Number of Teacher Misassignments	2023-2024 Currently we have zero teacher misassigned, with the exception of teachers of some elective classes.	2024-2025 We have zero out of field teachers based on Data Quest 2022-23 data.	2025-2026 Data Quest 2023-2024 reports 4.5 misassignments. It was discovered this was a reporting error to CALPADs, which has been corrected. The district has zero misassignments.	Target Goal Zero	No Change
4	Ineffective Teacher Assignments	2023-2024 AADUSD has 22.6% of teachers classified as Ineffective (Data Quest 2021-22). One or more relevant attributes of the assignment were authorized by the following limited permits: Provisional Internship Permits Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record	2024-2025 AADUSD has 30.9% of teachers classified as Ineffective (Data Quest 2022-23). One or more relevant attributes of the assignment were authorized by the following limited permits: Provisional Internship Permits Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record	2025-2026 AADUSD has 24.6% of teachers classified as Ineffective (Data Quest 2023-24). One or more relevant attributes of the assignment were authorized by the following limited permits: Provisional Internship Permits Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record	Reduce the number of teachers classified as "ineffective" due to: Provisional Internship Permits Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record	This is an increase of 2% of our teachers authorized by the following permits: Provisional Internship Permits Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

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.

All of Goal 3 actions, 3.1-3.3, were implemented as planned, and the implementation overall was successful, but there were a few challenges.

Successes:

3.1--Induction Services continued to be implemented fully with the Center for Teacher Innovation in its 4th year. The implementation included providing inductees with a teacher coach and inductees completing coursework in compliance with CTI requirements. We continued to develop our coaches from veteran staff by identifying potential coaches and providing training and support to cultivate their coaching expertise. (3.1, 3.2)
3.1, 3.2--The district professional development plan was fully implemented and all teachers received professional development at district professional development and weekly site professional development throughout the year. (3.1) (3.2)
3.3-- For the 2025-2026 school year, the district continued the full implementation of the Human Resources department by ensuring a fully staffed department. The district filled open positions quickly during the 2025-26 to support continuity in student learning. All new staff (certificated and classified) attended the New Staff Orientation and District-wide PD. (3.3)

Challenges:

We saw a decline in the number of teachers teaching with an internship credential, however 24.6% of our teachers are on an Internship credential or other Provisional Internship Permit. Only preliminary credentialed teachers may begin the CTI program. As a result these teachers were not part of the CTI cohort for the 2025-26 school year. (3.1)
There was improvement in the area of successfully attracting and retaining high-quality teachers and staff, however this remains an area of growth. (3.2).

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

There was no difference between Budgeted Expenditure and Estimated Actuals Expenditures.

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

Contributing Actions:

3.1-Induction Services and Professional Development-was a success as Data Quest data indicated 55.4% of teachers are classified as clear and the remaining teachers are enrolled in our teacher induction program as interns or have been assigned a coach while they become eligible for the teacher induction program. We had an increase in the number of teachers teaching within our internship program. Interns were provided a mentor and professional development through the Center for Teaching Intervention. During the 2025-26 school year we had four teachers complete year 2 of induction, making them eligible for the professional clear. In addition, we had two year 1 teacher candidates who will complete the induction program next school year.

The district was successful in moving toward closing the disparity gap for EL and LI students. Based CA Dashboard data for Math EL students Increased by 17.68% and LI students Increased by 2.47%. Based on the CA Dashboard for English Language Arts EL students Increased by 35.2%, and LI students Increased by 2.57%. The English Learner Progress Indicator (ELPI) for EL increased by 25.2%.

Non-Contributing Actions:

3.2 School Site Administrative and Office Personnel-was a success as we were fully staffed (classified & certificated) during the school year and as positions became available they were filled in a timely manner. We currently have 24.6% of teachers classified as ineffective, based on internship credentialed teachers. This is a decrease from last year's percentage of 30.9%. This is an increase from 2021-22 of 2% due to an increase in student enrollment and a current teacher shortage. The increase included teachers in our internship program who will be eligible for the preliminary credential within one year.

3.3 Human Resource Administrative Service-was considered successful with the goal to have our preliminary and internship credentialed teachers complete our teacher induction program. Metric 3.4 indicates that AADUSD saw an 2% increase in ineffective teachers due to an increase in internship and preliminary credentialed teachers. This is a 2% increase from the baseline year data.

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.

All actions will be continued in the 2026-2027 school year with evaluation of current implementation and continued planning of goals in progress.

Metric 3.4: Updated Information for Target Year 3 Outcome

Metrics 3.2, 3.3, and 3.4 were updated to include the year in which the data was collected as a heading.

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	Induction Services and Professional Development	All teacher candidates, including teachers of EL and low income students will receive professional development on Universal Design for Learning, differentiation, and culturally responsive teaching to reduce disparities in highly qualified teachers and to better address the needs of low income	$86,511.00	Yes

		students and EL students. This goal was created for all teachers to support instructional capacity to differentiate instruction to support the learning of EL and low income students.		
2	School site Administrative and Office Personnel	This measure aims to guarantee that every classroom has enough qualified and appropriately designated teachers, along with skilled support staff, who promote and cultivate modern-day learning. This approach is designed to ready students for future educational and career paths after high school, in accordance with the AADUSD Strategic Plan.	$755,000.00	No
3	Human Resources Administrative Services	Human Resources Division staffing and services to support all teachers and staffs readiness and effectiveness as fully credentialed and properly assigned staff.	$226,000.00	No

Goal

Goal #	Description	Type of Goal
4	Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

The support and trust of educational partners is one of the most valuable assets of our district. This goal was developed to honor and highlight the critical role that parents/families/caregivers play in their students' education and the need for district personnel to support, empower, and build capacity among this important group.
This goal was developed in consultation with the AADUSD PTO, PTSO, District English Learner Advisory Council (DELAC), Strategic Planning Committee, LCAP, and labor partners. Feedback from educational partners emphasized a desire for increased communication. There is also a desire for increased district communication publicizing programs, opportunities, and successes within the district. Educational partners also emphasized multilingual
communication to inform families in their home language. The actions and metrics described through this goal support the needs identified.

Measuring and Reporting Results

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

1	Family Engagement Self-Reflection (Local Indicator, Priority 3)	2023-2024 Building Relationships-Initial Baseline 2024-2025 DELAC Outreach to include redesignation meetings, revising the EL Master Plan, LCAP collaboration through PTO and PTSO meetings. MTSS-All staff collaboration on LCAP input.	2024-2025 DELAC Outreach--Phone calls home to invite parents to DELAC Project to Inspire presented by CABE Redesignation meetings with Parents Revision the EL Master Plan in progress LCAP Engagement Process--Parent input, in progress--Staff input, in progress--Site Visit to meet with PTO and PTSO for community--MTSS-staff collaboration of the LCAP--Seeking Input-Beginning Development	2025-2026 DELAC Outreach--Phone calls home to invite parents to DELAC implemented by bi-lingual aides at each school site (call logs) Redesignation--meetings with Parents-Conducted by site principals and confirmed with DELAC coordinator via redesignation forms and parent signatures Revision the EL Master Plan--fully revised, approved by DELAC and Board Approved 2025-2026 LCAP Engagement Process-- The LCAP Educational Partners Committee met January 22, February 26, March 26, and May 7. Opportunities to engage other educational partners included LCAP presentations at the monthly Education Sub Committee meeting, which is held in person and via Zoom. LCAP presentations were also shared during site staff meetings, DELAC meetings, ELAC meetings, PTO and PTSO meetings, and SSC meetings. MTSS--monthly meetings aligned with the LCAP Educational Partners Committee timeline and agenda	Target Goal Building Relationships-Full Implementation DELAC Outreach to include redesignation meetings, revising the EL Master Plan, LCAP collaboration through PTO and PTSO meetings. MTSS-All staff collaboration on LCAP input.	DELAC Outreach-Fully Implemented Redesignation meetings-Fully Implemented Revision the EL Master Plan-Fully Implemented LCAP Engagement Process-Fully Implemented MTSS Collaboration-Fully Implemented

2	School Site Council Member Training Sessions	2023-2024 School Site Council (SSC) members will attend and/or have access to synchronous and asynchronous training sessions that support responsibilities of SSC members in areas such as, but not limited to: understand role and responsibilities, monitoring and evaluating actions, developing school plans and budgets, and guidelines as they pertain to SSC members. Baseline will be established in the 2024-2025 school year.	2024-2025 SSC Attendance % by Site Meadowlark Elementary 68% High Desert School 80% Vasquez High School 73%	2025-2026 SSC Attendance % by Site Meadowlark Elementary 68% High Desert School 85% Vasquez High School 80%	100% of all School Site Council (SSC) members will attend and/or have access to synchronous and asynchronous training sessions that support responsibilities of SSC members in areas such as, but not limited to: understand role and responsibilities, monitoring and evaluating actions, developing school plans and budgets, and guidelines as they pertain to SSC members.	SSC Attendance % by Site Meadowlark Elementary 68%-No Change High Desert School 85%-Increase 5% Vasquez High School 80%-Increase 7%

3	Families find school events relevant and engaging (LCAP Parent Survey)-Parent participation	2023-2024 Parents find school events relevant and engaging. Parents strongly agree/agree 55% of the time-All Schools	2024-2025 Parents find school events relevant and engaging. Parents strongly agree/agree 55% of the time-All Schools	2025-2026 Parents find school events relevant and engaging. Parents strongly agree/agree 68% of the time-All Schools New Data Parents strongly agree/agree 68% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 83% of the time-High Desert School (Baseline data) Parents strongly agree/agree 60% of the time-Vasquez High School (Baseline data)	Target Goal Parents find school events relevant and engaging. Parents strongly agree/agree 80% of the time	Parents find school events relevant and engaging. Parents strongly agree/agree Increase 13% of the time-All Schools

4	Families are Satisfied with District communications (LCAP Parent Survey)-Parent participation	2023-2024 Parents respond they felt informed through 2 way communication Parents strongly agree/agree 75% of the time Parents responded they received timely information Parents strongly agree/agree 72% of the time.	2024-2025 Parents respond they felt informed through 2 way communication Parents strongly agree/agree 78% of the time Parents responded they received timely information Parents strongly agree/agree 77% of the time.	2025-2026 Parents respond they felt informed through 2 way communication Parents strongly agree/agree 46% of the time-All Schools Parents strongly agree/agree 60% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 55% of the time-High Desert School (Baseline data) Parents strongly agree/agree 33% of the time-Vasquez High School (Baseline data) Parents responded they received timely information Parents strongly agree/agree 46% of the time-All Schools Parents strongly agree/agree 60% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 55% of the time-High Desert School (Baseline data) Parents strongly agree/agree 33% of the time-Vasquez High School (Baseline data)	Target Goal Parents respond they felt informed through 2 way communication Parents strongly agree/agree 80% of the time Parents responded they received timely information Parents strongly agree/agree 80% of the time.	Parents respond they felt informed through 2 way communication Parents strongly agree/agree 29% Decline-All Schools Parents responded they received timely information Parents strongly agree/agree 26% Decline-All Schools

5	My students school actively seeks input from parents before making important decisions. (Agree/Strongly Agree) (LCAP Parent Survey)--Parent Decision Making	2023-2024 Parents are aware of opportunities to provide input and feedback on school decisions. Parents Strongly agree/agree 55% of the time for All Schools	2024-2025 Parents are aware of opportunities to provide input and feedback on school decisions. Parents Strongly agree/agree 60% of the time for All Schools	2025-2026 Parents are aware of opportunities to provide input and feedback on school decisions. Parents Strongly agree/agree 33% of the time for All Schools Parents strongly agree/agree 37% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 43% of the time-High Desert School (Baseline data) Parents strongly agree/agree 26% of the time-Vasquez High School (Baseline data)	Target Goal Parents are aware of opportunities to provide input and feedback on school decisions. Parents Strongly agree/agree 80% of the time	Parents are aware of opportunities to provide input and feedback on school decisions. Parents Strongly agree/agree 22% of the time-Decrease All Schools
6	Parents: School is a safe place for my child. (Agree/ Strongly Agree)	2023-2024 The schools are safe and welcoming Parent Strongly agree/agree 61% of the time for All Schools	2024-2025 The schools are safe and welcoming Parent Strongly agree/agree 67% of the time for All Schools	2025-2026 The schools are safe and welcoming Parent Strongly agree/agree 35% of the time for All Schools Parents strongly agree/agree 45% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 45% of the time-High Desert School (Baseline data) Parents strongly agree/agree 23% of the time-Vasquez High School (Baseline data)	Target Goal The schools are safe and welcoming Parent Strongly agree/agree 80% of the time for All Schools	The schools are safe and welcoming Parent Strongly agree/agree 26% of the time-Decrease for All Schools

7	Staff report feeling safe or very safe from workplace violence	2023-2024 Staff report feeling safe or very safe from workplace violence Teachers and site staff strongly agree/agree 65% for All Schools	2024-2025 Staff report feeling safe or very safe from workplace violence Teachers and site staff strongly agree/agree 70% for All Schools	2025-2026 Staff report feeling safe or very safe from workplace violence Teachers and site staff strongly agree/agree 40% for All Schools Parents strongly agree/agree 20% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 70% of the time-High Desert School (Baseline data) Parents strongly agree/agree 43% of the time-Vasquez High School (Baseline data)	Target Goal Staff report feeling safe or very safe from workplace violence Teachers and site staff strongly agree/agree 80% for All Schools	Staff report feeling safe or very safe from workplace violence Teachers and site staff strongly agree/agree 40% for All Schools-Decrease 25%
8	Families agree or strongly agree this school is welcoming to Parents (LCAP Parent Survey)-Parent Connectedness	2023-2024 The school fosters a sense of belonging and connectedness Parents Strongly agree/agree 67% of the time	2024-2025 The school fosters a sense of belonging and connectedness Parents Strongly agree/agree 70% of the time	2025-2026 The school fosters a sense of belonging and connectedness Parents Strongly agree/agree 37% of the time for All Schools Parents strongly agree/agree 48% of the time-Meadowlark Elementary (Baseline data) Parents strongly agree/agree 45% of the time-High Desert School (Baseline data) Parents strongly agree/agree 24% of the time-Vasquez High School (Baseline data)	Target Goal The school fosters a sense of belonging and connectedness Parents Strongly agree/agree 80% of the time	The school fosters a sense of belonging and connectedness Parents Strongly agree/agree-Decrease 30%

9	Teachers-Teachers and other site staff strongly agree/agree this school is welcoming to all staff.--Staff Connectedness	2023-2024 The school fosters a sense of belonging Teachers strongly agree/agree 49% of the time	2024-2025 The school fosters a sense of belonging Teachers strongly agree/agree 49% of the time	2025-2026 The school fosters a sense of belonging Teachers Strongly agree/agree 38% of the time for All Schools Teachers strongly agree/agree 56% of the time-Meadowlark Elementary (Baseline data) Teachers strongly agree/agree 0% of the time-High Desert School (Baseline data) Teachers strongly agree/agree 39% of the time-Vasquez High School (Baseline data)	Target Goal The school fosters a sense of belonging Teachers strongly agree/agree 80% of the time	Teachers Strongly agree/agree for All Schools Decrease 11%

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.

All of Goal 4 actions, 4.1-4.4, were implemented as planned, and the implementation overall was successful, but there were a few challenges.

Successes:

During the 2025-26 school year the district continued the support of ELAC and DELAC dedicated staff who made phone call reminders and invites to families and the community. Reminders and invitations were sent out weekly and students were encouraged to invite their families to ELAC and DELAC meetings. Translation services were available for all meetings. (4.1, 4.2, 4.3) The new redesignation letter and form was implemented to ensure compliance with federal program requirements and effective communication with staff and families. Redesignation meetings were held with key staff members to meet with families for redesignation meetings at each site. Translation services were available for all meetings. (4.1, 4.2, 4.3)
100% of SSC members are encouraged to attend and/or access training, ensuring they are equipped to monitor actions, develop plans, and oversee budgets. Meadowlark SSC attendance was 68% and unchanged, High Desert School SSC attendance was 85%, a 5% increase, and Vasquez High School SSC attendance was 80%, a 7% increase. (4.1, 4.3)
The Educational Partners Survey indicated that we have made progress in creating schools in which families consider school events to be relevant and engaging 68% of the time. This is a 13% increase. (4.1, 4.3)
Enrollment Services were successful based on interdistrict transfer and new enrollment records at the central office documenting interdistrict transfer to and from the district. Registration is promoted yearly and communicated through the district communications portal and well as through digital media. All 3 schools align the registration and enrollment process, which is also available in an online format (4.1, 4.2, 4.4).

Challenges:

The Educational Partners Survey indicated that providing 2 way communication and timely communication declined by 29%. (4.1, 4.3)
The Educational Partners Survey indicated that providing parents with opportunities for input decreased 22%. (4.1, 4.3)
The Educational Partners Survey parent response indicated that schools felt safe and welcoming decreased by 26%. (4.1, 4.3)
The Educational Partners Survey staff response indicated that school felt safe from workplace violence decreased by 25%. (4.1, 4.3)
The Educational Partners Survey indicated that families feeling welcome on campus decreased by 30%. (4.1, 4.3)
The Educational Partners Survey indicated that staff reported that schools fostering a sense of belonging decreased by 11%. (4.1, 4.3)

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.

Based on the 2025-26 Annual Update Table, there are no material differences.

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

Contributing Actions:

4.1-Family and Community Engagement was considered successful as AADUSD has implemented the EL Master Plan and created more effective monitoring and family communication tools. Family engagement presentations were increased and included CABA, Family Engagement meetings held in person and via Zoom prior to board meetings, site based Coffee with the Counselors and Coffee with the Principals, as well as the year 1 implementation of the Education Services Committee, Facilities Committee, and the People and Culture Committee (4.1). The LCAP Educational Partners Survey responses for our EL families provided the following baseline data and indicate an area of growth for the district:

If the schools are welcoming, 74% responded yes-increase 9%
If they felt they were able to provide input, 60% responded yes-decrease 15%
If they got timely school updates, 75% responded yes-increase 20%
If they felt informed, 39% responded yes-decrease 31%

The survey feedback provides the district feedback that indicates schools are welcoming and provide timely school updates, however improvements in the areas providing opportunities for parent input and informing parents.

4.2-Translation and Interpretation Services-was a success as AADUSD provided translation services as needed at parent and community meetings including PTO, PTSO, DELAC, ELAC, and SSC (4.1, 4.2).

The LCAP Educational Partners Survey results were used to measure the outcome for our EL and LI students which were:

If the school are welcoming, 70% responded yes-unchanged
If they felt they were able to provide input, 63% responded yes-unchanged
If they got timely school updates, 65% responded yes-increase 10%
If they felt informed, 41% responded yes-decrease 35%

The survey feedback provides the district feedback that we are moving toward creating a culture that is welcoming to our EL, LI, and FY students and families, however the data also suggest areas for improvement.

Non-Contributing Actions:

4.3-Communication Services-was successful based on parent feedback provided by the LCAP Educational Partners Survey and meeting notice and invite call logs and agendas for DELAC, ELAC, SSC, and CABE meetings. Digital communication was created to promote Acellus Virtual Academy and the AADUSD Teacher Induction Program (4.1, 4.2. 4.3).

4.4-Enrollment Services-was successful based on interdistrict transfer and new enrollment records at the central office documenting interdistrict transfer to and from the district. Registration is promoted yearly and communicated through the district communications portal and well as through digital media. All 3 schools align the registration and enrollment process, which is also available in an online format (4.1, 4.2).

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.

All actions will be continued for the next school year. There were no adjustments to actions.

Metrics 4.1-4.9 were updated to include a column heading which was the year the data was collected.

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	Family and Community Engagement	Families of English Learners students receive increased opportunity from the Family and Community Engagement based on the needs and interests of parents, promotes parent advocacy, collaborates with community partners, and helps parents guide their child to academic success. This includes CABA presentations for families and the community and other family outreach opportunities. Families receive direct service through workshops, with an emphasis on helping families and caregivers to better support the academic, behavioral, and attendance of their students. This goal was created based on the need to connect with more families of English Learners at ELAC, DELAC, and other district committees.	$105,000.00	Yes
2	Translation and Interpretation Services	Families and students identified as English Learners, and low income students will have increased access to parent meetings, parent communications, PTO and PTSO meetings, etc., through the use of translation and interpretation services. This service will reduce barriers for families and students to be active participants in various school and district meetings.	$78,764.00	Yes
3	Communication Services	AADUSD Communications will coordinate district communication strategies to effectively reach and engage staff, parents, and the community about the various schools and programs within AADUSD. Services also include the following: delivery annual mandatory parent notifications with precision and timeliness; creating engaging digital content to serve for marketing efforts; and offer comprehensive training and technical support to district staff with programs that disseminate information and other online platforms and media services to bolster communication within schools, programs, and the wider community.	$0.00	No
4	Enrollment Services	Enrollment, Permits & Student Records services to the students and student families to assist in completing school registration, enrollment, and records requests.	$0.00	No

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
$3,350,275.00	$342,255.00

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
25.66%	0.00%	$0.00	25.66%

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
1.1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	2023 Dashboard Results for ELA and Math indicated Low Income students and English Learners were at the lowest performance level at the district level and site level. Educational partner feedback from teachers expressed a desire for increased professional development opportunities focused on sharing best practices and examining class sizes to support EL and LI students.	Instructional personnel will build capacity, knowledge, and provide coaching to teachers to address the needs of the Low Income students and English Learners to ensure instructional content is accessible, engaging, and supports student achievement. These actions are being provided on an LEA-wide basis to maximize their impact on ELA and Math performance for all students.	We will monitor progress for Low Income students and English Learners using: CAASPP ELA assessment (grades 3-8, 11) (Goal 1, Metric 1) CAASPP Math assessment (grades 3-8, 11) (Goal 1, Metric 2) District iReady assessments (ELA, Math)

1.5 Site-Based Supplemental Student Services and Resources	Based on the 2023 California School Dashboard, the following needs emerged: Students identified as Low Income at Vasquez High School were at the lowest performance level color (red) on the CAASPP Math assessment. Students identified as Low Income and English Learners at High Desert School were at the lowest performance level color (red) on the CAASPP ELA assessment and the CAASPP Math. Students identified as Low Income at Meadowlark Elementary School were at the lowest performance level color (red) on the CAASPP ELA.	This action will address the identified needs of EL and Low Income students. EL and LI students will benefit from supplemental instruction with Mathematics and literacy teachers and instructional aides in small group and individual settings. Students will also have access to supplementary materials and resources to strengthen literacy and Math skills. These actions are being provided on an LEA-wide basis as all students and students performing at the lowest performance level color (Red) can benefit from this service.	We will monitor progress for these schools using: iReady Assessment Data starting the 2024-2025 school year and student groups using CAASPP ELA Assessment and CAASPP Math Assessment
3.1 Induction Services and Professional Development	2023 Dashboard Results for ELA and Math indicated Low Income students and English Learners were at the lowest performance level at the districtwide. Based on the 2023 California School Dashboard, the following needs emerged: Students identified as Low Income at Vasquez High School were at the lowest performance level color (red) on the CAASPP Math assessment. Students identified as Low Income and English Learners at High Desert School were at the lowest performance level color (red) on the CAASPP ELA assessment and the CAASPP Math. Students identified as Low Income at Meadowlark Elementary School were at the lowest performance level color (red) on the CAASPP ELA.	This action addresses the need to support new teachers in their development as ELA and Mathematics teachers to support our EL students and Low Income students performing at the lowest levels in Mathematics and ELA based on CAASPP data. This action will also support retention and provide a pathway for teachers to clear their credential , therefore providing highly qualified teachers in every classroom. This action is being provided LEA wide because ongoing professional development will support all teachers in the implementation of newly adopted classroom materials as well as in best practices to support English Learners and Low Income Students and increase overall improvement for all students in ELA and Mathematics.	We will monitor progress by using the following metrics: CAASPP ELA and Math Assessments (Goal 1, Metrics 1 and 2) and iReady Assessments
4.1 Family and Community Engagement	According to data reported in our survey on School Climate (see Local Indicators- LCFF Priority 6-School Climate), English Learners reported a lower sense of belonging (School Connectedness).	Families of English Learners will receive increased opportunity from the Family and Community Engagement based on the needs and interests of parents. The goal is to promote parent advocacy, collaborate with community partners, and helps parents guide their child to academic success. Families receive direct service through workshops, with an emphasis on helping families and caregivers to better support the academic, behavioral, and attendance of their students. However, these actions are being provided on an LEA wide basis to maximize their impact on all family and community groups.	We will monitor the progress for Family and Community Engagement with the LCAP Survey results. We will also monitor this action with the Chronic Absenteeism data for English Learners, Metric 2.5.

4.2 Translation and Interpretation Services	Data collected from ELAC and DELAC meetings revealed that our EL and LI parents and guardians were attending meetings at a low rate. Educational partners feedback emphasized the need for the district to engage in multilingual communication to inform EL and LI families in their home language.	This action addresses the need our our EL and LI families by providing access to communication in their home language for school communication, parent meeting, student meetings, and other school related events. These actions will create an opportunity to increase attendance rates for low-income and English Learners because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance for all family and student groups.	We will monitor the progress of increased attendance rate of our low-income and English Learner students and families by collecting data from parent workshops, PTO, PTSO, and other parent meetings held throughout the school year. Metric 4.1 and through LCAP survey data measuring Parent and Community Engagement Metric 4.2 Will monitor English Learner Engagement through the Chronic Absenteesim Metric 2.5.

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

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.

NA

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.

All Acton-Agua Dulce USD schools have a high concentration English learners, and low-income students, thus the District plans to use the add-on to provide support for literacy, math, and counseling support (Supports Goal 1, Action 1 and Goal 1, Action 5) that targets our Unduplicated Pupil Percentage (UPP) students. Staff that is providing these supports include a bi-lingual aide at each school site, (Meadowlark Elementary, High Desert School, Vasquez High School) and a TOSA for our EL Program.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

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	$13,053,897.00	$3,350,275.00	25.66%	0.00%	25.66%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$3,350,275.00	$388,283.00	$2,574,717.00	$3,986,000.00	$10,299,275.00	$8,899,075.00	$1,400,200.00

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	Action 1:1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-27	$1,476,800	$183,200	$1,660,000	$0	$0	$0	$1,660,000	0.00%
1	2	College and Career Preparation and Services	All	No				2024-27	$120,000	$0	$0	$0	$120,000	$0	$120,000	0.00%
1	3	Graduation Credit Recovery and Expanded Opportunities	All	No				2024-27	$0	$200,000	$0	$56,283	$143,717	$0	$200,000	0.00%
1	4	Expanded Access to Arts/Music and Extracurricular Activities (K- 12)	All	No				2024-27	$100,000	$100,000	$0	$200,000	$0	$0	$200,000	0.00%
1	5	Site-based Supplemental Student Services and Resources	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	2024-27	$980,000	$440,000	$1,420,000	$0	$0	$0	$1,420,000	0.00%
1	6	Targeted Services for Students Eligible to Receive Special Education Services	Student with Disabilities (SWD)	No				2024-27	$2,600,000	$300,000	$0	$0	$0	$2,900,000	$2,900,000	0.00%
1	7	Instructional Leadership and Implementation	All	No				2024-27	$0	$120,000	$0	$120,000	$0	$0	$120,000	0.00%
2	1	RTI Wellness and Behavior Support Staff	All	No				2024-27	$0	$12,000	$0	$12,000	$0	$0	$12,000	0.00%

2	2	Chronic Absenteeism	All	No				2024-27	$130,000	$0	$0	$0	$130,000	$0	$130,000	0.00%
2	3	Behavior Intervention Support	All	No				2024-27	$296,000	$0	$0	$0	$0	$296,000	$296,000	0.00%
2	4	Health and Mental Health Wellness Services	All	No				2024-27	$790,000	$0	$0	$0	$0	$790,000	$790,000	0.00%
2	5	Facility Repair & Maintenance Services	All	No				2024-27	$1,200,000	$0	$0	$0	$1,200,000	$0	$1,200,000	0.00%
3	1	Induction Services and Professional Development	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-27	$86,511	$0	$86,511	$0	$0	$0	$86,511	0.00%
3	2	School site Administrative and Office Personnel	All	No				2024-27	$755,000	$0	$0	$0	$755,000	$0	$755,000	0.00%
3	3	Human Resources Administrative Services	All	No				2024-27	$226,000	$0	$0	$0	$226,000	$0	$226,000	0.00%
4	1	Family and Community Engagement	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	2024-27	$60,000	$45,000	$105,000	$0	$0	$0	$105,000	0.00%
4	2	Translation and Interpretation Services	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-27	$78,764	$0	$78,764	$0	$0	$0	$78,764	0.00%
4	3	Communication Services	All	No				2024-27	$0	$0	$0	$0	$0	$0	$0	0.00%
4	4	Enrollment Services	All	No				2024-27	$0	$0	$0	$0	$0	$0	$0	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
$13,053,897.00	$3,350,275.00	25.66%	0.00% - No Carryover	25.66%	$3,350,275.00	0.00%	25.66%	**Total:**	$3,350,275.00
								LEA-wide Total:	$3,350,275.00
								Limited Total:	
								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	1	Action 1:1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,660,000.00	0.00%
1	5	Site-based Supplemental Student Services and Resources	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,420,000.00	0.00%
3	1	Induction Services and Professional Development	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$86,511.00	0.00%
4	1	Family and Community Engagement	Yes	LEA-wide	English learner (EL)	All Schools	$105,000.00	0.00%
4	2	Translation and Interpretation Services	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$78,764.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$9,358,887.00	$9,882,561.00

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	Action 1:1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	Yes	$1,246,324.00	$1,560,528.00
1	2	College and Career Preparation and Services	No	$120,000.00	$120,000.00
1	3	Graduation Credit Recovery and Expanded Opportunities	No	$200,000.00	$200,000.00
1	4	Expanded Access to	No	$200,000.00	$200,000.00

		Arts/Music and Extracurricular Activities (K-12)			
1	5	Site-based Supplemental Student Services and Resources	Yes	$1,342,563.00	$1,552,033.00
1	6	Targeted Services for Students Eligible to Receive Special Education Services	No	$2,900,000.00	$2,900,000.00
1	7	Instructional Leadership and Implementation	No	$150,000.00	$150,000.00
2	1	RTI Wellness and Behavior Support Staff	No	$10,000.00	$10,000.00
2	2	Chronic Absenteeism	No	$120,000.00	$120,000.00
2	3	Behavior Intervention Support	No	$0.00	$0.00
2	4	Health and Mental Health Wellness Services	No	$700,000.00	$700,000.00
2	5	Facility Repair & Maintenance Services	No	$1,200,000.00	$1,200,000.00
3	1	Induction Services and Professional Development	Yes	$60,000.00	$60,000.00
3	2	School site Administrative and Office Personnel	No	$740,000.00	$740,000.00
3	3	Human Resources Administrative Services	No	$205,000.00	$205,000.00
4	1	Family and Community Engagement	Yes	$95,000.00	$95,000.00
4	2	Translation and Interpretation Services	Yes	$70,000.00	$70,000.00
4	3	Communication Services	No	$0.00	$0.00
4	4	Enrollment Services	No	$0.00	$0.00

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)
$3,337,561.00	$2,813,887.00	$3,337,561.00	($523,674.00)	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	1	Action 1:1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	Yes	$1,246,324.00	$1,560,528.00	0.00%	0.00%
1	5	Site-based Supplemental Student Services and Resources	Yes	$1,342,563.00	$1,552,033.00	0.00%	0.00%
3	1	Induction Services and Professional Development	Yes	$60,000.00	$60,000.00	0.00%	0.00%
4	1	Family and Community Engagement	Yes	$95,000.00	$95,000.00	0.00%	0.00%
4	2	Translation and Interpretation Services	Yes	$70,000.00	$70,000.00	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)
$12,734,508.00	$3,337,561.00	0.00%	26.21%	$3,337,561.00	0.00%	26.21%	$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:	$0.00	$0.00	$0.00	$0.00	$0.00	$3,986,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Action 1:1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,660,000.00
1	2	College and Career Preparation and Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00
1	3	Graduation Credit Recovery and Expanded Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
1	4	Expanded Access to Arts/Music and Extracurricular Activities (K- 12)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00

1	5	Site-based Supplemental Student Services and Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,420,000.00
1	6	Targeted Services for Students Eligible to Receive Special Education Services	$0.00	$0.00	$0.00	$0.00	$0.00	$2,900,000.00	$2,900,000.00
1	7	Instructional Leadership and Implementation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00
2	1	RTI Wellness and Behavior Support Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,000.00
2	2	Chronic Absenteeism	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$130,000.00
2	3	Behavior Intervention Support	$0.00	$0.00	$0.00	$0.00	$0.00	$296,000.00	$296,000.00
2	4	Health and Mental Health Wellness Services	$0.00	$0.00	$0.00	$0.00	$0.00	$790,000.00	$790,000.00
2	5	Facility Repair & Maintenance Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,200,000.00
3	1	Induction Services and Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$86,511.00
3	2	School site Administrative and Office Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$755,000.00
3	3	Human Resources Administrative Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$226,000.00
4	1	Family and Community Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$105,000.00
4	2	Translation and Interpretation Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$78,764.00
4	3	Communication Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	4	Enrollment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		Services							

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).