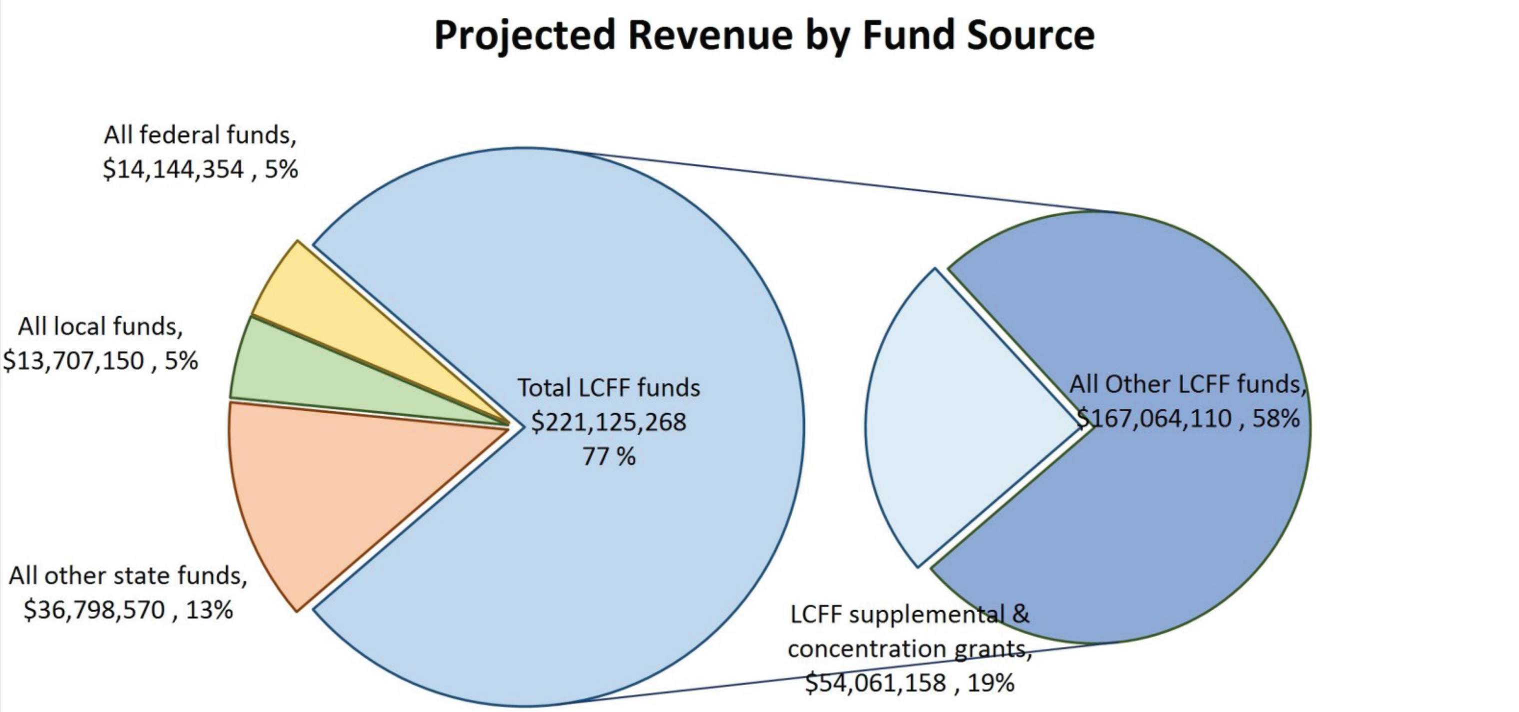
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antioch Unified School District
CDS Code: 07616480000000
School Year: 2025-26
LEA contact information:
Christine Ibarra
Associate Superintendent
ChristineIbarra@antiochschools.net
925-779-7500

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

Budget Overview for the 2025-26 School Year

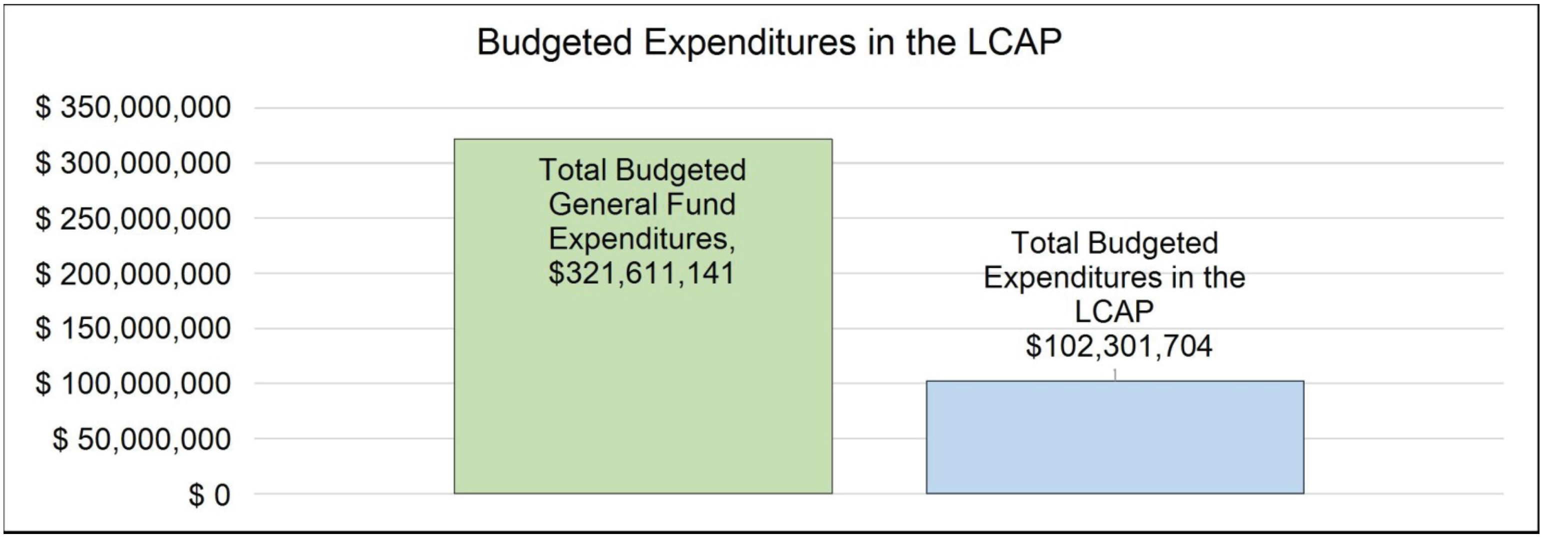


This chart shows the total general purpose revenue Antioch Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antioch Unified School District is $285,775,342, of which $221,125,268 is Local Control Funding Formula (LCFF), $36,798,570 is other state funds, $13,707,150 is local funds, and $14,144,354 is federal funds. Of the $221,125,268 in LCFF Funds, $54,061,158 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Antioch Unified School District plans to spend $321,611,141 for the 2025-26 school year. Of that amount, $102,301,704.00 is tied to actions/services in the LCAP and $219,309,437 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

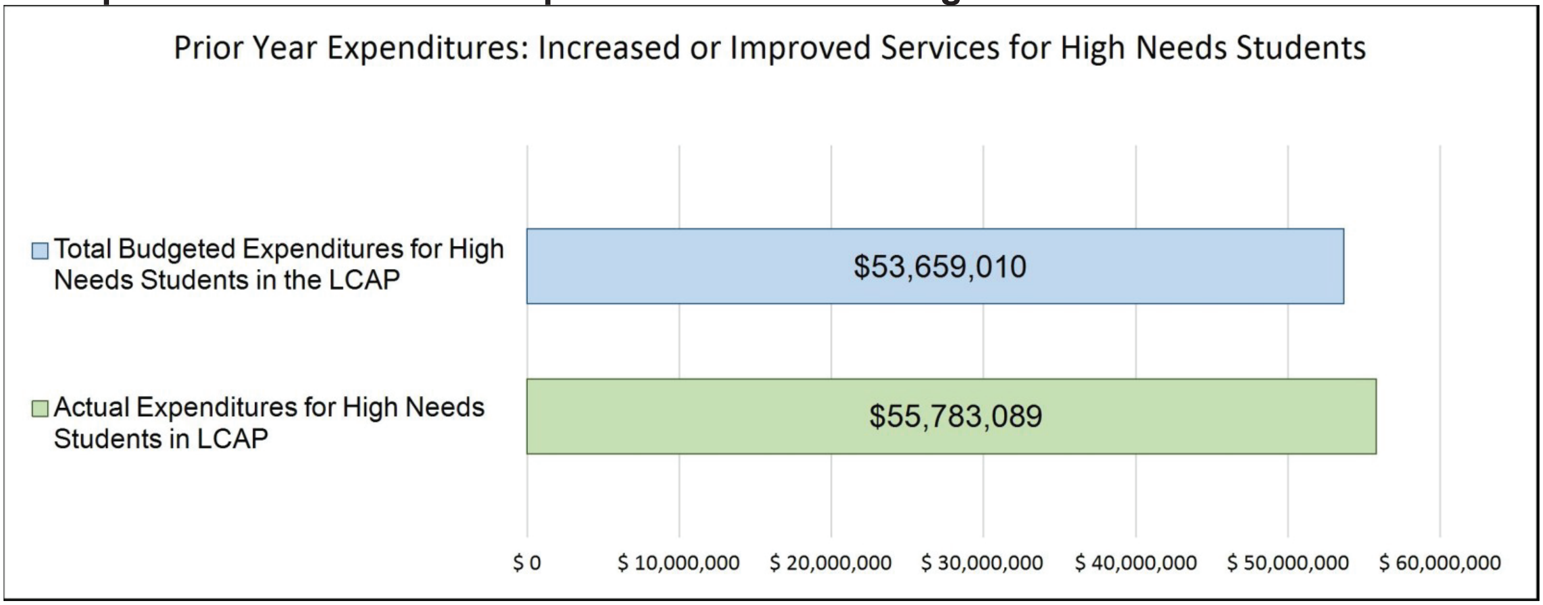
General Fund expenditures for staffing, which include both certificated and classified employees, account for more than 80% of spending and are not included in the LCAP. Additional expenditures include the costs associated with the regular maintenance of AUSD facilities, contracts related to professional services, materials and supplies required for staff to carry out job duties, and transportation costs for students.

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

In 2025-26, Antioch Unified School District is projecting it will receive $54,061,158 based on the enrollment of foster youth, English learner, and low-income students. Antioch Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antioch Unified School District plans to spend $54,061,158.00 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 2024-25



This chart compares what Antioch 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 Antioch 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 2024-25, Antioch Unified School District's LCAP budgeted $53,659,010.00 for planned actions to increase or improve services for high needs students. Antioch Unified School District actually spent $55,783,089.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,124,079 had the following impact on Antioch Unified School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antioch Unified School District	Christine Ibarra Associate Superintendent	ChristineIbarra@antiochschools.net 925-779-7500

Plan Summary [2025-26]

General Information

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

Antioch Unified School District (AUSD) operates in Antioch, CA, located along the San Joaquin-Sacramento River Delta in East Contra Costa County. Antioch has a rich history, and is one of the oldest towns in California, having been incorporated in 1872. AUSD serves 15,109 TK-12 students with an ethnic and racial makeup of 22% African American, 0.5% American Indian, 5% Asian, 4.9% Filipino, 52% Latino/Hispanic, 1.3% Pacific Islander, 9.1% White, and 5% as two or more races. Of our student population, 81% are Socioeconomically Disadvantaged, 20% are English Learners, 1% are Foster Youth, and 16.5% are Students with Disabilities (CALPADS 01/14/2025).

The District includes 13 elementary schools, 4 middle schools, 3 comprehensive high schools, 3 alternative high schools, and 2 K-8 schools. AUSD is also pleased to provide many educational options to our high school students based on an academy design. Eighth-grade students are given the opportunity to review the available options and to select a high school program based on their interests. In total, AUSD has two comprehensive high schools, one pathway high school focused on a health science theme, and 3 educational alternative high schools serving high-risk, mobile students.

Bidwell Continuation High School, Live Oak Continuation High School, Prospects High School, Thomas Gaines Virtual Academy (TGVA) and Belshaw Elementary were designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2023-24.

Reflections: Annual Performance

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

Overall, in ELA 24.97% met or exceeded the standard (performing at a 3 or a 4), 24.51% (performing at a 2) nearly met the standard, and 50.51% (performing at a 1) did not meet the standard. Our 11th grade students had 42.47% meet or exceed standard and were the highest performing grade level, whereas our 3rd grade had the smallest percentage of students with 19.4% meeting or exceeding the standard.
Overall, in mathematics, 14.02% met or exceeded the standard (performing at a 3 or a 4), 22.64% (earning a 2) nearly met the standard and 63.34% (performing at a 1) did not meet the standard. Overall, in science 15.07% met or exceeded the standard (performing at a 3 or a 4), 58.38% (performing at a 2) nearly met the standard and 26.54% (performing at a 1) did not meet the standard. Chronic Absenteeism (34.5% chronically absent) decreased, and Suspension Rate (7.3% suspended at least once) decreased slightly on the California Dashboard.
English Language Acquisition Results on the Summative ELPAC demonstrated 39% of English Learners (ELs) who progressed at least one ELPI level, 35.7% ELs who maintained ELPI levels 1, 2, or 3, 2.6% who maintained an ELPI level 4, and 22.7% who decreased at least one ELPI level. The Graduation Rate maintained at 81.7%, and there was a slight increase (22.6%) of AUSD students rated "prepared" on the College and Career indicator.

The following narrative outlines how AUSD plans to focus on the areas of greatest need, which were also identified through the Differentiated Assistance process.

ENGLISH LANGUAGE ARTS (ELA) (Actions in support of the ELA needs can be found in Actions 1.2, 1.4, 4.1, 4.2, 4.3, 4.4)
There was a increase in reading performance in our iReady assessments from 29% (2024) to 33% (2025). With the addition of a Literacy Coordinator, resources, materials and training to improve literacy across all content levels continues to improve. Teachers in all grades, including Special Education, have access to priority standards and utilizing proficiency scales to measure student growth. Teachers in the elementary grades received foundational literacy and phonemic awareness using Heggerty Reading, UFLI, California Reading & Literature Project (CRLP), and CRLP's RALLI program. 2024-2025 was the first year of full implementation of UFLI in grades K-2. Additionally, secondary teachers have invested in the Bay Area Writing Project to support writing across the content areas.

MATHEMATICS (Actions in support of the Mathematics needs can be found in Actions 1.1, 1.4, 4.1, 4.2, 4.3, 4.4)
There was a significant decrease in Algebra 1 pass rate from 68.14% (2023) to 44.9% (2024). Additionally, we saw a slight decrease in math performance in our iReady assessments from 15% (2024) to 13% (2025). Secondary math network meetings were held and math-specific PD was provided by UC Davis for all high school math teachers. With facilitation from the STEAM Coordinator and the part-time elementary math coach, the focus was on educators with Building Thinking Classrooms training, the development of the elementary math network, and professional development opportunities aligned to the 2023 Math Framework. Data analysis for actionable next steps and the development of common assessments at the elementary level are in the beginning stages. The Summer Bridge Program for incoming 9th graders was implemented as planned, with 170 students participating.

CHRONIC ABSENTEEISM AND SUSPENSION RATE (Actions in support of the chronic absenteeism and suspension needs can be found in Actions 2.1, 2.2, 2.3, 3.4, 3.5, 3.6)
The District has a Wellness, Culture, and Climate Team that coordinates social emotional supports, offers SEL PLCs, and offers training in trauma informed restorative approaches. All sites have access to Tier 3 Mental Health resources and a centralized district crisis counselor has been hired and deploys to all sites in the district. The District has full-time, staffed Wellness Rooms. Students K-8 have access to the

Second Step Social Emotional Curriculum. All middle schools have a full-time Community School Coordinator who supports students and their families with accessing site and community resources. All middle schools and high schools have full time restorative practice facilitators. In addition, the district has a restorative program specialist who supports training and PLCs with teachers, counselors, and wellness room staff. All staff have access to up to 5 free virtual mental health therapy sessions. All school sites have a PBIS framework as part of expectations and promoting positive behavior. Some schools have implemented an Alternative to Suspension program aimed at teaching students about the effects of behavior and keeping students in school to learn. Some school sites have implemented the Sandy Hook Promise school inclusion assembly “Start with Hello” and anonymous reporting app. Some school sites have contracted with the mindful life project have implemented mindfulness in their everyday bell schedule. CARE teams are in place at all school sites which include a team of school leaders, educators, and mental health providers that collaborate around identifying supports within the sites MTSS. A strong partnership has been built with the county behavioral and mental health departments, which is facilitated by the districts mental health consultant. Additional funding and support have been secured through partnerships and grants. The district has implemented Care Solace, a free wrap around mental health service that connects family to mental health resources.

GRADUATION RATE AND COLLEGE/CAREER INDICATOR (Actions in support of the graduation and college/career needs can be found in Actions 3.3, 3.5, 3.7)
Expanding pathway opportunities to students at the continuation high school is building more equity and access to CTE courses and industry certifications. In addition, students had additional opportunities to improve grades with our expansion of A-G online courses (Edgenuity Courseware). The combination of credit recovery, grade improvement, and CTE offerings is helping to increase the CTE completion rate from 20.6% to 23.7% and the combined A-G pass completion and CTE pass rate, which increased slightly from 8.1% to 8.9% in the past year. Moreover, an examination of early college credit opportunities for students shows a steady increase over the five 5 years with additional offerings included at the comprehensive high schools. Lastly, the number of industry level certifications and student internships has increased with newly adopted curriculum certification programs and added internships. College and Career awareness month at the elementary and middle school levels this school year was transitioned to site-based activities with most schools implementing college days and career fairs. In addition, staff at the middle school level are being trained on Schoolinks and a work-based learning coordinator has been assigned to support the middle schools with guest speakers and field trips. The work-based learning coordinator team is piloting elementary activities at one elementary school and will work on scaling the activities in the coming year. Middle School Principals are exploring other CTE programs and equipment to support student engagement and increase career awareness.

ENGLISH LEARNER PROGRESS (Actions in support of the English Learners needs can be found in Actions 1.1, 1.2, 1.4, 1.5, 3.1, 5.1)
English Learners in AUSD require consistent support and improved programming in the areas of ELA, mathematics, and chronic absenteeism. Additional sections were provided to secondary sites to reduce class sizes in most ELD classes. Secondary now have access to ELD curriculum, Savvas for 6th –12th grade students. IPAD translations devices were made available to all newcomers and EL 1’s as needed. Professional Development topics covered include LTEL strategies, ELPAC practice and Summative testing, ELD Strategies, Basic ELD integrated strategies, Administrator EL trainings, Curriculum Development and EL PLC sessions.

FOSTER YOUTH (Actions in support of the Foster Youth needs can be found in Actions 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.2)
Foster Youth in AUSD need improved services and supports to improve chronic absenteeism, reduce suspensions, and increase graduation rates and college and career readiness. Provided students uniforms, school supplies, clothing, shoes, tutoring and provided transportation to students in need. Made referrals to SEP for mental health counseling. Referrals were made to 4ourfamilies to connect families to county resources. Provided community resources for shelter, food, and clothing. Provided transportation resources for homeless students not able to

get to school. Care Solace was added to the District's list of resources for families in need of counseling resources. The inaugural McKinney Vento Fair was held in October and provided families with access to clothing and various community resources.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) (Actions in support of the MTSS needs can be found in Actions 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4)
Schools are lacking in tiered interventions and spent this spring exploring models of tiered interventions that rely on the staffing currently available. Site administration has received professional development and support in designing their MTSS and sites CARE team model. A district MTSS and CARE guide has been developed to provide sites with guidance on consistent implementation. The Special Education department employs one BCBA (behavior specialist) who can provide staff development to school staff on behavioral support and interventions, understanding behavior, and other needs unique to specific students and sites.

AUSD schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Antioch High, Antioch Middle, Belshaw Elementary, Bidwell Continuation High, Black Diamond Middle, Carmen Dragon Elementary, Diablo Vista Elementary, Fremont Elementary, Grant Elementary, Jack London Elementary, Live Oak Continuation High, Lone Tree Elementary, Marsh Elementary, Mission Elementary, Orchard Park, Park Middle, Prospects High, and Turner Elementary.

AUSD student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard: African American, American Indian, All Students, Asian, English Learner, Filipino, Foster Youth, Hispanic, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities.

AUSD student group within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Antioch High: African American, All Students, English Learner, Hispanic, Homeless Youth, Students with Disabilities, and White.
Antioch Middle: African American, All Students, English Learner, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Belshaw Elementary: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged.
Bidwell Continuation High: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Black Diamond Middle: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Carmen Dragon Elementary: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Dallas Ranch Middle: African American, English Learner, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White.
Deer Valley High School: African American, English Learner, and Students with Disabilities.
Diablo Vista Elementary: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Dozier-Libbey High: African American. Fremont Elementary: African American, English Learner, Hispanic, and Socioeconomically Disadvantaged.
Grant Elementary: African American, All Students, English Learner, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.

Jack London Elementary: African American, All Students, English Learner, Hispanic, and Students with Disabilities.
Kimball Elementary: African American, English Learner, and Hispanic.
Live Oak Continuation High: African American, All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged.
Lone Tree Elementary: African American, All Students, Asian, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Marsh Elementary: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Mission Elementary: African American, All Students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
John Muir Elementary: Two or More Races and Students with Disabilities.
Orchard Park: African American, All Students, English Learner, Two or More Races, and Students with Disabilities.
Park Middle: African American, All Students, English Learner, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Prospects High: All Students, and Socioeconomically Disadvantaged.
Sutter Elementary: Students with Disabilities.
Turner Elementary: All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

AUSD schools that received the lowest performance level on one or more state indicators on the 2024 Dashboard: Antioch High, Antioch Middle, Belshaw Elementary, Bidwell Continuation High, Black Diamond Middle, Dallas Ranch Middle, Deer Valley High, Fremont Elementary, Grant Elementary, Jack London Elementary, Kimball Elementary, Live Oak Continuation High, Lone Tree Elementary, Marsh Elementary, Mission Elementary, Muir Elementary, Park Middle, Prospects High, Thomas Gaines Virtual Academy, and Turner Elementary.

AUSD student groups that received the lowest performance level on one or more state indicators on the 2024 Dashboard: African American, American Indian, All Students, English Learner, LTEL, Filipino, Foster Youth, Homeless, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities.

AUSD student group within a school that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Antioch High: African-American, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, Homeless, and LTEL
Antioch Middle: Hispanic, White, Socioeconomically Disadvantaged, Students with Disabilities, and LTEL
Belshaw Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Bidwell Continuation High: African-American, and Socioeconomically Disadvantaged
Black Diamond Middle: African-American, White, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and LTEL
Carmen Dragon Elementary: African-American, Filipino, Socioeconomically Disadvantaged, and Students with Disabilities
Dallas Ranch Middle: African-American, Filipino, Hispanic, White, Socioeconomically Disadvantaged, English Learner, and LTEL
Deer Valley High School: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and LTEL
Diablo Vista Elementary: Asian, African-American, Filipino, and Students with Disabilities
Dozier-Libbey High: African-American, and Students with Disabilities
Fremont Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner

Grant Elementary: African-American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Jack London Elementary: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Kimball Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Live Oak Continuation High: African-American, Hispanic, and Socioeconomically Disadvantaged
Lone Tree Elementary: African-American, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Marsh Elementary: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Mission Elementary: Hispanic, White, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
John Muir Elementary: Asian, African-American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Park Middle: African-American, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and LTEL
Prospects High: Hispanic, Socioeconomically Disadvantaged, and English Learner
Sutter Elementary: African-American, Students with Disabilities, and English Learner
Thomas Gaines Virtual Academy: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Turner Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner

LEARNING RECOVERY EMERGENCY BLOCK GRANT: AUSD has $10,000,000.00 unexpended LREBG funds for the period ending June 30, 2025.
LREBG-funded actions will be found in Goal 1 Action 1.5, Goal 2 Action 2.1, Goal 3 Action 3.2, Goal 7 Action 7.1, 7.6 and 7.7.

The AUSD LREBG needs assessment highlights schools and student groups facing the greatest challenges, as they appear on all three lists for the lowest performance levels in English Language Arts, Mathematics, and high or very high chronic absenteeism. The LREBG need assessment and Annual Program Review showed a significant decrease in Algebra 1 pass rate from 68.14% (2023) to 44.9% (2024). Additionally, we saw a slight decrease in math performance in our iReady assessments from 15% (2024) to 13% (2025) indicating need to address instructional practice and access to current, standards aligned, state adopted curricular materials. The identified schools include Fremont, Turner, Marsh, TGVA, Diablo Vista, Muir, London, Park, AMS, DVHS, Bidwell HS, Live Oak HS, and Prospects HS. The student groups in greatest need are Foster, Homeless, English Learners, Long-Term English Learners, Students with Disabilities, Hispanic, African American, and Two or More Races.

To address the academic needs in English Language Arts and Mathematics for our highest-needs student groups, Goals 1, 2, and 3 focus on academic improvement through tiered interventions, the implementation of standards and mastery-based instruction, professional development, and mental health services.

To reduce chronic absenteeism among our highest-needs student groups, Goal 3 emphasizes improvement through counseling, mental health services, support, and fostering school connectedness. These actions align with the allowable uses of funds for small group learning, improving staff-to-student ratios, language development, and mental health support services.

Goal 7 actions will support access to and retention of high quality and diverse staff for students and maintenance of appropriate class size.

Reflections: Technical Assistance

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

AUSD remains eligible for Differentiated Assistance for our African-American, American Indian, English Learners, LTELs, Sociodisadvantaged, Students with Disabilities, Foster Youth and Homeless student groups. African-American students are in the red for ELA/Math and suspension rate; American Indian are in the red for ELA/Math, chronic absenteeism, and suspention rate; English Learners and LTELs are in the red for ELA/Math and chronic absenteeism; Sociodisadvantaged students are in the red for ELA/Math and suspension rate; Students with Disabilities are in the red for ELA/Math, suspension rate and the college and career indicator; Foster Youth are in the red for ELA/Math, chronic absenteeism, graduation and suspension rates; and Homeless students are in the red for chronic absenteeism, graduation and suspension rates and the college and career indicator.

The Contra Costa County Office of Education (CCCOE) provided valuable Differentiated Assistance to Antioch Unified School District through regularly scheduled meetings with district staff, offering ongoing guidance and support. CCCOE staff also delivered targeted training to all AUSD principals focused on data analysis of our English Learner performance, strengthening site-level capacity for data-driven decision-making. Throughout the year, CCCOE representatives actively participated in Educational Services meetings, contributing meaningful suggestions and sharing relevant resources. The tools, strategies, and frameworks grounded in change theory and action planning were highly beneficial and have been consistently utilized to inform and guide our continuous improvement efforts.

AUSD is in active partnership with Solution Tree to implement key findings from the 2023–2024 National Center for Urban School Transformation (NCUST) reports. As part of this work, the District has launched a systemwide focus on Professional Learning Communities (PLCs), with all teachers, site leaders, and district administrators participating in comprehensive PLC training. Each school has begun establishing its own Guiding Coalition, a leadership team tasked with implementing and sustaining the PLC process on campus. In addition, the District has formed a District Guiding Coalition to collaboratively examine and strengthen systems across all schools.

Principals are working to improve site-level systems by attending both the PLC and RTI/MTSS Institutes and participating in regularly scheduled K–12 Instructional Rounds to examine teaching and learning across AUSD. Solution Tree will continue to provide professional development during staff development days, as well as individual coaching support at select schools to deepen implementation. These efforts prioritize rigorous first-best instruction, equity, and inclusion, and are central to our commitment to student mastery and continuous improvement.

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.

2024 California Dashboard results identified the following CSI schools: Park Middle School and Prospects High School (Alternative)

Support for Identified Schools

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

The Antioch Unified School District (AUSD) analyzed both state and local data trends and decided to adopt a research-based, systems-level approach to address the needs of its Comprehensive Support and Improvement (CSI) schools. AUSD recognized that it is often not the programs themselves, but the structures for implementation and monitoring, that are the key indicators of a program's success. With this in mind, AUSD identified initiatives that would assist CSI schools in reviewing their existing practices and systems, ensuring they meet the unique needs of each school.

As part of their School Plan for Student Achievement (SPSA), CSI schools conducted an extensive needs assessment to identify specific challenges contributing to their CSI status. This process resulted in the development of targeted actions aimed at improving practices and increasing services in areas of identified need.

The SPSA goals at each school align with AUSD's broader goals outlined in its Local Control and Accountability Plan (LCAP) and its vision of Empowering Every Learner. This alignment enables both site-specific and district-wide resources to be allocated toward addressing these targeted needs. AUSD's LCAP includes actions focused on helping students master standards and providing tiered support systems to meet the academic needs of identified student groups. These initiatives include professional development on priority standards, proficiency scale creation, and effective instructional practices in literacy and mathematics, along with monitoring of a rigorous curriculum. Centralized support for Social-Emotional Learning (SEL), behavioral, and academic interventions is integrated into the CARE team process. Additionally, the LCAP allocates resources to support culturally responsive and resilience-building practices aimed at improving student engagement and school climate. These resources fund restorative practices at the school level, SEL curriculum, site-based counseling for mental health needs, and programs tied to career technical education, project-based learning, ethnic studies, and language development.

The Director of Program Support collaborates with school leaders to provide comprehensive support for the CSI program. This support includes identifying CSI schools, developing needs assessments and root cause analysis, and supporting the completion of the 2025 SPSA. As a result, each school site, in partnership with educational groups, conducted a needs assessment during the spring of 2025. These educational partner groups—comprising school site councils, teacher leadership teams, certified and classified staff, PTA, and ELAC—reviewed data from the California Dashboard (e.g., attendance, achievement, EL progress, suspensions, graduation rates) and other local data sources. The analysis revealed no resource inequities but did indicate that additional funding would enhance student achievement through the expansion of services. The needs assessment then guided the allocation of all available funding to support student success at each site, with each school updating their SPSA to outline strategies and metrics for improvement.

During the LCAP development process, AUSD staff and educational partners analyzed data to determine needs. Input from the LCAP and Parent Advisory groups helped pinpoint areas such as standards-based instruction, student achievement, engagement, school connectedness, college/career readiness, and facility needs. CSI funds are centrally allocated to support service contracts that address these areas.

The 2024 California Dashboard identified the following schools for CSI status:
Graduation Rate:
Prospects High School (Alternative): Red Level, 55% Graduation Rate.
Low Performing:
Park Middle School: Red Level, Chronic Absenteeism (36.9%), English Learner Progress (44.5%), ELA (81.8 points below standard), Math (127.6 points below standard).

A summary of the needs assessments highlights the need for more consistent and deliberate implementation of standards-aligned English Language Arts (ELA) and Mathematics strategies. Additionally, the use of evidence-based academic and social-emotional learning interventions through tiered support systems is essential for promoting student success. Both district and site-level initiatives address these critical areas.

School Site Programs and Activities:
Academic Intervention Programs: These programs are offered at each school site and include afterschool and embedded school-day opportunities focusing on math, reading, and credit recovery for students at risk of not meeting academic standards or graduating.

Standards-Based Grading and Performance Scales: The implementation of these systems will help track student progress.

Supplemental Instructional Materials: Schools will purchase materials to support Math and ELA instruction.

Software Licenses: Programs like Newsela, Renaissance Learning, and Nearpod will be licensed to support student learning.

Technology Purchases: Students will receive technology devices for digital learning and intervention software.

Curriculum Development & Instructional Pedagogy Training: Teachers will be given release time to attend professional development sessions and develop standards-based curriculum, including unit and lesson plans. Through the districts focus on establishing Professional Learning Communities (PLC) at each site, CSI resources are allocated to CSI sites in support of PLC and instructional coaching.

After-School Academic Tutoring: Targeted tutoring in Math, Reading, English Language Development, and a credit recovery program will be offered.

Social-Emotional Supports: Programs aimed at supporting students' social-emotional development will be implemented.

Restorative and Trauma-Informed Practices: Training for staff and students will promote a supportive, healing environment.

Counseling Services: Contracts for mindfulness training and mental health services to address behaviors linked to chronic absenteeism and suspensions.

Wellness Rooms: Designated spaces for student support and well-being.

This comprehensive approach ensures that both district and school-level efforts are aligned and focused on addressing the critical needs of CSI schools, improving student outcomes across all levels.

Monitoring and Evaluating Effectiveness

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

District administrators are actively involved in all training activities and play a key role in supporting CSI schools with the implementation of strategies aimed at improving and expanding student services. This includes providing direct support to CSI schools to enhance student outcomes and replicate successful practices, such as standards-based learning, Multi-Tiered Systems of Support (MTSS), and other site-specific actions.

Due to the ongoing engagement and direct support from district staff, the monitoring of implementation is continuous. District personnel regularly collaborate with site administrators through Professional Learning Communities (PLCs), where they review state and local data, with a particular focus on local data. PLCs serve as a platform for addressing program implementation, aligning practices, conducting action research through relevant book studies, and planning and evaluating programs. Regular data discussions take place throughout the school year, which include an analysis of local benchmark data to adjust goals and actions as necessary. School data teams meet consistently to review student achievement data and report their findings to the School Site Council and staff, ensuring the school plan for student achievement is adjusted as needed.

Various artifacts are reviewed to assess the level of implementation at each CSI school. These include site-developed MTSS frameworks for academics, student behavior, and social-emotional learning. Additionally, priority standards and student mastery of these standards are used to drive instruction, and goal-setting with students is closely monitored. Ongoing individual meetings between district and school leadership provide opportunities to discuss, measure, and monitor MTSS systems, including intervention planning for students.

AUSD has identified universal screeners for English, Math, and Social-Emotional Health, which are administered twice a year to track progress. Long-term effects will be assessed based on growth shown on the California Schools Dashboard.

Before finalizing the SPSA, district support staff review the various programs and strategies outlined by the schools in relation to the CSI grant award. They provide feedback on allowable costs and ensure that all programs align with the AUSD LCAP. Regular meetings are held between district staff and CSI school leaders to monitor the progress of program implementation. School leaders report on the effectiveness of these programs and outline upcoming adjustments based on their findings. All contracts and requisitions submitted by the schools are reviewed by district staff and must be approved by the Board of Education, as necessary. School leaders are also responsible for monitoring expenditures and generating financial reports. Progress monitoring involves collaboration with educational partners, including site leadership teams, school site councils, ELAC, and PTA/O.

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	Teachers participated in the LCAP Advisory Committee and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025.
School Administrators	School administrators shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD and during School Administrator Meetings on 1/13/2025, 2/27/2025, and 3/13/2025.
District Administrators	District administrators participated in the LCAP Advisory Committee, Parent Advisory Committee, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025. PAC meetings were held on 10/24/2024, 1/23/2025, 3/13/2025, and 5/13/2025.
Parents	Parents participated in the LCAP Advisory Committee, District English Learner Advisory Committee, Parent Advisory Committee, African American Parent Advisory, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025. DELAC meetings were held on 9/19/2024, 10/17/2024, 12/5/2024, 3/6/2025, and 5/8/2025. PAC meetings were held on 10/24/2024, 1/23/2025, 3/13/2025, and 5/13/2025. AAPAC metings were held on 9/19/2024, 12/5/2024, 3/6/2025, and 5/8/2025.

Educational Partner(s)	Process for Engagement
Students	Students participated in the LCAP Advisory Committee, Parent Advisory Committee, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025. PAC meetings were held on 10/24/2024, 1/23/2025, 3/13/2025, and 5/13/2025.
Community members	Community members participated in the LCAP Advisory Committee, Parent Advisory Committee, and African American Parent Advisory Committe, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025. PAC meetings were held on 10/24/2024, 1/23/2025, 3/13/2025, and 5/13/2025. AAPAC metings were held on 9/19/2024, 12/5/2024, 3/6/2025, and 5/8/2025.
Antioch Education Association	Members of the Antioch Education Association participated in the LCAP Advisory Committee and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025.
California School Employees Association	Members of the California School Employees Association participated in the LCAP Advisory Committee and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/27/2025 and 4/29/2025.
Educational Partners at Equity Multiplier Schools	District administrators and administrators from Equity Multiplier schools worked together with teachers, staff, and parents to identify the strategies and resources needed to improve student outcomes and attendance. LCAP meetings were held on 2/27/2025 and 4/29/2025.
Contra Costa County Special Education Local Plan Area	Special Education Administrators presented the LCAP to the Contra Costa Special Education Local Plan Area (SELPA) and 5/14/2025, and provided feedback to the special education department. In addition, the SELPA program specialist is assigned to collaborate with the special education department in developing the CIM plan, which aligns with the district's LCAP.

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

Educational partners of parents, students, staff, county and community members met regularly to analyze local indicators, identify the student groups that are not making progress or adequate progress towards closing the achievement gap; review implementation efforts and program/strategy effectiveness that can be seen in the LCAP annual update; and to recommend new goals and actions for the 2025-2026 LCAP focused on meeting the needs of our high needs student groups. The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP.

In the 2023-24 school year, every school in AUSD participated in an Equity Audit facilitated by the National Center for Urban School Transformation (NCUST). The Equity Audits included observations in every classroom, and focus groups held with teachers, parents, students, school and district administrators, district cabinet, and members of the Governing Board. The NCUST recommendations included the following:

Feedback and recommendations were solicited during the LCAP Advisory Committee, DELAC, PAC, and AAPAC meetings, and via a district-wide LCAP survey provided to all educational partners in AUSD. Our educational partners provided the following recommendations, in order of priority:

FEEDBACK FROM THE LCAP SURVEY

Goal 1: Standards Mastery-Based Learning
Mathematics instruction & supports
English/literacy instruction & supports
Supports for students with disabilities & Science instruction

Goal 2: Resilience Centered Practices
Social Emotional Learning
Nutritious school meals
Parent & community outreach

Goal 3: Culturally Responsive Practices
Classroom engagement strategies
College & career support services
Visual & performing arts

LCAP Survey Top Recommendations to Continue
K-12 sports
K-12 After School Programming
SEL/Mindfulness/Restorative Practices

LCAP Survey Top Recommendations to Stop Doing
Alternative means of suspension

Serving poor-quality food

LCAP Survey Top Recommendations to Start Doing
After-school tutoring at all schools
Increased trade programs/CTE programs
More opportunities for arts and music at all levels
Increased access to technology in classrooms

FEEDBACK FROM EDUCATIONAL PARTNERS

Goal 1: Standards Mastery-Based Learning
Foundational skills in ELA & Math in grades K-2 with built in intensive supports
Multi-Tiered System of Supports to include tutoring and shared with families
Get good and go deep with some things instead of trying to do it all at once
High performing students also need programs
Same priority standards and curriculum across all sites, with consideration to pace

Goal 2: Resilience Centered Practices
Student and staff safety (campus, cameras, bathrooms)
Mental health supports for students and families
Mindfulness coaching for anxiety and self-regulation
Anti-bullying, anti-hate, and anti-racism education
More tiered supports to address student behaviors
Support for undocumented students when accessing community services and college
Parent workshops on SEL, self-harm prevention, and support with students with disabilities, and more communication on medical and dental services
Make SARB process clear and restorative while tracking the reasons why students are chronically absent
Support services for unhoused and Foster students by connecting students and families with teachers, CARE Teams, and services early on
Teach and learn more about how behaviors manifest in others
More supports to address extreme behaviors in the general education and special education classrooms

Goal 3: Culturally Responsive Practices
Celebrations of cultures and diversity
Increase the visual and performing arts based on the interests of students and led by students
Increase bilingual services (translation devices and bilingual office staff)
Student voice and choice in the curriculum that is taught to reflect their interests and cultures
More CTE exposure for middle schoolers

Recommendations from our educational partners helped shape LCAP Goals 1, 2, 3, 4, and 7. These include refining the UFLI pacing guide and expanding ongoing professional development and coaching; providing targeted training in anticipation of the upcoming mathematics curriculum adoption; delivering differentiated professional development in special education for administrators, teachers, and paraprofessionals; enhancing parent outreach and access to resources through ParentSquare and the Community Schools model; increasing diversity and student voice in both the curriculum and visual and performing arts programs; and expanding Career Technical Education (CTE) offerings.

Consultation with Equity Multiplier School Partners:
Through district-wide surveys, participation in LCAP community meetings, district parent advisory committee meetings, and individual site needs assessments, education partners—including teachers, parents, administrators, and students—at equity multiplier schools provided valuable input on the specific needs and challenges faced by underserved student groups. Their feedback enabled the district to identify and prioritize needs related to access, opportunity, and closing achievement gaps.

Drawing on this input, the district worked witht he Equity Multiplier Schools to develope targeted strategies and allocate resources effectively. These strategies included professional development, expanded mental health services, enhanced instructional supports and staffing, and increased community outreach—aimed at improving access and outcomes for foster youth, socio-economically disadvantaged students, and English learners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Empower students to see themselves as scholars who can identify their learning targets and monitor their progress towards mastering grade-level standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Standards Mastery Based Learning is a critical component of AUSD's Vision of the Empowerment Wheel aimed at empowering every learner by cultivating equity and excellence. Standards mastery learning, resilience centered, and culturally relevant practices work interdependently to elevate student learning to the highest levels. Ultimately, AUSD aims to empower students to identify their learning targets and monitor their progress to foster a sense of ownership and accountability in their educational journey. By enabling students to recognize their goals and track their achievements, the district promotes self-motivation and resilience. This approach is designed to help students see themselves as capable scholars who can excel when instructional methods emphasize comprehension, rigor, and mastery of standards. The ultimate goal is to cultivate an environment where students are not only aware of their academic objectives but are also confident in their ability to reach and exceed them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Mathematics on CAASPP (4A)	Based on Distance from Standard (2023): All Students: -107.9 English Learners: -124.2 Foster Youth: -159.6 Homeless: -128.9 SED: -117.3	Based on Distance from Standard (2024): All Students: -108 English Learners: -127.5 Foster Youth: -177.4		Based on Distance from Standard (2026): All Students: -98 English Learners: -114 Foster Youth: -150 Homeless: -119	Year 1 Difference from Baseline: All Students: -0.1 English Learners: -3.3 Foster Youth: -17.8 Homeless: 12.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -178.3 African American: -136.9 Asian: -59.9 Filipino: -55.9 Hispanic: -110.1 Pacific Islander: -106.8 White: -86.5 Two or More Races: -104.4	Homeless: -116.8 SED: -118.4 Students with Disabilities: -180.3 African American: -134 Asian: -66.5 Filipino: -48.1 Hispanic: -111.5 Pacific Islander: -106.4 White: -86.1 Two or More Races: -97		SED: -107 Students with Disabilities: -168 African American: -127 Asian: -55 Filipino: -51 Hispanic: -100 Pacific Islander: -97 White: -81 Two or More Races: -95	SED: -1.1 Students with Disabilities: -2 African American: 2.9 Asian: -6.6 Filipino: 7.8 Hispanic: -1.4 Pacific Islander: 0.4 White: 0.4 Two or More Races: 7.4
1.2	ELA on CAASPP (4A)	Based on Distance from Standard (2023): All Students: -66.1 English Learners: -92 Foster Youth: -118.9 Homeless: -101.1 SED: -75.5 Students with Disabilities: -145.9 African American: -93.4 Asian: -25.1 Filipino: +3.6 Hispanic: -68.6 Pacific Islander: -77.3 White: -47.2 Two or More Races: -64.5	Based on Distance from Standard (2024): All Students: -68.4 English Learners: -97.4 Foster Youth: -130.4 Homeless: -92.7 SED: -77.5 Students with Disabilities: -148.2 African American: -93.4 Asian: -32 Filipino: -3.7 Hispanic: -70.7 Pacific Islander: -85.6 White: -44.5 Two or More Races: -59.4		Based on Distance from Standard (2026): All Students: -60 English Learners: -86 Foster Youth: -113 Homeless: -95 SED: -70 Students with Disabilities: -140 African American: -88 Asian: -21 Filipino: +8 Hispanic: -65 Pacific Islander: -73 White: -43 Two or More Races: -61	Year 1 Difference from Baseline: All Students: -2.3 English Learners: -5.4 Foster Youth: -11.5 Homeless: 8.4 SED: -2 Students with Disabilities: -2.3 African American: maintained Asian: -6.9 Filipino: -7.3 Hispanic: -2.1 Pacific Islander: -8.3 White: 2.7 Two or More Races: 5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	9th Grade Algebra 1 Pass Rate (8)	2022-2023 68.14%	2023-2024 44.90%		2025-2026 70%	Year 1 Difference from Baseline: -23.24%
1.4	English Learner (EL) Reclassification Rate (4F)	Based on Aeries data from 2022-23 school year, AUSD reclassified 249 students or 7.6% of EL's. No Dataquest data available	Based in Aeries data from 2023-24 school year, AUSD reclassified 218 students or 6.2% of EL's.		For the 2026-27 school year AUSD will reclassify 9% of all EL population students as measured by Aeries ELPAC summative data.	Year 1 Difference from Baseline: -31 students or -1.4%
1.5	English Learner Progress Towards English Language Proficiency (4E)	2023 (CA Dashboard) 13.95% of our EL students scored Level 4 (proficient) on the ELPAC. 44.9% are making progress toward English language proficiency, compared to 48.7% at the state level.	2024 (CA Dashboard) 14.56% of our EL students scored Level 4 (proficient) on the ELPAC. 41.1% are making progress toward English language proficiency, compared to 45.7% at the state level.		2026 (CA Dashboard) 15% of EL students will a Level 4 (proficient) on the ELPAC to 15% and 46% will make progress toward English language proficiency.	Year 1 Difference from Baseline: 0.61% of our EL students scored Level 4 (proficient) on the ELPAC. -3.8% are making progress toward English language proficiency, compared to -3% at the state level.
1.6	Student Access to Standards Aligned Instructional Materials and Instruction (1B, 2A, 2B)	Students have access to 100% of standard aligned materials and instruction, including program and services for English Learners to access the CCSS and ELD standards in 2023-2024.	Students have access to 100% of standard aligned materials and instruction, including program and services for English Learners to access the CCSS and ELD		Students have access to 100% of standard aligned materials aand instruction, including program and services for English Learners to access the CCSS and ELD	Year 1 Difference from Baseline: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards in Fall of 2024.		standards in 2026-2027.	
1.7	Science on CAST (4A)	Based on Percent Proficient (2023): All Students: 15.45% English Learners: 2.61% Foster Youth: 8.11% Homeless: 6.76% SED: 12.81% Students with Disabilities: 4.58% African American: 10.11% Asian: 29% Filipino: 30.41% Hispanic: 12.92% Pacific Islander: 4.44% White: 25.62% Two or More Races: 20.69%	Based on Percent Proficient (2024): All Students: 15.07% English Learners: 2.61% Foster Youth: 5.41% Homeless: 12.33% SED: 12.56% Students with Disabilities: 2.89% African American: 6.84% Asian: 25.49% Filipino: 32.53% Hispanic: 13.53% Pacific Islander: 16% White: 26.05% Two or More Races: 19.59%		Based on Percent Proficient (2026): All Students: 20% English Learners: 6% Foster Youth: 12% Homeless: 11% SED: 17% Students with Disabilities: 9% African American: 14% Asian: 33% Filipino: 34% Hispanic: 17% Pacific Islander: 8% White: 29% Two or More Races: 24%	Year 1 Difference from Baseline: All Students: -0.4% English Learners: 0.0% Foster Youth: -2.7% Homeless: 5.6% SED: -0.3% Students with Disabilities: -1.7% African American: -3.3% Asian: -3.5% Filipino: 2.1% Hispanic: 0.6% Pacific Islander: 11.6% White: 0.4% Two or More Races: -1.1%
1.8	ELA CAA Results (4A)	Based on Percent Proficient (2023): All Students:15.31% English Learners:15.79% Foster Youth: NS Homeless: NS SED: 20.59% African American: 25%	Based on Percent Proficient (2024): All Students:15.58 English Learners:18.18% Foster Youth: NS Homeless: NS SED: 20% African American: 21%		Based on Percent Proficient (2026): All Students:20% English Learners:21% Foster Youth: NS Homeless: NS SED: 26% African American: 30%	Year 1 Difference from Baseline: All Students: 0.3% English Learners: 2.4% Foster Youth: NS Homeless: NS SED: -0.6% African American: -4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Math CAA Results (4A)	Based on Percent Proficient (2023): All Students:2.15% English Learners:0.00% Foster Youth: NS Homeless: NS SED: 1.56% African American: 3.23%	Based on Percent Proficient (2024): All Students: 6.67% English Learners:9.09% Foster Youth: NS Homeless: NS SED: 7.41% African American: 10%		Based on Percent Proficient (2026): All Students: 7% English Learners:5% Foster Youth: NS Homeless: NS SED: 7% African American: 8%	Year 1 Difference from Baseline: All Students: 4.5% English Learners: 9.1% Foster Youth: NS Homeless: NS SED: 5.9% African American: 6.8%
1.10	Science CAA Results (4A)	Based on Percent Proficient (2023): All Students:15.98% English Learners:30.77% Foster Youth: NS Homeless: NS SED: 12.81% African American: 43.75%	Based on Percent Proficient (2024): All Students: 25% English Learners: NS Foster Youth: NS Homeless: NS SED: 27.27% African American: NS		Based on Percent Proficient (2026): All Students:39% English Learners:36% Foster Youth: NS Homeless: NS SED: 18% African American: 49%	Year 1 Difference from Baseline: All Students: 9.0% English Learners: NS Foster Youth: NS Homeless: NS SED: 14.5% African American: NS
1.11	SEIS Dashboard (3C)	The SEIS (Special Education Information System) is a live database the district utilizes to stay in compliance with Individual Education Plans. The current data (Spring 2024) and out of compliance student IEP's are: Annual Reviews (67 students)	The SEIS Data (Winter 2024) Annual Reviews (50 students) Re-Evaluations (45 students) Initial Evaluation (4 students) Unaffirmed IEP's (78 students) Unaffirmed Amendments (77 students)		The SEIS (Special Education Information System) is a live database the district utilizes to stay in compliance with Individual Education Plans. The Spring 2027 data and out of compliance student IEP's will all be at Zero.	Year 1 Difference from Baseline: Annual Reviews (-17 students) Re-Evaluations (+12 students) Initial Evaluation (+1 students) Unaffirmed IEP's (-36 students) Unaffirmed Amendments (-18 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Re-evaluations (33 students) Initial Evaluations (3 students) Unaffirmed IEP's (114) Unaffirmed Amendments (95)			Annual Reviews (0 students) Re-evaluations (0 students) Initial Evaluations (0 students) Unaffirmed IEP's (0) Unaffirmed Amendments (0)	
1.12	Professional Development Teacher Engagement - Literacy	2023-2024 70% of elementary (TK - 5/6) teachers participated in Professional Development regarding Reading Comprehension (Word Reading & Listening Comprehension)	2024-2025 80% of elementary (TK - 5/6) teachers participated in Professional Development regarding Reading Comprehension (Word Reading & Listening Comprehension)		2026-2027 100% of elementary (TK-5/6) teachers will complete ongoing professional development in reading comprehension..	Year 1 Difference from Baseline: 10% increase in participation for Literacy Professional Development
1.13	Administrator Instructional Rounds K - 12	2023-2024 75% of site administrators participated in 5 instructional rounds.	2024-2025 100% of site administrators participated in 5 instructional rounds.		2026-2027 100% of site administrators will participate in 5 instructional rounds.	Year 1 Difference from Baseline: 25% of site administrators participated in 5 instructional rounds.
1.14	Administrator Classroom Walkthroughs	A walkthrough tool has been developed and 25% of site administrators will begin using it in the first	100% of site administrators are using the walk-through tool in the first quarter of the		2026-2027 100% of site administrators will utilize the district walkthrough tool a	Year 1 Difference from Baseline: 75% of site administrators are using the walk-through tool in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		quarter of the 2024-2025 school year.	2024-2025 school year.		minimum of twice a week.	first quarter of the 2024-2025 school year.
1.15	Teacher Instructional Rounds K-12	2023-2024 20% of all teachers have engaged in informal instructional rounds on their own school sites.	This practice has not been established at this time. However, this is a topic we intend to further investigate.		2026-2027 75% of teachers will engage in a minimum of two instructional rounds per school year with formalized walk-through tools.	Year 1 Difference from Baseline: -20% of all teachers have engaged in informal instructional rounds on their own school sites.
1.16	Professional Development Teacher Engagement - Math	10% of all 3rd - 5th teachers and 6th - 12th grade math teachers who participated in an introductory professional development regarding the New Math Framework will implement a key shift in their lesson design and instruction within the first quarter of the 2024-2025 schoolyear.	5% of all 3rd - 5th teachers and 10% of all 6th - 12th grade math teachers who participated in an introductory professional development regarding the New Math Framework implemented a key shift in their lesson design and instruction in the 2024-2025 schoolyear.		2026-2027 75% of 3rd-5th grade teachers and 6th-12th grade math teachers will embed key shifts in their math lessons and instruction aligned to the 2023 Math Framework as measured by administrator walk through data.	Year 1 Difference from Baseline: -5% of all 3rd-5th grade teachers reported a key shift in their lesson design and activities and 6th-12th grade math teachers maintained the same implementation level of a key shift in their lesson design.
1.17	Professional Development Teacher Engagement - Science	2/15 (13%) elementary school sites participated in 1 professional development activities related to NGSS and	3/15 (20%) elementary school sites participated in 1 professional development activities related to		15/15 (100%) elementary school sites will participate in no less than 2 professional	Year 1 Difference from Baseline: 7% increase in elementary school sites that participated in 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		science instruction in 2023-2024.	NGSS and science instruction in 2024-2025.		development activities related to NGSS and science instruction in 2026.	professional development activities related to NGSS and science instruction.
1.18	Long Term English Learner (LTEL) ELPAC Data (4E)	Based on 2022-23 ELPAC LTEL Data 37% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: 19.80% Level 3: 36.42% Level 2: 30.05% Level 1: 13.73%	Based on 2023-24 ELPAC LTEL Data 36% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: 13.18% Level 3: 31.09% Level 2: 35.82% Level 1: 19.91%		Based on 2025-26 ELPAC LTEL Data 35% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: 25% Level 3: 37% Level 2: 28% Level 1: 10%	Year 1 Difference from Baseline: -1% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: -6.6% Level 3: -5.3% Level 2: 5.8% Level 1: 6.2%
1.19	Student Progress Self-Monitoring	2023-2024 It is unknown how many students are engaged in monitoring their progress towards standards mastery.	3 elementary school sites and one middle school site is engaged in developing tools to engage students in tracking their progress towards mastery on local common assessments.		2026-2027 Develop and use a system to track the percentage of students engaged in monitoring their progress towards standards mastery.	Year 1 Difference from Baseline: 3 elementary school sites and one middle school site is engaged in developing tools to engage students in tracking their progress towards mastery on local common assessments.

Goal Analysis [2024-25]

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

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

1.1 Mathematics: Partially Implemented. Overall, the implementation of the math improvement goal aligned with the original plan. 5% of all 3rd-5th grade teachers have attended Building Thinking Classrooms training and have reported a key shift in their lesson design and activities.10% of all 6th-12th grade math teachers have implemented a key shift in their lesson design from attending the Learning Accelerated Leadership training which is aligned to the new math framework. Both Elementary and Secondary Math Leadership Team are studying and training on the key shifts in the CA Math Framework 2023.With facilitation from the STEAM Coordinator and the part-time elementary math coach, work began on aligning instruction to the 2023 Math Framework starting the Math Leadership Network, and professional development on curriculum and instructional practices increased. The Summer Bridge Program for incoming 9th graders was implemented as planned, with 170 students participating. Some components, such as instructional rounds and coaching to support differentiation, were initiated but require further development. Notable progress included the use of priority standards to guide lesson planning, student use of proficiency scales to monitor progress in some classrooms, the development of site-based common assessments in some sites, and a 6% increase in iReady math scores at both the elementary and middle school levels.

1.2 Literacy: At the elementary level, 80% sites have participated in foundational reading professional development. 2024-2025 was an implementation year for K - 2 foundational reading instruction; 100% of K - 2 teachers have implemented this program at varying degrees. 3 - 5 grade teachers have begun their work on understanding foundational reading as it applies to their grade levels. Scheduled districtwide walk throughs were conducted with one focus being on foundational reading; Reading Teachers were trained throughout the year to begin to provide support and continuous learning opportunities to staff at their sites. Notable progress is being shown in our Diagnostic 3 reading the growth of our youngest learners.

1.3 Science: The Secondary science network convened quarterly this year and supported the planning and collaboration regarding the use of CAST interim assessments, common labs, and professional development needs. AVID Science was utilized in the summer program with middle school students. Elementary science leaders did convene three times this year to discuss pacing, ensuring science is included in the schoolwide schedules and professional development needs. In addition, the Dual Immersion program invested in both Spanish science materials and professional development specific to the use of science in the program TK-5th grade. Challenges continue to be lack of time for effective planning and support for science at the elementary level due to literacy implementation efforts.

1.4 Professional Development: District wide professional development was fully implemented with district provided workshops, keynote sessions, and coaching for administrators on the PLC processes and with specific intention to antiracism educational practices. Regular K-12 walkthroughs were performed with a standardized tool and district level PLC processes and protocols were utilized to support areas of need that trended and to identify potential future training and support needed. Administrator and teacher level surveys rated the professional development an overall 9 out of 10 in all areas.

1.5 English Learner Program is implemented with ongoing improvements to tailored support for students (agency meetings implemented), including newcomers and dually identified student support through technology help. Increased and strategic professional development for teachers and administrators delivered. Revision of the EL/MLL Strategic Plan to reinforce and revitalize monitoring of students and all programmatic offerings. Some challenges occurred with new and long-term sub assignments in core ELD level 1 courses as well as temporary absenteeism rates increase due to threat of ice raids.

1.6 Long Term English Learner Support is implemented with ongoing improvements focusing on strengths and specific needs of the students including summer intervention sessions, after school interventions, and agency meetings with students and their parents. Translated core curriculum for secondary content made available and technology devices as needed.

1.7 Special Education: Partially implemented because we have begun using Solution Tree for RTI which supports the MTSS process, all of our administrators have been trained. This training is supporting data collection, processes for next steps that will support students and interventions including academic and behavioral. The school site administrators will continue to review and discuss throughout the year at PLC (principal Learning committee) meetings. Progress will continue to be monitored as we enter the upcoming school year.

1.8 Opportunity Alternative Program: he Opportunity Program was partially implemented during the 2024–2025 school year. This year, we were unable to hire a second full-time teacher as planned. As a result, the classroom operated with a rotation of substitute teachers, which impacted the consistency of instruction and limited both curriculum development and student enrollment. Despite these challenges, we successfully piloted the JourneyDo curriculum with participating students. Initial feedback and outcomes were promising, and we plan to expand its use in the upcoming school year to provide a more comprehensive and engaging program experience.

All core content areas identified in this goal (math literacy, and science) made significant progress on each identified action. The addition of two Educational Services coordinators whose entire focus is on supporting these content areas with professional development, collaboration experiences and providing strategies, resources and tools for teachers in grades TK-12 have assisted with the improvement of differentiated and targeted lessons that are culturally responsive and highly engaging for students. Additionally all site and district administrators participated in regular classroom walk throughs and utilized the recently developed walk through tool. Regarding English Learner Progress Towards English Language Proficiency (4E) revision of the MLL Master Plan was completed to coincide with LCAP revisions with a quarterly assessment rubric for site and district analysis of all goals. EL designated support has been provided to certificated staff focusing on EL level 1 and 2 teachers, SDC EL teachers, first year teachers, and content area teachers with adopted curriculum support. PD has been provided to administrators and certificated staff on ALT ELPAC and reclassification requirements along with support strategies for LTELS and all EL students. Challenges exist around long-term subs and novice teachers being assigned to EL designated classes.

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

1.2 Literacy: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise to correct $1,707,609.00 in staffing cost originally assigned to goal 1.2 transferred to school site district use code to align with Proposition 28 statute

1.3 Science: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from .5FTE of administrative position originally funded by Prop 28 transferred to Goal 1.3 LCFF to correct Proposition 28 requirement not to exceeded 1% of funds use on administrative costs.

1.5 English Learner Program: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from 2024 FPM finding that unallowable Title III expenditures from 22/23 & 23/24 required reimbursement to Title III from Title I. Expenditures were moved to Title I resulting in actuals over planned expenditures. Planned expenditure for instructional assistants in goal 5.1 were charged to 1.5 to align with use of LREBG funds.

1.7 Special Education: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from 2023.2024 carryover funds contributed in 2024.2025 in the amount of $2,700,000.00 for increased special education services.

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

Overall, the specific actions for Goal 1 were effective and have made progress towards meeting the goal. Because the focus of the work in core content areas was teacher-focused this year, we did not engage teachers or students explicitly in the process of having students self-monitor progress on standards as we had intended. Although we are seeing some teachers begin this work with their students, it's not with fidelity or district-wide at this point in time. This will be a focus for the 2025-2026 school year in math and science with the support of the STEAM coordinator. Regarding English Learner Progress Towards English Language Proficiency (4E), effectiveness has been stagnant with an increase in newcomers and level 1 increases across all grade levels. Continued and expanded professional development on secondary curriculum SAAVAS as well as implementation of Ellevation EL data management system for 25-26 should increase the ability to monitor and make timely modifications to services.

1.1 Mathematics: Ineffective based on a 0.1 point decrease in Math on the CAASPP, a 23.24% decrease in Algebra 1 pass rate, and a 2% decrease on the iReady Diagnostic 2 assessment in Math. Walkthroughs were conducted but did not provide specific data on Math. The focus for 24-25 was entirely on educators this year with Building Thinking Classrooms training, the development of the elementary math network, and professional development opportunities aligned to the 2023 Math Framework. Data analysis for actionable next steps and the development of common assessments at the elementary level are in the beginning stages. In addition, there was little to no focus on engaging students formally in their own progress monitoring.

1.2 Literacy: Partially effective based on a 2% increase on the iReady Diagnostic 2 assessment in Reading and a 2.3 point decrease in ELA on the CAASPP. Walkthroughs were conducted but did not provide specific data on ELA. With the support of a Literacy Coordinator, the focus on foundational reading knowledge and instruction has become clear, especially at the elementary level. In K -2 classrooms, phonemic awareness and phonics are a priority. We have embarked on work with our 3 - 5 grade levels to have a full understanding of foundational reading and best instructional strategies. Data analysis for actionable next steps and the beginning development of common assessments at the elementary level will be a focus for next year. In addition, there was little to no focus on engaging students formally in their own progress monitoring.

1.3 Science: Not yet effective based on a 0.4% decrease in the CAST test. Walkthroughs were conducted but did not provide specific data on Science. With the support of the STEAM Coordinator, the focus on science instruction has become clearer, especially at the secondary level. We continue to struggle with finding a meaningful way to make science a priority in planning at the elementary level. As are result, we are only partially implementing at this time.

1.4 Professional Development: Not yet effective based on a 0.1 point decrease in Math on the CAASPP, a 2.3 point decrease in ELA on the CAASPP, a 0.4% decrease in the CAST test, a 2% decrease on the iReady Diagnostic 2 assessment in Math, and a 2% increase on the iReady Diagnostic 2 assessment in Reading. All planned professional development activities were fully executed with positive feedback and high ratings on all surveys.

1.5 English Learner Program: Ineffective based on a 0.61% of our EL students scored Level 4 (proficient) on the ELPAC. -3.8% made progress toward English language proficiency, compared to -3% at the state level, a decrease of 31 students or -1.4% reclassified as English proficient, a 5.4 point decrease in ELA on the CAASPP, and a 1% decrease in Reading on the iReady Diagnostic 2. Because of this, areas were targeted in the 2024-2025 school year. ELD standards were printed and posted in all classes, reinforcing the roadmap and expectations for all stakeholders. Increased professional development with the curriculum and increased 1:1 PD for new teachers was requested. Fidelity to the curriculum and ensuring full designated minutes occur is still an ongoing need.

1.6 Long Term English Learner Support: Not yet effective based on 25% of our English Learners are LTELs. More effort was made for students to be able to access the curriculum with support from translated text in math, history, and science. iPad translation devices are showing increased engagement with the curriculum for students.

1.7 Special Education: Partially effective based on an overall reducation in non-compliant IEPs (Annual Reviews (-17 students), Re-Evaluations (+12 students), Initial Evaluation (+1 students), Unaffirmed IEP's (-36 students), and Unaffirmed Amendments (-18 students); a 1.3% increase on the ELA CAA, 4.5% increase on the Math CAA, a 9% increase on the Science CAA, a 2 point decrease in Math and 2.3 point decrease in ELA on the CAASPP; and a 1.7% decrease on the CAST. The goal is to support general education and special education strategies that are effective in the classroom. The Behavior task force continues to meet to support across all settings and implement tiered supports. (academic, behavioral, social/emotional).

1.8 Opportunity Alternative Program: Partially effective based on the full time behavioral counselor has been effective by working with students in the program to redirect them when they are upset. The part time site safety has been effective in dealing with student behaviors.

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.

1.1 Mathematics: There will be an increased focus on teacher professional development and teacher collaboration time in mathematics to prepare for the K-12 math adoption that we will be engaging in the 2025-2026 school year.

1.2 Literacy: There will be a significant increase in professional development in writing instruction.

1.4 Professional Development We have modified our coaching structure for administrators to ensure that we can provide coaching to all identified sites even with a planned reduction in budget. In addition, we will have an increase in math professional development in preparation for the upcoming adoption. As a result of budget cuts, we are eliminating content specific networks in 2025-2026.

1.5 English Learner Program: There will be a change to significantly increase professional development and teacher and administrator support and oversight to monitor master schedules, ELD designated instructional time, as well as bilingual aide schedules. Use of the newly adopted ELLevation software to monitor students' progress is also planned.

1.7 Special Education: The District special education administration team, the SELPA program specialist, and CDE will work more intensively together to focus on targeted goals and actions based on student needs and to provide professional development for administrators, teachers, and paraprofessionals.

LREBG: Action 1.5 has been revised to include LREBG funding in order to provide academic support to English Learners through staff to student ratios and small group support.
LREBG funds supporting this action: $ 708,838.00 per year through June 30, 2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Mathematics	• Improve Mathematics instruction through focused curriculum, effective and engaging instruction, and professional development. • increase focus on teacher professional development and teacher collaboration time in mathematics to prepare for the K-12 math adoption. • Provide diverse resources and training for administrators and teachers to enhance students' procedural skills and conceptual understanding. • Ensure lessons prioritize understanding and mastery for improved student learning outcomes. • Employ targeted questioning and task assignments to challenge students with rigorous objectives. • Continuously adapt teaching to ensure all students progress visibly towards mastery. • Facilitate student articulation of understanding, goal-setting, and progress tracking. • Support data analysis and needs prioritization with a focus on marginalized student groups.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Implement instructional rounds and coaching to support differentiation based on student data. • Assist teachers in aligning lessons with priority standards and the 2023 Math Framework. • Offer a Summer Bridge Program to prepare 8th graders for high school Algebra courses. • Develop site-based math assessments aligned with priority standards. • Engage students in monitoring their progress towards standards mastery. • Support teachers in implementing standards mastery-based learning through regular observations.		
1.2	Literacy	• Increase reading and writing proficiency aligned with grade-level standards through goal setting, resources, and proven strategies. • Provide comprehensive literacy support: staffing, resources, materials, and training. • Provide professional development in writing instruction. • Ensure lessons prioritize understanding and mastery for improved student learning outcomes. • Employ targeted questioning and task assignments to challenge students with rigorous objectives. • Continuously adapt teaching to ensure all students progress visibly towards mastery. • Facilitate student articulation of understanding, goal-setting, and progress tracking. • Engage students in monitoring their progress towards standards mastery. • Offer reading intervention for elementary students below grade level. • Prioritize the needs of specific student groups (African American, socioeconomically disadvantaged, English Learners, Foster Youth, and Homeless students) through data analysis. • Implement instructional coaching for differentiated teaching based on student data.	$7,662,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Sustain elementary leadership Professional Learning Communities (PLCs) for literacy development and tiered support systems, aiming for fluency by first grade.		
1.3	Science	• Enhance Science instruction through focused practices and resources. • Provide diverse resources, materials, and training to enhance student mastery of grade-level and course-specific Next Generation Science Standards. • Assist elementary teacher leaders and site administration in prioritizing science instruction within daily schedules. • Aid teachers in developing NGSS-aligned lessons with phenomena-based lab activities. • Introduce AVID Science programming in middle school summer school sessions. • Assist secondary sites in creating common pacing guides and assessments for content-specific science courses. • Engage students in monitoring their progress towards standards mastery.	$258,161.00	Yes
1.4	Professional Development	• Align professional development with the District's Vision. • Provide professional development on Professional Learning Communities (PLCs) for all teachers, and site and district administrators, with clear implementation outcomes and expectations. • Ensure ongoing professional development and collaboration time for K-12 teachers and administrators to ensure fidelity in implementing PLCs, including: Deconstructing standards and prioritizing learning on guaranteed standards to achieve student mastery; developing units, lessons, and common assessments aligned to the identified guaranteed standards; and using common assessment data during PLC meetings to drive instructional adjustments and tiered responses to students.	$1,993,444.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Dedicate time for practice, collaboration, observations, and feedback opportunities focused on rigor and standards mastery by utilizing a district-wide walkthrough tool focused on highly effective teaching practices. • Recognize and celebrate progress and achievements. • Focus professional development on improving student achievement for student groups in the red or orange ranges on the California Dashboard. • Provide adequate staffing for professional development facilitation. • Conduct three days of district-sponsored staff development aligned with an annual needs assessment. • Modify the coaching structure for administrators to ensure that we can provide coaching to all identified sites despite a planned reduction in budget. In addition, we will have an increase in math professional development in preparation for the upcoming adoption. As a result of budget cuts, we are eliminating content-specific networks in 2025-2026.		
1.5	English Learner Program	• Employ additional staff to support EL progress. • Offer stipends for Lead EL teachers for progress monitoring, program implementation, and staff development on ELD standards. • Provide tailored support for diverse ELs (LTELS, RFEPs, ELs in Special Education, Newcomer ELs) focusing on strengths and specific needs. • Implement ongoing professional learning for educators and administrators on best practices for designated and integrated ELD for ELs to expand to certificated, classified, administrators, and counselors. • Facilitate collaboration and professional development for special education to aid ELs with disabilities. • Fully implement the ELD program as outlined in the Master Plan for English Learner Success with trimester evaluations. • Utilized iPad translation devices for ELD level 1 students in grades 3-12, and sight word vocabulary builder devices for grades K-2 ELD classrooms were provided.	$1,206,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Embed agency meetings for intermediate, middle, and high school students to increase knowledge of reclassification goals. • Implement programs to assist with EL program management, progress monitoring, real-time student data, curriculum, lesson delivery adjustments, and reclassification. LREBG: Instructional aid staff in the classroom to provide access to small group support. Reasearch suggests adding support staff and implementing targeted interventions can significantly improve both English and Math performance for English learners. English Language Arts/Literacy and Mathemetics CAASPP results for English Learner students will used as the metric for effectiveness. LREBG funds supporting this action: $ 708,838.00 per year through June 30, 2026.		
1.6	Long Term English Learner Support	Provide tailored support for diverse ELs / LTELS, focusing on strengths and specific needs of the students including summer intervention sessions, after school interventions, and agency meetings with students and their parents.	$0.00	No
1.7	Special Education Services	• The District special education administration team, the SELPA program specialist, and CDE will work more intensively together to focus on targeted goals and actions based on student needs and to provide professional development for administrators, teachers, and paraprofessionals. • Maintain optimal class sizes tailored to students' diverse learning needs. • Foster inclusive environments for students with disabilities to enhance their social, emotional, and academic growth. • Recruit and retain specialized support staff in Special Education to ensure a safe and supportive learning environment and provide tailored instructional assistance. • Continuously provide evidence-based instructional materials and strategies aligned with students' Individualized Education Programs (IEPs) or individual transition plans.	$11,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement targeted programs to accelerate learning for students below grade level and enhance college or career readiness for students with disabilities. • Offer evidence-based professional development to equip staff in effectively implementing IEPs and supporting individual student needs. • Collaborate with schools on Multi-Tiered Systems of Support (MTSS) to address holistic student needs and intervene early for improved outcomes.		
1.8	Opportunity Alternative Program	• Provide a temporary, alternative placement for at-risk students needing specialized academic and behavioral supports • Hire and retain a middle school and a high school teacher to maximize student access to the program and a dedicated counselor to provide counseling services.	$422,886.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote environments prioritizing emotional well-being, resilience, and holistic development for students, staff, and the broader school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Resilience centered practices are a critical component of AUSD's Vision of the Empowerment Wheel aimed at empowering every learner by cultivating equity and excellence. Standards mastery learning, resilience centered, and culturally relevant practices work interdependently to elevate student learning to the highest levels. AUSD has established this goal to promote environments that prioritize emotional well-being, resilience, and holistic development for students, staff, and the broader community in response to data indicating persistently high levels of chronic absenteeism and suspension rates. This initiative recognizes the critical need for resilience-centered practices to address underlying issues affecting attendance and behavior, aiming to create a supportive and nurturing educational environment that fosters overall well-being and success for all members of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism (5B)	2022-2023 (CA Dashboard) All Students: 37% Asian: 20.3% Filipino: 20.5% Foster Youth: 39.5% Two or More Races: 42.7% African American: 45.6% English Learners: 29.8%	2023-2024 (CA Dashboard) All Students: 34.5% Asian: 17.3% Filipino: 21.4% Foster Youth: 29.2% Two or More Races: 40.5% African American: 27.3%		2026 (CA Dashboard) All Students: 25% Asian: 17% Filipino: 17% Foster Youth: 35% Two or More Races: 38% African American: 41% English Learners: 26%	Year 1 Difference from Baseline: All Students: -2.5% Asian: -3.0% Filipino: 0.9% Foster Youth: -10.3% Two or More Races: -2.2% African American: -18.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 35.3% Socioeconomically Disadvantaged: 39.9% Students with Disabilities: 45.1% White: 35.1%	English Learners: 20.5% Hispanic: 20.7% Socioeconomically Disadvantaged: 21.3% Students with Disabilities: 29.2% White: 19.2%		Hispanic: 31% Socioeconomically Disadvantaged: 36% Students with Disabilities: 41% White: 31%	English Learners: -9.3% Hispanic: -14.6% Socioeconomically Disadvantaged: -18.6% Students with Disabilities: -15.9% White: -15.9%
2.2	Suspension Rate (6A)	2022-2023 (CA Dashboard) All Students: 7.6% African American: 15% American Indian: 10.3% Foster Youth: 19.5% Two or More Races: 8.6% Students with Disabilities 11.4% Hispanic: 5.5% Homeless: 9.7% Socioeconomically Disadvantaged: 8.4% English Learners: 4.9% White: 5%	2023-2024 (CA Dashboard) All Students: 7.3% African American: 15.2% American Indian: 13% Foster Youth: 19.7% Two or More Races: 8.3% Students with Disabilities 12.3% Hispanic: 5% Homeless: 11.4% Socioeconomically Disadvantaged: 8.5% English Learners: 4.7% White: 4.4%		2026 (CA Dashboard) All Students: 6% African American: 12% American Indian: 7% Foster Youth: 16% Two or More Races: 6% Students with Disabilities: 9% Hispanic: 4% Homeless: 9.7% Socioeconomically Disadvantaged: 7% English Learners: 4% White: 4%	Year 1 Difference from Baseline: All Students: -0.3% African American: 0.2% American Indian: 2.7% Foster Youth: 0.2% Two or More Races: -0.3% Students with Disabilities 11.4%: 0.0% Hispanic: -0.5% Homeless: 1.7% Socioeconomically Disadvantaged: 0.1% English Learners: -0.2% White: -0.6%
2.3	Attendance Rate (5A)	2023-2024 (Aeries Analytics) Grades TK - 3: 90.66% Grades 4 - 6: 91.77%	2024-2025 (Aeries Analytics) Grades TK-3: 91.78%		2027 (Aeries Analytics) Grades TK - 3 91.5%	Year 1 Difference from Baseline: Grades TK - 3: 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 7 - 8: 90.61% Grades 9 - 12: 85.40% Students with Disabilities: 86.63%	Grades 4-6: 92.79% Grades 7-8: 93.14% Grades 9-12: 92.48% Students with Disabilities: 88.50%		Grades 4 - 6 93% Grades 7 - 8 92% Grades 9 - 12 88% Students with Disabilities 89%	Grades 4 - 6: 1.0% Grades 7 - 8: 2.5% Grades 9 - 12: 7.1% Students with Disabilities: 1.9%
2.4	Student Connection to School (6C)	2022-23 CA Healthy Kids Survey: Reports students selecting "Strongly Agree" with feeling connected to school to the following: 7th grade 44%, 9th grade 45%, and 11th grade 46%.	2023-24 CA Healthy Kids Survey: Reports students selecting "Strongly Agree" with feeling connected to school to the following: 7th grade 47%, 9th grade 37%, and 11th grade 38%.		For the 2026-2027 school year CA Healthy Kids Survey: Reports of students selecting “Strongly Agree” with feeling connected to school will increase to 55% for all secondary students.	Year 1 Difference from Baseline: Reports students selecting "Strongly Agree" with feeling connected to school to the following: 7th grade +3%, 9th grade -8%, and 11th grade -8%.
2.5	Expulsion Rate (6B)	AUSD had 3 expulsions through January of the 23-24 school year.	AUSD has had 0 expulsions through January of the 24-25 school year		AUSD to have no more than one expulsion in the 2026-2027 school year.	Year 1 Difference from Baseline: -3 expulsions through January 2025
2.6	Parent Participation (3A, 3B, 3C)	Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging, and surveys, with an emphasis on parental participation in	Parent participation and attendance at DELAC meetings for 2024-25 year range from 24-39 parents at each meeting; attendance at		Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging, and surveys, with	Year 1 Difference from Baseline: Parent participation and attendance at DELAC meetings for 2024-25 was +1 to +10; attendance at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs of low income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2023-24 school year range from 23-29 parents at each meeting; attendance at AAPAC ranges from 27-40 parents, and at PAC ranges from 43-120.	AAPAC ranges from 6- 28 parents, and at PAC ranges from 35-135.		an emphasis on parental participation in programs of low-income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2026-27 schol year to range from 25-30 parents at each meeting; attendance at AAPAC to range from30-40 parents, and at PAC to range from 45-145.	AAPAC was from -21 to -2; and attendance at PAC was from -8 to +15.
2.7	Wellness Room Implementation	2023-2024 7,378 wellness room interventions were recorded.	2024-2025 7,770 wellness room interventions were recorded.		2026-2027 9,000 wellness room interventions will be recorded.	Year 1 Difference from Baseline: 392 wellness room interventions
2.8	Alternative to Suspension - Comparison Data	2023-2024 1 Site Pilot Program resulted in 90% of participants successfully completing the ATS program and 10% of participants reoffending.	2024-2025 13 schools implemented the ATS program resulted in 90% of participants successfully completing the ATS program and		2026-2027 7 secondary sites will utilize an alternative to the suspension program with 95% of participants successfully completing the	Year 1 Difference from Baseline: 12 sites

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10% of participants reoffending.		ATS program and 5% of participants reoffending.	
2.9	Restorative Circle Implementation and Stakeholder Feedback	1346 RPF Interventions 341 Restorative/Peer Interventions 152 Conflict Mediation/Peers 263 RJ Circles Satisfaction Level out of 5 Admin 4.31 Students 4.67 Parent/Support 4.8 Staff 4.56	2296 RPF Interventions 112 Restorative/Peer Interventions 123 Conflict Mediation/Peers 441 RJ Circles Satisfaction Level out of 5 Admin 4.78 Students 4.41 Parent/Support 4.55 Staff 4.2		Increase the RPF interventions by 10% by 2026-2027. Maintain stakeholder satisfaction levels above a 4.5 out of 5.	Year 1 Difference from Baseline: 56% for RJ circles 36% for other restorative interventions

Goal Analysis [2024-25]

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

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

Regarding Parent Participation (3A, 3B, 3C) we have worked to ensure all parent meetings are advertised on all reader boards, school websites, and multi auto-dialer attempts occur for all families. District wide outreach occured to notify all parent community and multiple surveys were conducted to obtain feedback on school services and programs through the community needs assessment which helps to guide the community school's model.

2.1 Social-Emotional Learning (SEL)Initiatives: The social-emotional learning initiatives have been partially implemented. We have implemented the second step program in our elementary schools. Most schools are at different levels of implementation due to staffing changes and finding a spot in the day for the counselor to teach the program.

2.2 Community Building Initiatives and Resources: Community Building Initiatives and Resources has been partially implemented, with notable progress in restorative practices, student safety initiatives, and community engagement, while other areas remain in development or require further scaling for districtwide impact.

One of the most successful aspects has been the expansion of restorative practices. Restorative interventions increased by 39%, and restorative circles by 59%, reflecting strong staff engagement and uptake. The district now has a fully staffed team of Restorative Practice Facilitators, who are actively training both certificated and classified staff in community-building practices. A centralized TOSA has built a Professional Learning Community (PLC) for facilitators, supporting continuous improvement through shared best practices and data monitoring. These efforts have contributed to a noticeable reduction in suspensions at several school sites and recently led to the district receiving a $1 million grant from the Office of Probation in recognition of Antioch’s robust and model program.

The Alternative to Suspension (ATS) Program has also expanded. While not yet fully implemented at all secondary and upper elementary schools, pilot sites have shown strong outcomes in student re-engagement and behavioral transformation. These successes are encouraging further adoption across the district.

Implementation of the Sandy Hook Promise Foundation (SHPF) initiatives has made significant strides. All secondary administrators have been trained, and full student training was completed by the end of January. The Say Something Anonymous Reporting System is now fully functional at all secondary sites, providing a meaningful avenue for students to report concerns and improving early intervention capabilities.

Efforts to improve communication and outreach have led to major advancements. The Thrillshare communication system now enables streamlined messaging through text, voice, and email. District websites have been redesigned, and student connectivity has improved with the rollout of Microsoft Teams chat and Outlook email accounts. These enhancements support better information flow and family engagement.

Athletics and wellness initiatives have also grown, thanks to the centralized Assistant Director of Athletics and Community Engagement. Physical fitness opportunities have expanded at both the elementary and middle school levels, including during and after school. Programs such as the Girls Empowerment Project, Boys in Action, and the Kings Conference have fostered community connection, student leadership, and social-emotional development. Parent feedback on these offerings has been overwhelmingly positive.

Despite these successes, some areas remain underdeveloped. Full implementation of community-building structures like peer mentoring, cross-grade collaborations, and consistent student leadership opportunities is inconsistent across sites. Similarly, while the Community Schools strategy has engaged some community and business partners, there is room to grow more comprehensive wraparound services in partnership with county agencies. Likewise, the district’s efforts to reduce chronic absenteeism are underway, but more preventative strategies, real-time data monitoring, and family outreach are needed to drive significant improvement.

In summary, the district has made measurable progress in strengthening restorative practices, safety measures, athletics, and communication infrastructure. To move from partial to full implementation, efforts must now focus on scaling successful practices districtwide, reinforcing accountability structures, and deepening community partnerships to provide integrated support for students and families.

2.3 Homeless and Foster Youth Supports and Resources: By holding a Foster Youth Intake mtg and adding all foster and Homeless students to the site CARE team, students will be able to be connected to mental health services and academic support

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

No material differences.

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

2.1 Social-Emotional Learning (SEL)Initiatives: Effective based on an overall increase in attendance rates (Grades TK - 3: 1.1%, Grades 4 - 6: 1.0%, Grades 7 - 8: 2.5%, Grades 9 - 12: 7.1%, Students with Disabilities: 1.9%), a 2.5% decrease in chronic absenteeism, a 0.3% decrease in suspension rate, an increase of 12 schools implementing an Alternative to Suspension Program, and a 0.1 point decrease in Math on the CAASPP, a 2.3 point decrease in ELA on the CAASPP, a 0.4% decrease in the CAST test. Schools that are implementing second step with fidelity are finding the program to be effective for their students. The schools that have partially implemented the program are not seeing the positive gains from the program.

2.2 Community Building Initiatives and Resources: Progress toward Goal 2.2 has been largely effective in building foundational systems that support student well-being, safety, and connectedness based on the data below. Several initiatives have demonstrated strong initial impact, while others remain in early stages and require further development for full effectiveness.

Difference in Chronic Absenteeism from year 1 baseline:
All Students: -2.5%
Asian: -3.0%
Filipino: 0.9%
Foster Youth: -10.3%
Two or More Races: -2.2%
African American: -18.3%
English Learners: -9.3%
Hispanic: -14.6%
Socioeconomically Disadvantaged: -18.6%
Students with Disabilities: -15.9%
White: -15.9%

The implementation of restorative practices has been one of the most effective components to date. With a 39% increase in restorative interventions and a 59% increase in restorative circles, data show that staff are adopting these strategies to address conflict and build community. The staffing of Restorative Practice Facilitators across the district and the establishment of a professional learning community for these facilitators has built momentum and coherence. However, the full effectiveness of restorative practices hinges on expanding training beyond facilitators to include principals, counselors, and teachers, which is now recognized as a priority for the coming year.

The Alternative to Suspension (ATS) Program has proven highly effective at pilot secondary sites, contributing to reductions in suspensions and improved student reengagement. However, development at the elementary level is still in progress. There are 197 documented instances of sites utilizing alternative-to-suspension programs for student consequences, with 13 sites actively reporting data on their implementation. Among these, AMS and Park stand out as having well-established and deeply integrated programs, serving as exemplary models of success. Full effectiveness will depend on tailored supports for younger students and integration with classroom and behavioral support systems.

Difference in Suspension Rate from year 1 baseline:
All Students: -0.3%
Foster Youth: 0.2%
Socioeconomically Disadvantaged: 0.1%
English Learners: -0.2%

7,770 wellness room interventions were recorded. The hands-on zone is the most visited area of the wellness room, with 3,729 visits. Regarding referrals, 83% of students are self-referred, while 17% are staff-referred. When asked if the wellness room was helpful, 98% of students responded yes. Our universal wellness room data collection tool has recorded 7,770 entries. Among these, 7th-grade students account for the highest number of visits, with 1,107 entries. Students have cited the following reasons for visiting the wellness room:

- Taking a break or needing quiet time: 4,940 entries
- Personal/home issues: 913 entries
- Conflict with another student: 825 entries
- Strong feelings: 494 entries
- Unknown feelings: 382 entries
- Too much schoolwork: 216 entries

The Sandy Hook Promise Foundation (SHPF) programs have been implemented with fidelity. All secondary students and administrators have completed training, and the Say Something app is fully functional, providing an effective mechanism for anonymous reporting and early intervention. These efforts have contributed to a safer school climate and stronger student voice in safety concerns.

In terms of parent and community engagement, the district has made improvements through upgraded communication tools (Thrillshare, updated websites, and student email access), but there is still inconsistency in how parent meetings are advertised and promoted across sites. A more systematic approach—including use of all reader boards, school websites, and multi-channel auto-dialer announcements—is needed to ensure equitable access to information and stronger participation from all families.

The community schools model is gaining traction through growing partnerships and wraparound service delivery, but to be more effective, efforts must be guided more directly by community needs assessments. These insights will help align programming with family priorities and regional challenges, particularly around access to health care, mental health, and housing resources.

Athletics and student wellness initiatives have also been effective, particularly at the middle and high school levels. The centralized leadership from the Assistant Director of Athletics and Community Engagement has resulted in increased student participation and positive parent feedback. However, full effectiveness will be realized with the post-construction return of robust elementary sports programs, which are currently limited.

Finally, the district has recognized a need for better family-facing materials to support understanding of key strategies like restorative practices. The planned development of infographics and resources will help demystify these practices and provide families with clear, accessible information about how these approaches support student growth, safety, and discipline.

In summary, many of the actions taken under Goal 2.2 have proven effective in laying strong foundations for a more connected and supportive school environment. Continued attention to scaling practices, closing communication gaps, and aligning programs with family and community input will be essential to fully realizing the goal.

2.3 Homeless and Foster Youth Supports and Resources: Parially effective based on a significant decrease of 10.3% in chronic absenteeism for our Foster Youth, a slight increase of 0.2% in suspension rate, a 12.5% increase in graduation rate.

Improved Access to Resources: The deployment of dedicated staff, including liaisons for Foster and Homeless youth, has significantly increased students' access to both school-based and community services. Case management efforts, transportation support, and partnerships with local agencies have reduced barriers related to food, housing, mental health, and academic support.Targeted Support Services and Attendance: Increased coordination with county child welfare and homeless services has resulted in more consistent communication and follow-through on student needs. Tutoring, credit recovery options, and access to basic needs have positively impacted student engagement and academic continuity.

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

Metric 2. 4 Student Connection to School was adjusted to align with the way the information is reported in the Healthy Kids Survey2.1 Social-Emotional Learning (SEL)Initiatives: After debriefing with the counselors and administrators about the second step program we are not making significant changes to the delivery of the program. We will be meeting with the counselors to provide PD, however we will monitor the program's progress and determine it's value for our students moving forward.

2.2 Community Building Initiatives and Resources: In reflecting on prior implementation efforts for Community Building Initiatives and Resources, several adjustments have been made to ensure continued progress and enhance the overall impact. These changes are designed to address gaps, streamline efforts, and ensure more comprehensive outcomes for students and families.

Expansion of Restorative Practices Training:
Based on prior reflections, training for restorative practices will be expanded beyond the Restorative Facilitators to include principals, counselors, and teachers. The feedback indicated that while facilitators have been successfully trained, broader staff participation is necessary for systemic implementation. This change will ensure that restorative practices are more widely adopted and consistently integrated into everyday school culture.

Development of Alternative to Suspension Programs for Elementary Schools:
While the ATS program has seen success at secondary sites, it is acknowledged that more work is needed to tailor this model for elementary-aged students. For the coming year, a strategic plan will be developed to introduce age-appropriate restorative practices and alternatives to suspension at the elementary level, addressing early behavior concerns before they escalate.

Improved Parent and Community Outreach:
One key area identified for improvement is the communication and engagement with families. In response, the district will implement a more robust, systematic approach to advertise and promote parent meetings. This will include consistent use of all reader boards, school websites, and auto-dialer systems to ensure equitable outreach and participation from families, particularly those from underserved communities.

Community Schools Model Aligned with Needs Assessment:
The development of the Community Schools model has shown promise but will be more strategically aligned with data from the community needs assessment in the coming year. This alignment will help the district ensure that the resources and services offered through community schools reflect the specific needs of families in terms of health, mental health, housing, and social services, driving more effective community partnerships and support systems.

Increased Focus on Family Education:
Recognizing the importance of involving families in understanding and supporting school initiatives, the district will move forward with the development of infographics and informational materials on restorative practices and other key community-building strategies. These materials will be designed to be accessible and informative, helping parents better understand the approach to discipline, conflict resolution, and student well-being.

Return of Elementary Sports Programs:
Acknowledging the impact of physical fitness and student engagement, the district has committed to the restoration of robust elementary sports programs post-covid. This will aim to increase physical fitness opportunities for younger students, contributing to a well-rounded educational experience and promoting healthy student development.

Attendance Initiatives:
Hire and train a bilingual District Attendance Liaison, who is playing a key role in strengthening our attendance initiatives. This position is focused on promoting positive attendance through direct family communication, sharing attendance data regularly with school sites, supporting the SARB (School Attendance Review Board) process to align with a more restorative and supportive approach, and preparing to launch the district’s truancy transportation van service?. ParentSquare will be implemented in the 2025-26 school year.? ParentSquare provides a comprehensive system for schools to inform parents about their child's attendance, ensuring timely and effective communication, and acknowledging good or improved attendance. ?These adjustments reflect a more holistic approach to community building, emphasizing collaboration, communication, and targeted interventions that align with both student and family needs. Moving forward, these changes will be closely monitored through feedback mechanisms and data tracking to assess their effectiveness in building a stronger, more connected school community.

2.3 Homeless and Foster Youth Supports and Resources: Based on reflections from prior years and an analysis of student needs, several adjustments have been made to the planned goal, metrics, and actions for the coming year to better support student success and well-being.

First, the transportation budget will be increased to address barriers to school attendance, particularly for students facing housing insecurity and other access challenges. This adjustment is in response to ongoing feedback and data showing that lack of reliable transportation significantly impacts attendance and engagement. Additionally, the district will continue its commitment to the immediate referral process through CARE teams. This practice has proven effective in identifying and addressing student needs in a timely manner, and continued implementation will ensure at-risk students receive prompt support services. Finally, the role of homeless liaisons at the high schools will be sustained, with a focused responsibility on monitoring attendance and graduation progress for students experiencing homelessness. This ongoing support is critical for maintaining continuity, building trust, and promoting academic outcomes for our most vulnerable populations.

These changes reflect our continued efforts to refine and strengthen supports that address equity, access, and academic achievement.

Actions 2.1 has been revised to include LREBG funding in order to provide social-emotional supports designed to improve school connectedness, engagement, chronic absenteeism, and mental health.
LREBG funds supporting this action: $ 2,068,881.00 per year through June 30, 2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-Emotional Learning (SEL) Initiatives	Ensure all students and staff have access to social and emotional instruction and support needed for optimum mental health and wellness. • Hire and retain staffing to provide counseling and mental health services for high-needs student groups. • Provide professional development to strengthen the social and emotional learning of students, staff, and the community by developing a range of skills needed for school and life. • Implement SEL programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness. • Trauma-informed practices - provide three levels of training for site staff, classified staff, and site and district administrators, including trauma-informed principles, teacher and staff resiliency, and trauma-applied strategies. • Self-regulation and care techniques - provide training in the social-emotional curriculum that assists students in regulating behavior, mindfulness through conscious breathing, and wellness rooms that provide students time and space to regulate their emotions.	$9,292,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Positive Behavior Interventions and Supports (PBIS) - provide training on the framework of PBIS which provides a clear definition of and structure for positive behavior and incentives when meeting those expectations. • Provide clear and consistent expectations for behavior management, including cell phone usage. LREBG: Wellness Paraprofessional and Restorative Practice Facilitator to provide social-emotional supports designed to improve school connectedness, engagement, chronic absenteeism, and mental health. Research suggests that schools adding trauma-informed care or mental health supports (like counselors, mindfulness programs, or small group interventions) report better student attendance, reduced discipline issues, and stronger student-school bonds. Chromic Absenteeism rates and suspension rate will use as the metric for effectiveness. LREBG funds supporting this action: $ 2,068,881.00 per year through June 30, 2026.		
2.2	Community Building Initiatives and Resources	• Community building practices –provide opportunities for all members of the school community to learn about and demonstrate care for one another, such as regular classroom and school-wide community meetings, peer mentoring programs, cultural celebrations, community service projects, cross-grade collaborations, student leadership opportunities, regular feedback mechanisms, etc. • Restorative practices - provide restorative practices training for site staff, classified staff, and site and district administrators, which includes community circles and restorative conferences. • Expand the Alternative to Suspension Program to include all secondary schools and upper elementary upper-grade students. • Sandy Hook Promise Foundation (SHPF) - implement SHPF programs to increase student connectedness and safety and reduce violence and self-harm via student clubs, school-wide assemblies, and the Say Something Anonymous Reporting System smartphone app.	$1,506,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Community Schools - engage with community and business partners to provide links, supports, and resources to students and families related to health care, mental health, and social services • Parent and community outreach- improve communication strategies with parents within and beyond the website, messages, and Aeries. • Partner with County Behavioral Health for Mental Health funding related to services on campus. • Reduce chronic absenteeism through prevention efforts, monitoring student attendance carefully, working with families to improve attendance, and celebrating growth. • Build and increase TK-12 grade physical fitness and athletic opportunities. • Implement strategies for unstructured time. • Attendance Initiatives- Hire and train a bilingual District Attendance Liaison, who plays a key role in strengthening our attendance initiatives. This position is focused on promoting positive attendance through direct family communication, sharing attendance data regularly with school sites, supporting the SARB (School Attendance Review Board) process to align with a more restorative and supportive approach, and preparing to launch the district's truancy transportation van service. Parent communication software will be implemented in the 2025-26 school year. It will provide a comprehensive system for schools to inform parents about their child's attendance, ensuring timely and effective communication, and acknowledging good or improved attendance. These adjustments reflect a more holistic approach to community building, emphasizing collaboration, communication, and targeted interventions that align with both student and family needs. Moving forward, these changes will be closely monitored through feedback mechanisms and data tracking to assess their effectiveness in building a stronger, more connected school community.		
2.3	Homeless and Foster Youth Supports and Resources	Support homeless and foster youth and their families to access educational services.	$201,073.00	No

Action #	Title	Description	Total Funds	Contributing
		• Initiate an intake meeting with foster parents when enrolling new foster and homeless students to immediately connect the students and families to school, district, and community resources. • Provide school uniforms/clothing and school supplies. • Refer students to counseling and mental health services, as needed. • Connect students and families to community resources. • Coordinate Family Advisory Classes and community resources for Foster parents. • Support homeless families with resources needed to improve student attendance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate inclusive school communities where every student, parent, and staff member feels acknowledged, listened to, and valued.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Culturally responsive practices are a critical component of AUSD's Vision of the Empowerment Wheel aimed at empowering every learner by cultivating equity and excellence. Standards mastery learning, resilience centered, and culturally relevant practices work interdependently to elevate student learning to the highest levels. AUSD developed this goal to cultivate inclusive school communities where every student, parent, and staff member feels acknowledged, listened to, and valued to create a supportive and equitable educational environment. By ensuring voice and choice in learning, promoting agency, and offering diverse programs such as ethnic studies, Career Technical Education, Project-Based Learning, Dual Immersion, and ethnocentric performances, the district aims to foster a sense of belonging and respect for all individuals. This approach not only enhances educational outcomes but also prepares students to thrive in a diverse and interconnected world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rates (5E)	2022-2023 All Students: 82% English Learners: 74.5% Foster Youth: 50% Homeless: 71% SED: 80.8%	2023-2024 All Students: 81.7% English Learners: 78.3% Foster Youth: 62.5% Homeless: 65.5%		2025-2026 All Students: 86% English Learners: 79% Foster Youth: 54% Homeless: 75% SED: 84%	Year 1 Difference from Baseline: All Students: -0.3% English Learners: 3.8% Foster Youth: 12.5% Homeless: -5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 68.3% African American: 76.2%	SED: 81.3% Students with Disabilities: 70.4% African American: 72.6%		Students with Disabilities: 72% African American: 80%	SED: 0.5% Students with Disabilities: 2.1% African American: -3.6%
3.2	Dropout Rate (5C, 5D)	2022-2023 High School: 12.2% Middle School: 0.2%	2023-2024 High School: 13% Middle School: 0.1%		2025-2026 High School: 10% Middle School: 0.1%	Year 1 Difference from Baseline: High School: 0.8% Middle School: -0.1%
3.3	CTE Completion Rate (4C)	2022-2023 Percentage of students in a CTE Pathway: Percentage of CTE Pathway Completers: 20.6%	Percentage of CTE Pathway Completers: 23.7%		2025-2026 Percentage of CTE Pathway Completers: 24%	Year 1 Difference from Baseline: Percentage of CTE Pathway Completers: 3.1%
3.4	AP Exams Results (4G)	2022-2023 619 unique students with score results 49% pass rate (383/789 exams)	2023-2024 553 unique students with score results 43% pass rate (277/649 exams)		2025-2026 700 unique students with score results 55% pass rate	Year 1 Difference from Baseline: -6% pass rate
3.5	College and Career Indicator on the California Schools Dashboard (4B)	2022-2023 (CA Dashboard) All students: 20.6% English Learners: 3.7% Foster Youth: 3.6% Students with Disabilities: 2.7% African American: 12.3%	2023-2024 (CA Dashboard) All students: 22.6% English Learners: 6.7% Foster Youth: 6.3% Students with Disabilities: 2.8%		2025-2026 (CA Dashboard) All students: 24% English Learners: 8% Foster Youth: 8% Students with Disabilities: 5% African American: 15%	Year 1 Difference from Baseline: All students: 2.0% English Learners: 3.0% Foster Youth: 2.7% Students with Disabilities: 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 17.2%	African American: 14.6% Socioeconomically Disadvantaged: 19.6%		Socioeconomically Disadvantaged: 20%	African American: 2.3% Socioeconomically Disadvantaged: 2.4%
3.6	Number of Students Earning the Seal of Biliteracy (8)	2024 91 Seals of Biliteracy were awarded to graduating high school students (12th grade)	2025 75 Seals of Biliteracy were awarded to graduating high school students (12th grade)		2026 150 Seals of Biliteracy were awarded to graduating high school students (12th grade)	Year 1 Difference from Baseline: -17.6%
3.7	A-G Completion Rates (4B)	2022-2023 (DataQuest) 20.4% English Learners: 4.5% Foster Youth: 0% SED: 17.9%	2023-2024 (DataQuest) 19.7% English Learners: 8% Foster Youth: 5% SED: 16.1%		2025-2026 (DataQuest) 24% English Learners: 9% Foster Youth: 5% SED: 22%	Year 1 Difference from Baseline: -.07% English Learners:3.5% Foster Youth: 5% SED: -1.8%
3.8	A-G and CTE Completion Rates (4D)	2022-2023 Percentage of students completing A--G and CTE courses: 8.1%	2023-2024 Percentage of students completing A--G and CTE courses: 8.9%		2025-2026 Percentage of students completing A-G and CTE courses: 12%	Year 1 Difference from Baseline: Percentage of students completing A-G and CTE courses: 0.8%
3.9	College Preparedness (4H)	In the spring of 2023, 15.41% were deemed "ready" and 29.377% were "conditionally ready" in ELA. In math, 4.20% were "ready" and	In the spring of 2024, 14.6% were deemed "ready" and 27.87% were "conditionally ready" in ELA. In		In the spring of 2026, 20% will be deemed "ready" and 35% will be deemed"conditionally ready" in ELA.	Year 1 Difference from Baseline: -0.81% were deemed "ready" and -1.507% were "conditionally

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.53% were conditionally ready"	math, 9.2% were "ready" and 3.21% were conditionally ready"		In math, 10% will be "ready" and 10% will be conditionally ready"	ready" in ELA. In math, 5% were "ready" and -4.32% were conditionally ready"
3.10	Broad Course of Study (7A, 7B, 7C)	In 2023-2024, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses	In the fall of 2024, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses		In 2026-2027, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses	Year 1 Difference from Baseline: 0%
3.11	Number of Culturally Inclusive Performances	In 2023-2024, AUSD had a minimum of one culturally inclusive performance at each school campus.	In 2024-2025, 2 schools held one-two culturally inclusive performances, while 23 schools have incorporated at least four or more culturally inclusive performances.		In 2026-2027, AUSD will have a minimum of four culturally inclusive performance at each school campus.	Year 1 Difference from Baseline: 23/25 (92%) schools held a minimum of 4 culturally inclusive performances
3.12	Number of teachers teaching Ethnic Studies	In 2023-2024 5 middle school teachers and 2 high school teachers	In 2024-2025, we have two high school teachers		In 2026-2027, 7 middle school teachers and a	Year 1 Difference from Baseline: 0% for high school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		will complete professional development and teach the course in 2024-2025.	who have completed professional development and teach the course at 2 high schools. We also have 2 middle school teachers delivering supplemental units at the middle schools.		minimum of 5 high school teachers will complete professional development and teach the course.	-3 for middle school
3.13	Dual Immersion (DI) student comparative data to students at those schools not in DI	iReady Diagnostic 2 Reading in English DI: 49% on or above grade level Non-DI: 34% on or above grade level iReady Diagnostic 2 in Math DI: 20% on or above grade level Non-DI: 20% on or above grade level	iReady Diagnostic 2 Reading in English DI: 34% on or above grade level Non-DI: 25% on or above grade level iReady Diagnostic 2 in Math DI: 14% on or above grade level Non-DI: 3% on or above grade level		iReady Diagnostic 2 Reading in English DI: 54% on or above grade level iReady Diagnostic 2 in Math DI: 24% on or above grade level	Year 1 Difference from Baseline: iReady Diagnostic 2 Reading in English DI: -15% on or above grade level Non-DI: -9% on or above grade level iReady Diagnostic 2 in Math DI: -6% on or above grade level Non-DI: -17% on or above grade level
3.14	Participation Rates in Ethnic Studies Network Meetings	In 2023-24 a cohort of 27 certificated teachers and administrators met monthly during release days to develop curriculum and modules for the pilot 24-25 school year. Two high	In 2024-2025, 2 teachers met twice, and implemented the modules for as a pilot course at two high schools.		In 2026-2027 a cohort of 30 certificated teachers and administrators will meet quarterly in the Ethnic Studies Network Meetings.	Year 1 Difference from Baseline: 25 fewer teachers participated in the pilot and met twice as opposed to monthly.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		schools will pilot the program.			All high schools will offer Ethnic Studies allowing access to 100% of secondary high school students to meet the graduation requirement.	
3.15	Newcomer Center Participation	In 2023-24, the center had 3,604 student visits, and 475 parent visits occurred for a total of 4,079 visits. 36.6% of visits were for speaking practice, followed by 20.9% for taking the initial or summative exams,16.4% for ELPAC exam practice, and 6% for homework help and or use of materials.	In 2024-25,the center had 2,539 students, and 435 parent visits occurred for a total of 2,974 visits. 45% of student visits were for practicing and learning English, followed by 35% for taking the initial or summative exams,15% for ELPAC exam practice, and 5% for homework help and or use of materials.		In 2026-2027 the newcomer center will increase overall visits by 5-8% with priority given to recruiting parents and teachers to visit the site.	Year 1 Difference from Baseline: -30% (1,065) student visits and -0.8% (40) parent visits, with a total difference of -27% (1,105) visits. 8.4% of visits were for practicing and learning English, 14.1% for taking the initial or summative exams, -1.4% for ELPAC exam practice, and -1% for homework help and or use of materials.
3.16	District Parent Participation (3A, 3B, 3C)	Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging, and surveys, with an emphasis on parental	Parent participation and attendance at DELAC meetings for 2024-25 year range from 24-39 parents at each meeting;		Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging,	Year 1 Difference from Baseline: Parent participation and attendance at DELAC meetings for 2024-25 was +1 to +10;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participation in programs of low income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2023-24 school year range from 23-29 parents at each meeting; attendance at AAPAC ranges from 27-40 parents, and at PAC ranges from 43-120.	attendance at AAPAC ranges from 6- 28 parents, and at PAC ranges from 35-135.		and surveys, with an emphasis on parental participation in programs of low-income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2026-27 schol year to range from 25-30 parents at each meeting; attendance at AAPAC to range from30-40 parents, and at PAC to range from 45-145.	attendance at AAPAC was from -21 to -2; and attendance at PAC was from -8 to +15.
3.17	Student use of EL Technology	In 2023-2024,152 students have checked out EL technology devices.	In 2024-25, 173 students have checked out EL technology devices. .		By 2026-27, 605 technology devices will be available for student checkout.	Year 1 Difference from Baseline: 21 additional checked out devices

Goal Analysis [2024-25]

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

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

3.1 English Learner Newcomer Center is fully implemented. The Newcomer Center participation rates and work to serve EL students and parents, this goal continues to be accomplished successfully. Numbers for all stakeholder groups increased. The challenge has been a slight decline since the threats of ICE raids in the community. Planned actions are to implement school site visits with some of the materials to expand the reach and knowledge of the resource to a larger audience.

3.2 Spanish Dual Immersion Program: Fully implemented. TK-5 at Muir and Fremont and grades 6-7 at Antioch Middle and Dallas Ranch Middle. Fremont students are enrolled at AMS and Muir students will attend DRMS. Professional development was provided via multiple sessions with teachers and administrators on B6 Biliteracy with a consultant and onsite coaching on all campuses.

3.3 Seal of Biliteracy: Fully implemented. The application for the Seal of Biliteracy was widely advertised early for the class of 2025, and 55 local assessments were administered to support those who did not participate in coursework or AP testing to qualify.

3.4 Ethnic Studies goal is partially implemented. We offered two pilot courses this year at two high schools to assist teachers continuing to build out units and lessons and to provide feedback on the online curricular resource we are interested in integrating into the course. Online and in-person professional development was provided.

3.5 Project Based Learning (PBL): PBL has been partially implemented across the district. While professional development has been offered, it has not yet reached all school sites. Investments in technology to support PBL have been completed, and some school sites have begun implementing PBL exhibitions. However, these efforts remain localized rather than district-wide. Career Technical Education (CTE) programs, in particular, have received targeted training and resources and are currently leading the way in integrating exhibitions into their PBL approach. A key difference between the planned and actual implementation stems from competing district priorities. Initiatives such as Professional Learning Communities (PLCs), NCUST audits, AVID, and MTSS/RTI have taken precedence, which has limited the district-wide rollout of PBL. Despite these challenges, the successful implementation within CTE programs demonstrates the potential for broader adoption if additional support and alignment can be achieved..

3.6 Visual and Performing Arts: Partially implemented. We were able to recruit one new teacher to the K-12 VAPA program this year and expanded our marching band program. In addition, we added AP Music Theory to Antioch High School. We worked with each of our school sites to promote and provide multicultural events and saw a significant increase in performances and events that were culturally inclusive.

3.7 College and Career Support Services and Programs: Partially Implemented, with several promising developments and some key areas still requiring attention to ensure full alignment with planned actions.

AVID Programming and College-Going Culture:
AVID programming has expanded across the district, both through elective offerings and through the integration of schoolwide instructional strategies. These strategies, aligned with high-engagement teaching practices identified in the NCUST audit, have contributed to stronger

student engagement and a growing college-going culture at several sites. Schools implementing schoolwide AVID have also prioritized college exposure through university field trips and other enrichment activities. While this expansion aligns with district goals, the depth of implementation still varies by site, and broader consistency is needed to maximize AVID's impact.

Puente Program:
Antioch High School continues to offer a small Puente program that provides students with culturally relevant instruction and college readiness supports. However, the program has not expanded due to limited interest and competing site priorities—namely, the continued focus on expanding AVID. As a result, the Puente program remains underutilized as a strategy for supporting historically underrepresented students in higher education pathways.

Career Centers and CTE Alignment:
A significant success has been the strategic alignment of Career Center Technicians with the CTE department. This structure has improved training, communication, and service delivery. Career Center Technicians have played a key role in organizing two college/career fairs and parent financial aid nights this year, contributing meaningfully to students' post-secondary planning.

The CTE supervisor's oversight of both the Career Centers and the Work-Based Learning Coordinator has further streamlined services. The district is preparing to launch a districtwide paid internship program, marking a major step forward in connecting students with real-world experiences. This cohesive model has improved consistency and coordination across high schools.

CTE Program Development:
The district has made notable progress in enhancing CTE offerings through strategic grant funding. These efforts have supported the development of hands-on learning opportunities, particularly at alternative education sites, which supports greater equity and access. Future plans—including reopening the automotive shop at Deer Valley High School, expanding computer science programs, and strengthening the patient care pathway—reflect a strong commitment to growing career-focused opportunities that align with student interests and workforce demands.

Graduation Profile and Data Monitoring:
The updated graduation profile has been shared with principals, and plans are in place to engage families and students in reviewing and refining the document. Additionally, data folders have been distributed to school leaders to support progress monitoring. However, a consistent, districtwide system for tracking credit-deficient students remains an area for growth. Strengthening this system will be essential to ensuring timely interventions that support both graduation and A-G completion rates.

Summary of Challenges and Successes:
Successes include the strategic alignment of CTE and Career Center staff, expanded AVID programming, and progress toward launching districtwide internships. Challenges include uneven implementation of AVID strategies, limited expansion of the Puente program, and the need for a more robust data monitoring system. Moving forward, the district must focus on scaling effective practices, enhancing data systems, and ensuring all students—especially those in underrepresented groups—receive equitable access to college and career readiness supports.

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.

3.4 Ethnic Studies: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from planned expenditure of instructional materials being funded through curriculum goal 7.8.
3.5 Project Based Learning: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from new mid-year identified need to increase funding in goal 1.4 to support additional teacher professional development hours.

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

3.1 English Learner Newcomer Center: Effective, based on the usage of the Newcomer Center. Although there were 1,065 fewer student visits and 40 fewer parent visits, with a total difference of 1,105 fewer visits, students, families, and staff found value in the resources.. 8.4% of visits were for practicing and learning English, 35% for parent trainings, Aeries, DELAC meetings, Nurturing classes, Serenamenta classes, -20.9% for taking the initial or summative exams, -1.4% for ELPAC exam practice, and -1% for homework help and or use of materials. Regarding Newcomer Center participation rates and work students and parents relay that they feel the materials and services are very beneficial. Verbal and written feedback collected shares high ratings for support received and quality of resources and support offered.

3.2 Spanish Dual Immersion Program: Partially Effective, based on ELs enrolled in DI are being reclassified at a higher rate than ELs not enrolled in DI. DI students are demonstrating progress in reading at a significantly higher rate than students not in DI at those schools. However, iReady Reading in English and Math on Diagnostic 2 decreased overall. Ready Diagnostic 2 Reading in English for DI: -15% on or above grade level and Non-DI: -9% on or above grade level. On the iReady Diagnostic 2 in Math for DI: -6% on or above grade level and Non-DI: -17% on or above grade level are 34% on or above grade level in reading compared to 25% for non-DI students, and 14% on or above grade level in Math compared to 3% for non-DI students.

3.3 Seal of Biliteracy: Partially Effective, based on 17.6% fewer students who qualified in 2025 than did in 2024, but the percentage of applicants who attempted and qualified increased due to our outreach efforts and local assessment availability. The application for the Seal of Biliteracy was widely advertised early for the class of 2025, and 55 local assessments were administered to support those who did not participate in coursework or AP testing to qualify.

3.4 Ethnic Studies: Not Yet Effective because only 2 pilot classes were offered due to student interest. One class only had 10 students enrolled due to the confines of the master schedule and competing with pathway courses that are required for that particular school. We also did not host Ethnic Studies network meetings due to low interest.

3.5 Project-Based Learning (PBL): Not Yet Effective because the district has taken initial steps to implement Project-Based Learning (PBL) as a strategy to improve student engagement and graduation outcomes, PBL has not yet been scaled consistently or sustainably across the district. Pockets of progress, especially in CTE, show the potential of PBL when supported by training and resources. However, without a district-wide professional development system, implementation remains inconsistent. A long-term spending plan is in development but not yet in use, and the absence of a district-wide exhibition model limits visibility and coherence. Graduation gains for English Learners and Foster Youth suggest PBL's promise, but declines among Homeless and African American students reveal inequities. To scale impact, the district must launch PD, activate the spending plan, and establish a unified exhibition platform.

3.6 Visual and Performing Arts: Partially Effective based on an increase in schools having at least one culturally inclusive performance at all secondary schools and at most elementary schools. We have continued to recruit and expand efforts to retain highly qualified VAPA teachers who are diverse to assist with ensuring our programs and activities reflect our students and the community at large. Music program enrollment has gone up in middle and high school as a result of continued efforts at the elementary level with our instrumental program, with site-based performances throughout the year and a culminating district-wide performance in the spring. There was also a 2.3 point decrease in ELA, a 0.1 point decrease in Math on the CAASPP, and a 2.5% decrease in chronic absenteeism and a 0.3% decrease in suspension rate.

3.7 College and Career Support Services and Programs: Partially Effective, based on a 0.3 decrease in graduation rate, a 3.1% increase in CTE completion rate, a 6% decrease in AP pass rate, a 2% increase on the CA Dashboard College and Career Indicator, a 2.2% increase in A-G complete rates, a 0.8% increase on the A-G and CTE completions rates, a 0.81% decrease in students deemed as "ready" in college preparedness. There were key structural improvements supporting progress, but gaps in consistency and depth of implementation limited overall impact.

The expansion of AVID programming has shown positive outcomes when implemented with fidelity. Schools that have adopted schoolwide AVID strategies and college-going initiatives (such as university field trips) are beginning to foster more academically engaged environments. However, uneven implementation across sites has limited the program’s broader effectiveness in shifting student outcomes districtwide.

The integration of Career Center Technicians into the CTE team has been a notably effective action. This structural shift has improved service delivery, streamlined communication, and increased student and family access to college and career planning resources. The coordination of college/career fairs and financial aid nights has also strengthened community engagement and awareness.

Additionally, the alignment of CTE leadership and the Work-Based Learning Coordinator has enhanced strategic planning and partnership development. The pending launch of a districtwide paid internship program demonstrates clear progress toward increasing access to real-world learning and career exploration.

However, the limited expansion of the Puente program, despite its cultural relevance and focus on college readiness, reflects an area where planned actions have not been fully realized. The program’s potential to support underrepresented students has not been leveraged due to competing site priorities and low enrollment interest.

Finally, while graduation profiles and data folders have been disseminated, the absence of a consistent system for monitoring credit-deficient students weakens the district’s ability to intervene early and strategically to boost graduation and A-G completion rates.

In summary, the district has laid strong foundations—particularly through AVID, CTE alignment, and expanded college/career events—but to achieve full effectiveness, further work is needed to ensure equitable implementation, consistent data use, and stronger outreach to underserved student populations.

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

Metric 3.2 Dropout Rate was separated by middle and high school students.

Metric 3.7 A-G Completion Rate was changed to align with DataQuest and disaggregated for unduplicated student groups.

Metric 3.11 Culturally Inclusive Performances was renamed for accuracy.

Metric 3.16 Parent Participation was reformatted for consistency.

Metric 3.15 was changed to align the metrics.

Metric 3.18 Newcomer Center Data was eliminated because it was a duplicate of Metric 3.15.

3.1 English Learner Newcomer Center will add changes to the advertising of services and materials offered. A class set of laptops were purchased this year in addition to translation earbud devices for students and staff to communictae with newcomers. In addition, materials and cuicculum open house and tours will commense in the fall to expand reach to all school sites wihtin the district.

3.2 Spanish Dual Immersion Program: DI will expand to 8th grade in 25-26. DI students will be enrolled in English/Spanish Language Arts and History taught in Spanish. AUSD continues to look to hire single subject BCLAD teachers for AMS and DRMS in order to provide a 50/50 model. Curriculum will be ordered for the classes, and we will continue to work with Dr. Medina and associates in 25-26. A DI teacher leader will partner with the consultants to provide consistent coaching and support. Students need access to more intervention in Spanish.

3.3 Seal of Biliteracy: Earlier outreach to high school students on the importance of the CAASPP ELA assessment and how it can be used to qualify.

3.4 Ethnic Studies: Due to low interest in our pilot program, we are reducing the number of Ethnic Studies pilot sections from 2 to 1 in the 2025-2026 school year.

3.5 Project Based Learning: Based on reflections from partial PBL implementation and graduation data, the district will revise its goal to ensure equitable access to high-quality PBL, with a focus on underrepresented students such as Homeless youth and African American students. A centralized professional development system will replace isolated trainings to build consistent, district-wide capacity. A new metric will track school participation in PBL exhibitions, and a district-wide showcase will elevate student voice and community engagement. The finalized multi-year spending plan will guide site investments in technology, materials, and professional learning. Graduation rates will be monitored by subgroup and aligned to PBL milestones to assess instructional impact.

3.6 Visual and Performing Arts: We are exploring various PD opportunities to provide to our VAPA staff to support their efforts on diversifying our programs and offerings to reflect the unique interests and cultural backgrounds of our students.

3.7 College and Career Support Services and Programs: In response to outcome data and implementation progress, the district will strengthen college and career readiness by prioritizing graduation rates, A-G completion, and CTE pathway completion. Secondary counselors will receive enhanced support, training, and tools to ensure all students in grades 9–12 have active four-year academic plans used for course planning and postsecondary guidance. A new committee of administrators, counselors, and CTE leaders will define key career readiness metrics and develop a system for ongoing monitoring and intervention. The district will also expand AVID, grow CTE pathways—especially in underserved schools—and scale work-based learning to ensure all students graduate prepared for college and career.

LREBG Action 3.2 has been revised to include LREBG funding in order to provide academic support to English Learners through staff to student ratios and classroom small group support.
LREBG funds supporting this action: $ 153,878.00 per year through June 30,2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Newcomer Center	Continued reinforcement of student and parent support through the English Learner Newcomer Center. For the 2026-27 school year, an increase of 5-8% in attendance and use by students and parents will occur. • The center will provide access to non-English speaking families to facilitate enrollment, help with initial assessments, and recommend appropriate and needed resources to access the educational system • Staff will support families and students with after-hours questions, support, and intervention as needed to increase school engagement for students and families. In addition, Aeries parent training will be offered monthly and adult literacy sessions will be offered monthly. • iPad device inventory will be increased to 200 (213 inventory) and site word devices will be increased to 200 for level 1 student support. • Earbud translation devices will be piloted with staff to expand communication. (53 inventory)	$135,068.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Spanish Dual Immersion Program	Create and foster bilingualism, biliteracy, awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. • Continue to add teachers to build out the DI Program starting in TK through grade 8. Recruit and retain qualified staff holding BCLAD certificates. • Ensure curriculum, resources, and assessment tools are provided for DI programming. • Provide professional development to support the development of the program. • Offer DI as an option for Spanish-speaking newcomer students, especially those who enter the US in higher grades. LREBG: Instructional aid staff in the classroom to provide access to small group support. Reasearch suggests adding support staff and implementing targeted interventions can significantly improve both English and Math performance for English learners. English Language Arts/Literacy and Mathemetics CAASPP results for English Learner students will used as the metric for effectiveness. LREBG funds supporting this action: $ 153,878.00 per year through June 30, 2026.	$3,258,028.00	Yes
3.3	Seal of Biliteracy	• Promote the Seal of Biliteracy among high school seniors by working with school counselors and World Language teachers to increase the number of students receiving the Seal each year. • Support students attain the academic requirements by completing all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0 or above in those classes, OR passing the (CAASPP) in ELA administered in grade eleven, and demonstrating proficiency in one or more languages other than English. • Provide district-sponsored and approved assessments for students to demonstrate language proficiency in languages that cannot be assessed via AP exams or SAT II exams.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Ethnic Studies	• Incorporate Ethnic Studies and the contributions of cultures across all levels. • For the 2026-27 year, all three comprehensive sites will have an Ethnic Studies and Civic Engagement course available to students. Continued lesson plan development and unit of study compilation will occur. • Provide a variety of resources, materials, and training to teachers and social science departments to refine and implement the Ethnic Studies coursework on both our middle and high school campuses. • Support teacher leaders and site administration in accessing guest speakers and developing community-based experiences to take student learning outside of the classroom walls and provide real-world activities and connections to the content. • Support teachers in the development and refinement of lessons and units. • Support secondary counselors in understanding the Ethnic Studies framework and course to assist in communication with families.	$0.00	No
3.5	Project-Based Learning	• Develop and implement a system of professional development training and workshops to build teacher, administrator, and support staff (i.e. Work-Based Learning Coordinators) capacity, knowledge, and skills in Project-Based Learning. • Purchase equipment, materials, resources, supplies, and memberships needed for Project-Based Learning and specific projects. • Support Project-Based Learning "exhibition" activities and related costs.	$63,000.00	No
3.6	Visual and Performing Arts	Enhance and diversify the K-12 visual and performing arts program to ensure a comprehensive education for all students, irrespective of socioeconomic status, and prioritize inclusion of music and arts beyond Eurocentric perspectives.	$1,761,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide appropriately credentialed staff in the visual and performing arts programs K-12. • Ensure all VAPA programs have the necessary materials, supplies, and curricular resources to provide effective instruction across all grade spans. • Allocate resources to provide centralized VAPA showcases districtwide.		
3.7	College and Career Support Services and Programs	• Advancement Via Individual Determination (AVID)- Provide AVID programming including AVID subscriptions, summer institute training, and .2 FTE per AVID secondary site for site-based coordinators, plus field trips to provide opportunities for K-12 Students to have college and career days by visiting Colleges, Universities, Technical/Vocational Schools, and/or seeking other careers. • Puente - Provide a Multi-Cultural English Class that welcomes a diverse group of underrepresented students and engages students through cultural celebrations, rigorous lessons, college field trips, and career research to increase the number of educationally disadvantaged students who enroll in colleges and universities. • Staff College and Career Centers at the comprehensive high schools and provide College and Career fairs, workshops, and events for parents and students. • Offer work-based learning opportunities for 6th-12th grade students to explore careers through guest speaker events, field trips, workshops, fairs, and internships. • Ensure all students, particularly underrepresented students, can access Linked Learning and Career Technical Education (CTE) Pathways at all high schools, which offers rigorous academic courses of study aligned with A-G requirements, a CTE pathway sequence of courses, and work-based learning opportunities such as job shadowing, internships, work experience education, industry tours, and work-related certifications. • Ensure equitable access to Advanced Placement Courses paying close attention to underrepresented student groups.	$2,993,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide articulated and Dual enrollment courses through the community college. • Develop four-year academic plans for high school students and utilize a digital college career planning tool in 6th-12th grade. • Adopt and implement an AUSD graduation profile. • Implement data tracking metrics to be used by counselors and administrators to promote college and career readiness.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve our systems of support for students who are struggling to reduce the percentage of general education students across the district who are referred for Special Education. The District has been identified for a third year as being in Continuous Improvement and Monitoring by the California Department of Education, due to overidentification of students in special education.	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the 23-24 school year the number of pending students referred for assessment of special education eligibility has consistently hovered at almost 200 students, many of whom have not received previous general education interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Diagnostic Assessments for K-8 (8)	95% of all students K-8 completed a minimum of 2 diagnostic assessments in the 2023-2024 school year in ELA and mathematics. 17% of students were on grade level in reading and 7% were on grade level in math in Diagnostic 1 (D1). We saw a 12% increase in reading with 29% of students on grade level and we saw an 8%	84% of all students K-8 completed Diagnostic 2 in the winter of 2024-2025. 25% of students were on grade level in reading and 7% were on grade level in math in D1. We saw an 8% increase with 33% of students on grade level in reading and we saw a 6% increase		95% of all students in K-8 will complete a minimum of 2 diagnostic assessments in ELA and mathematics. 22% of students will be on grade level in reading and 9% will on grade level in math in D1. 35% of students will be on grade	Year 1 Difference from Baseline: -11% of all students K-8 completed Diagnostic 2 in the winter of 2024-2025. 8% increase in students on grade level in reading and maintained same percentage at grade level in math in D1. We

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		increase in math with 15% of students being on grade level in math in Diagnotic 2 (D2). Optional Diagnostic 3 (D3) will be administered in May of 2024. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners 2% to 4% Math: English Learners 1% to 3% ELA: Asian 25% to 41% Math: Asian 11% to 31% ELA: Black or African American: 15% to 29% Math: Black or African American: 5% to 19% ELA: White 16% to 36% Math: White 7% to 24% ELA: Hispanic 14% to 32% Math: Hispanic 6% to 21% ELA: Students with Disabilities 2% to 2%	with 13% of students on grade level in math in D2. Optional D3 will be administered in April/May 2025. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners-1% to 3% Math: English Learners-1% to 2% ELA: Asian-22% to 34% Math: Asian 10% to 20% ELA: Black or African American: 14% to 21% Math: Black or African American: 4% to 10% ELA: White-17% to 26% Math: White-7% to 13%		level in reading 18% of students will be on grade level in math in D2. 40% of students will be on grade level in reading 22% of students will be on grade level in math in D3. Student Group Data available: On Grade Level in D1 to D3: ELA: English Learners-15% to 25% Math: English Learners-15% to 25% ELA: Asian-35% to 45% Math: Asian 25% to 35% ELA: Black or African American: 25% to 35% Math: Black or African American:15% to 25%	saw a 4% increase in students reading on grade level and we saw a -2% decrease in math. Optional D3 will be administered in April/May 2025. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners -1% to -1% Math: English Learners 0% to -1% ELA: Asian -3% to -7% Math: Asian -1% to -11% ELA: Black or African American -1% to -8% Math: Black or African American -1% to -9% ELA: White 1% to -10% Math: White 0% to -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: Students with Disabilities 1% to 1%	ELA: Hispanic-15% to 23% Math: Hispanic-6% to 21% ELA: Students with Disabilities-2% to 4% Math: Students with Disabilities-1% to 3%		ELA: White-25% to 35% Math: White-20% to 30% ELA: Hispanic-25% to 35% Math: Hispanic-15% to 25% ELA: Students with Disabilities-10% to 15% Math: Students with Disabilities-10% to 15%	ELA: Hispanic 1% to -9% Math: Hispanic 0% to 0% ELA: Students with Disabilities 0% to 2% Math: Students with Disabilities 0% to 2%
4.2	Common Assessments for K-12 (8)	Currently 3/25 (12%) school sites have developed common assessments aligned to the priority standards in either their grade level or content area in math and ELA and administer them 2 times per year.	6/25 (24%) school sites devloped common assessments aligned to the priority standards in either their grade level or content area in math and ELA and administer them 2 times per year.		25/25 (100%) schools will have developed and utilize common assessments aligned to priority standards in their grade level or departments in math and ELA 2 times per year. This data will be analyzed and used to inform instruction and student supports needed.	Year 1 Difference from Baseline: 12% develop/utilize common assessments
4.3	CARE Teams	All schools currently have CARE Teams that meet weekly or bi-	All schools have CARE teams that meet weekly or bi-		Develop and Implement District CARE team to	Year 1 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		weekly to provided Tier 2 support for students.	weekly to provide Tier 2 and 3 support for their students. Schools have referred students to the district CARE team. The District CARE Team was reestablished.		provide students and families with Tier 3 supports. All school sites will continue to have CARE team meetings weekly or bi-weekly to provide TIer 2 support.	Maintained all schools and the District CARE Team was reestablished
4.4	Special Education Referral Data	2023-2024 Referral Data: 612 Referrals.	2024-2025 Referral Data: 586 Referrals.		2026-2027 10% decrease in referrals.	Year 1 Difference from Baseline: Decrease -4.25%
4.5	Foundational Reading Assessment K-2	Administer foundational reading assessment to all K-2 students and develop a district wide digital system to collect foundational reading data from all elementary sites to develop a baseline percentage of students demonstrating grade level foundational reading mastery.	AUSD is still exploring a way to digitally collect K-2 Reading assessment data to be able to monitor progress across all elementary schools.		Administer foundational reading assessment to all K-2 students resulting in 75% of students demonstrating grade level foundational reading mastery.	Year 1 Difference from Baseline: Undetermined
4.6	Tier 2 Interventions	Tier 2 intervention time will be built into 5 elementary school site schedules and 1 middle school schedule in the fall of 2024. 90% of students who enter a Tier 2 intervention schedule will exit Tier 2 by the end of 2026-2027.	Data for this goal will be available at the end of the 2024-2025 school year. Antioch Middle School is piloting a tier 2 intervention schedule this school year.		Tier 2 intervention time will be built into all elementary school site schedules and 3/5 middle school schedule in the fall of 2025. 90% of students who enter a Tier 2 intervention	Year 1 Difference from Baseline: Tier 2 Block Scheduling increased from 0 to 4/14 elementary schools and 1/5 middle schools. Maintained a level of 0% exiting from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			At the elementary level, Tier 2 Intervention block times are in place in 4/15 elementary schools. Students are not exited from Tier 2 instruction.		schedule will exit Tier 2 by the end of 2026-2027.	Tier 2 interventions.
4.7	Summer School Programs	Based on 2023 Summer Program Student Participation Data: Credit Recovery: 1284 students English Language Development: 132 students Summer Camps: 686 students Dual Immersion: 82 Students Extended School Year: 262 students	Based on Summer 2024 Student Participation Data: Credit Recovery: 1138 students English Language Development: 171 students Summer Camps: 636 students Dual Immersion: 131 Students Extended School Year: 428 students		Based on 2026 Summer Program Student Participation Data to increase by 5%	Year 1 Difference from Baseline: Credit Recovery: -146 students English Language Development: +39 students Summer Camps: -50 students Dual Immersion: +51 Students Extended School Year: +166 students

Goal Analysis [2024-25]

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

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

4.1 Multi-Tiered Systems of Support (MTSS) Partially Implementation: The special education department developed a pre-referral checklist for each school site to ensure that the sites went through the appropriate process before referring a student for a special education assessment. The pre-referral checklist was required for the first time in the fall of the 2024-25 school year. Through the MTSS process sites monitor referrals through the CARE Team and SST process. School Psychologists participate and monitor referrals and through the MTSS process, attend SST meetings to support with intervention options and referral inquiries. Professional Development was provided to all secondary and some elementary administrators trained in MTSS/RTI, several schools are implementing differentiated instructional practices within the classroom and are exploring intervention/acceleration periods during the day.

4.2 Assessment and Monitoring: Partially implemented. Although K-8 students are assessed consistently in ELA and Math via diagnostic testing over the course of the year and there has been progress on the data in Aeries being imported regularly, work is still underway to train and support teachers and administrators in Professional Learning Communities (PLCs) and the practice of analyzing data in 6-8 week cycles and assign interventions accordingly. We have launched PLC professional development to support regular cycles of monitoring student progress districtwide. All sites will attend a summer conference to expand this learning and have enlisted teacher teams to join them.

4.3 CARE (Children Accessing Resources in Education) Teams and Support Staff: Fully Implemented. All schools have a functioning CARE team and the District CARE team was fully implemented meeting planned actions.

4.4 Intervention Acceleration: Substantially Implemented. Summer Education Programs have been implemented that provide a broad range of learning opportunities focused on course credit recovery, pre-instruction/preview for high school courses as well as enrichment and engagement building. Secondary programs have been provided at both comprehensive high school sites. Enrichment and engagement are realized by providing high interest course topics and activities through community partnerships such as East Bay Regional Parks. All Elementary sites provide short term10 day enrichment sessions designed as summer camps. After School Learning Programs provided through the Expanded Learning Opportunities Program are provided at all elementary and middle school sites with in-person regular day programs. The after-school program is provided every regular school day as well as 30 days of intersession on non-school days during fall, spring, and summer breaks. The after-school program is implemented in partnership with Bay Area Community Resources through the ELOP funds, ASES, and ASSETS grants. However, we are faced with the challenge of finding teachers interested in tutoring after school and during intersession days.

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.

4.1 Multi-Tiered Systems of Support (MTSS) Professional Development and Resources: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from need during the school year to add short term behavioral support services in classrooms to support tiered behavioral support through the CARE process.

4.4 Intervention Acceleration: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from increased expanded learning opportunity funds received based on increased unduplicated student count and expansion of after school services.

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

4.1 Multi-Tiered Systems of Support (MTSS) Professional Development and Resources: Partially Effective based on iReady diagnostic data with 8% increase in students on grade level in reading and maintained the same percentage at grade level in math in D1. We saw a 4%

increase in students reading on grade level and we saw a -2% decrease in math. Optional D3 will be administered in April/May 2025. There was also a 4.25% decrease in referrals to Special Education.

4.2 Assessment and Monitoring: Partially Effective based on iReady Diagnostic 2 data, with a 4% increase in students reading on grade level, and we saw a -2% decrease in math. There was also a 2.3 point decrease in ELA a 0.1 point decrease in Math on the CAASPP. There was also a 4.25% decrease in referrals to Special Education.

4.3 CARE (Children Accessing Resources in Education) Teams and Support Staff: Partially Effective based on iReady Diagnostic 2 data, with a 4% increase in students reading on grade level, and we saw a -2% decrease in math. There was also a 2.3 point decrease in ELA a 0.1 point decrease in Math on the CAASPP, and a 2.5% decrease in chronic absenteeism, and 0.3% decrease in suspension rate. The district CARE team has been effective in meeting the needs of students and families through the support of community and county resources.

4.4 Intervention Acceleration: Partially Effective based on iReady Diagnostic 2 data, with a 4% increase in students reading on grade level, and we saw a -2% decrease in math. There was also a 2.3 point decrease in ELA a 0.1 point decrease in Math on the CAASPP. There has been an increase in the total number of students participating K-12 in programs from 2023-2024(+74%).

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

Metric 4.1 Diagnostic Assessments for K-8 was changed to remove data on socioeconomically disadvantaged students because it is not available.

Metric 4.4 Special Education Referral Data was updated to reflect real data, and the narrative was moved to prompt #1.

4.1 Multi-Tiered Systems of Support (MTSS) Professional Development and Resources: There will be a greater focus on differentiated instruction strategies for both elementary and secondary schools for students to receive Tier 2 targeted instruction within the classroom.

4.3 CARE (Children Accessing Resources in Education) Teams and Support Staff: Planned changes for next year will focus on revising and enhancing the CARE team referral process. We will also improve the follow up process after the CARE team meeting to get information back to the school sites.

4.4 Intervention Acceleration: The After School/ELOP program will continue to grow with the addition of a regular day and intersession programs at Black Diamond Middle School beginning 2025.26. Metrics and target outcomes will remain the same. Due to construction at both comprehensive high schools, only one middle school site will be available to provide secondary summer programming. Beginning in 2025-2026, AUSD will no longer formally use the BPST as a main foundational reading assessment. Our yet to be determined foundational reading metric will allow for digital collection and analysis of data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Multi-Tiered System of Support (MTSS) Professional Development and Resources	• Develop a district-wide MTSS Guide, Rubric, and self-implementation guide. The guide will be shared with all administrators, related service providers, and reviewed at PLC meetings, school site meetings, and all related service meetings. • Provide any professional development necessary to implement an MTSS to site administrators, school leadership teams, and special education staff, including PLC and RTI-specific training to site and district administration to support the use of data to drive instruction and programs at the site.	$0.00	No
4.2	Assessments and Monitoring	• Adopt a system for Universal assessments and screening to identify students in need of support and monitor student progress to make necessary adjustments. • Utilize the Early Warning Indicators (EWI) in Aeries to screen and monitor progress, to include students with chronic absenteeism. • Conduct regular meetings with district and site administrators to ensure implementation and effectiveness of the MTSS and provide support when needed. • Develop 6-8 week cycles with data analysis to monitor and adjust student supports. • Review student identification and access to interventions & acceleration.	$28,425.00	Yes
4.3	CARE (Children Accessing Resources in Education) Teams and Support Staff	• Hire and retain vice principals, counselors, and school safety personnel to ensure the wellbeing and safety of all students. • Provide professional development on the function of CARE Teams-SST meetings-District CARE Teams for site leaders.	$9,088,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Audit the process at sites to ensure all the steps (CARE Team, SST, District CARE Team) have been followed as outlined. • Utilize the District CARE Team to support students and families referred to the Student Attendance Review Board (SARB).		
4.4	Interventions and Acceleration	• Require the pre-referral checklist to be completed by sites before a student is referred for special education. • Support sites with Tier 1 academic supports that include standards-based learning, first best instruction, engaging and effective instructional strategies, and student achievement monitoring; Tier 2 supports focused on small group interventions and differentiation in the classroom, intervention classes, site-based supports, and school CARE teams; and Tier 3 supports that provide more intensive supports via Special Education services, pull out or individualized support, modified program or curriculum, and the District CARE team. • Summer Education Programs that provide a broad range of learning opportunities focused on course credit recovery, pre-instruction/preview for high school courses as well as enrichment and engagement building. • After School Learning Programs that provide expanded learning opportunities through engagement and enrichment activities. • Increase access to academic supports after school and intersession days/summer. • Identify intervention/acceleration time for elementary and secondary during the instructional day.	$15,058,072.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2024-2025 academic year, English Learners (ELs) will demonstrate a 5% improvement in English Language Arts (ELA) and Mathematics proficiency as measured by the CAASPP, and a 3% decrease in Chronic Absenteeism on the California Dashboard. By the end of the 2024-2025 academic year, Foster Youth will demonstrate a 5% improvement in English Language Arts (ELA) and Mathematics proficiency as measured by the CAASPP, a 3% decrease in Chronic Absenteeism and Suspension Rate, while simultaneously increasing graduation rates by 3% on the California Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

AUSD has established a goal to provide additional services and supports for its English Learners in ELA, Mathematics, English Learner Progress, and Chronic Absenteeism, and Suspension Rate, as well as for Foster Youth to provide additional services and supports in ELA, Mathematics, to reduce Chronic Absenteeism and Suspension Rate, and improve Graduation Rate and the College and Career Indicator on the California Dashboard. This goal is rooted in a commitment to equitable education and the recognition that these student groups face unique challenges. By addressing these areas, the district aims to close achievement gaps, ensure all students have the opportunity to succeed academically and professionally, and foster a supportive and inclusive educational environment that promotes long-term success for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELA on CAASPP (4A)	Based on Distance from Standard (2023) English Learners: 60 points below standard (Red)/correction: 92	Based on Points Below Standard (2024)		Based on Distance from Standard (2026)	Year 1 Difference from Baseline: English Learners: -5.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard (Red) Foster Youth: 118.9 points below standard (Orange)	English Learners: 97.4 points below standard (Red) Foster Youth: 130.4 points below standard (Red) Correction to Baseline data for English Learners was 92 points below standard		English Learners: 87 points below standard Foster Youth: 116 points below standard	Foster Youth: -11.5 points
5.2	Mathematics on CAASPP (4A)	Based on Distance from Standard (2023) English Learners: 95 points below standard (Red)/correction 124.4 points below standard (Red) Foster Youth: 159.6 points below standard (Orange)	Based on Points Below Standard (2024) English Learners: 127.5 points below standard (Red) Foster Youth: 177.4 points below standard (Red) Correction to Baseline data for English Learners was 124.4 points below standard		Based on Distance from Standard (2026) English Learners: 120 points below standard Foster Youth: 155 points below standard	Year 1 Difference from Baseline: English Learners: -3.2 points Foster Youth: -17.8 points
5.3	English Learner Progress	N/A	2024 (CA Dashboard) NEW: 41.1% making progress (Orange)		2026 (CA Dashboard) 46% making progress	N/A
5.4	Chronic Absenteeism (5B)	2023 (CA Dashboard)	2024 (CA Dashboard)		2026 (CA Dashboard)	Year 1 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 39.5% (Red)	NEW-English Learner: 29.7% (Red) Foster Youth: 46.7% (Red)		English Learners: 26% Foster Youth: 34%	Englsh Learners: N/A Foster Youth: 7.2%
5.5	Suspension Rate (6A)	2023 (CA Dashboard) English Learners: 4.9% (Orange) Foster Youth: 19.5% (Red)	2024 (CA Dashboard) English Learners: 4.7% (Orange) Foster Youth: 19.7% (Red)		2026 (CA Dashboard) English Learners: 3% Foster Youth: 15%	Year 1 Difference from Baseline: English Learners: -0.2% Foster Youth: 0.2%
5.6	Graduation Rate (5E)	2023 (CA Dashboard) English Learners: 74.5% (Orange) Foster Youth: 50% (Red)	2024 (CA Dashboard) English Learners: 78.3% (Yellow) Foster Youth: 62.5% (Red)		2026 (CA Dashboard) English Learners: 80% Foster Youth: 65%	Year 1 Difference from Baseline: English Learners: 3.8% Foster Youth: 12.5%
5.7	College and Career Indicator on CA Dashboard (4B, 4C, 5E)	2023 (CA Dashboard) English Learners: 3.7% prepared (very low) Foster Youth: 3.6% prepared (very low)	2024 (CA Dashboard) English Learners: 10.4% prepared (yellow) Foster Youth: 6.3% prepared (orange)		2026 (CA Dashboard) English Learners: 8% prepared Foster Youth: 8%	Year 1 Difference from Baseline: English Learners: 6.7% Foster Youth: 2.7%

Goal Analysis [2024-25]

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

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

5.1 Targeted Resources and Supports for English Learners: Partially Implemented in conjunction with county Differentiated Assistance team district staff will increase ELD oversight of master schedules, student enrollment, bilingual aide support as well as instructional time for designated and integrated ELD times. Some challenges surface with regard to fully credentialed and experiences teachers staffing the ELD courses in secondary.

5.2 Targeted Resources and Supports for Foster Youth: Fully Implemented. Ongoing interventions and support systems to boost foster youth engagement and success in school; continued foster parent and student intake meetings; strengthen the partnership with community agencies and foster agencies; school sites will continue to monitor foster youth attendance and discipline monthly. Tutoring, credit recovery options, and access to basic needs have positively impacted student engagement and academic continuity.

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.

5.1 Targeted Resources and Supports for English Learners: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from planned expenditure for instructional assistants in goal 5.1 were charged to 1.5.

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

5.1 Targeted Resources and Supports for English Learners: Ineffective, based on 0.61% of our EL students scored Level 4 (proficient) on the ELPAC. -3.8% made progress toward English language proficiency, compared to -3% at the state level, a decrease of 31 students or -1.4% reclassified as English proficient, a 5.4 point decrease in ELA on the CAASPP, and a 1% decrease in Reading on the iReady Diagnostic 2. Because of this, areas were targeted in the 2024-2025 school year. ELD standards were printed and posted in all classes, reinforcing the roadmap and expectations for all stakeholders. Increased professional development with the curriculum and increased 1:1 PD for new teachers was requested. Fidelity to the curriculum and ensuring full designated minutes occur is still an ongoing need.

5.2 Targeted Resources and Supports for Foster Youth: Effective based on a significant decrease of 10.3% in chronic absenteeism for our Foster Youth and by a significant increase of 12.5% in graduation rate, and a slight increase of 0.2% in suspension rate.

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

Metric 5.1 ELA on CAASPP was changed to reflect the correct ELA points below standard for English Learners and to add in the data for Foster Youth, which should have been included with the baseline data since they were in orange at that time.

Metric 5.2 Math on CAASPP was changed to reflect the correct ELA points below standard for English Learners and to add in the data for Foster Youth, which should have been included with the baseline data since they were in orange at that time.

Metric 5.3 English Learner Progress was added in year 1 because it was designated as orange on the California Dashboard.

5.1 Targeted Resources and Supports for English Learners: Ensure BIA schedules are created with fidelity to serving all EL level 1-3 students. Adopted curriculum in conjunction with other Tier II supports are in place for the required minutes per week. Ongoing coaching for new and senior teachers, self-referred by administrators; Administration of a variety of language assessment types (ELPAC, iReady, Benchmarks, formative); Curriculum implementation; Support with cross-curricular integrative lesson planning; Help staff with monitoring progress of MLLs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Targeted Resources and Supports for English Learners	• ELs will enhance their skills in ELA and Mathematics to meet grade-level standards and develop the language proficiency necessary for academic success through consistent designated group time, use of adopted curriculum, and monitoring of all EL students by teachers and administrators. • Progress will be tracked through quarterly assessments measuring EL's proficiency in ELA and Mathematics, with a target improvement of 10% from baseline scores. Wonders, Savvas, iReady assessments, and progress and report card grades will be used to track progress of all EL students. • EL Master Plan will be followed and drive policies and practices for all stakeholders to ensure targeted resources and supports for English learners in all content areas. Essential components include an assets-oriented mindset, rigorous grade-level instruction aligned to the CA CCSS and CA ELD Standards, frequent opportunities to engage in oral and written academic discourse, intentional use of designated and integrated ELD opportunities, culturally and linguistically responsive teaching, and scaffolding. • ELs will receive targeted instruction and support tailored to their language proficiency levels, utilizing evidence-based instructional strategies and differentiated materials to address individual learning needs. Expanded professional development will be offered to all certificated and classified staff who serve EL students. • Improving ELs' proficiency in ELA and Mathematics is crucial for their academic and future career success, as these subjects are	$50,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		foundational for college readiness and career advancement. Core novels and mathematics textbooks in Spanish have been infused at all high schools for algebra and geometry to further support EL students' growth and understanding of the content. • The goal will be achieved within the academic year, with progress reviewed quarterly to ensure timely interventions and adjustments to instruction as needed. Interventions and adjustments include providing bilingual aides and/or iPad translation devices when possible, changing the pacing of instruction, strategic grouping, scaffolding, providing modified or translated materials, providing extra help in the form of tutoring, after-school assistance, summer school, and small-group reviews, engaging with parents around helping with homework, and teaching test-taking strategies. • CCCOE's technical assistance significantly bolstered our district's efforts to support English learners by providing targeted guidance on best practices, facilitating collaboration and professional development, and offering data analysis tools to track progress. This support enabled us to implement tailored instructional strategies, enhance student engagement, and ensure equitable access to resources.		
5.2	Targeted Resources and Supports for Foster Youth	• Implement comprehensive interventions and support systems to boost foster youth engagement and reduce disciplinary actions by providing mental health services and offering alternatives to suspension. • Initiate an intake meeting with foster parents when enrolling new foster and homeless students to immediately connect the students and families to school, district, and community resources. • Forge partnerships with local foster care agencies, community groups, and educational services for comprehensive assistance to the student and foster parents. • Ensure the school sites are monitoring foster youth attendance and disciplinary records monthly to track progress. • Allocate resources, personnel, and time for targeted support services, including home visits as needed.	$109,186.00	No

Action #	Title	Description	Total Funds	Contributing
		• Offer professional development for educators to understand and address foster youth challenges effectively. The foster liaison will provide professional development regarding resources and supports for Foster Youth in our district. Professional development for the Counselors during at least one of the three (August, November, or January) district-wide staff development days. School Site Administrators will receive professional development during one of the monthly district sponsored site administrator meetings. • Collaborate with community partners for additional resources like tutoring and counseling in and outside of school. • Align efforts for foster youth with the student's school's mission for accessible education and college/career readiness. • Set specific milestones and deadlines for implementation, reviewing data quarterly for adjustments. • Evaluate initiative impact annually to identify areas for improvement. • CCCOE's technical assistance significantly bolstered our district's efforts to support Foster Youth by providing targeted guidance on best practices, facilitating collaboration and professional development, and offering data analysis tools to track progress. This support enabled us to implement tailored instructional strategies, enhance student engagement, and ensure equitable access to resources.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	2024-2025 Bidwell, Grant, Live Oak, Prospects, and Thomas Gaines Virtual Academy (TGVA) were designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2022-23. 2025-2026 Bidwell, Belshaw, Live Oak, Prospects, and Thomas Gaines Virtual Academy (TGVA) were designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2023-2024. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Belshaw will have reduced chronic absenteeism rates by 2% as reported by the California School Dashboard. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Bidwell, Live Oak, and Prospects will have increased graduation rates and College and Career Readiness by 1% as reported by the California School Dashboard. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Belshaw, Bidwell and Live Oak will have reduced suspension rates by 1% as reported by the California School Dashboard. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Belshaw and Prospects will demonstrate a 2-3 point improvement in English Language Arts (ELA) and Mathematics proficiency as measured by the CAASPP. By the end of the 2025.26 academic year, English Learners (see below in "Measuring and Reporting Results") at TGVA will have increased progress in English proficiency by 2% as reported by the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Equity Multiplier (EqM) Schools are identified based on high mobility of students (>25%), and High percentage of socioeconomically disadvantaged students (>70%). Statute calls for funds allocated for equity multiplier schools to be used to provide evidence based services and supports for students at these school sites. Bidwell Continuation High, Live Oak Continuation High, Prospects Independent Study, and Thomas Gaines Virtual Academy are alternative programs in AUSD and as such, they typically see a high mobility rate simply due to the design and purpose of their alternative programs. These schools are primarily serving students for which comprehensive schools to do not meet their needs. These needs can be academic in nature or related to behavior and social pressures. Belshaw is identified as an Equity Multiplier school due to high mobility of students. This goal was developed to provide additional supports to our schools in the areas of attendance, intervention and acceleration opportunities, and family outreach and services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism (5B)	2022-2023 (CA Dashboard) Grant Students with Disabilities: 53.1% African American: 41.7% White: 50% Two or More Races: 44.4% 2024 CA Dashboard Belshaw 35.4% Students with Disabilities 51.4% English Learners 23.9% Socioeconomically Disadvantaged 38.2%	2023-2024 (CA Dashboard) Grant Students with Disabilities: 54.4% African American: 40.6% White: 55.2% Two or More Races: 52.5%		2023-2024 (CA Dashboard) Grant Students with Disabilities: 51% African American: 39% White: 48% Two or More Races: 42% CA Dashboard Belshaw 33.4% Students with Disabilities 49.4% English Learners 21.9% Socioeconomically Disadvantaged 36.2%	Year 1 Difference from Baseline: Grant Students with Disabilities: 1.3% African American: -1.1% White: 5.2% Two or More Races: 8.1%
6.2	Graduation Rate (5E)	2022-2023 (CA Dashboard) Bidwell	2023-2024 (CA Dashboard) Bidwell		2023-2024 (CA Dashboard) Bidwell	Year 1 Difference from Baseline: Bidwell

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 67.3% Live Oak All Students - 62.5% Socioeconomically Disadvantaged - 61.5% Hispanic - 64.5% Prospects All Students - 63% Socioeconomically Disadvantaged - 63.3%	Hispanic - 84.2% Live Oak All Students - 70.2% Socioeconomically Disadvantaged - 69.2% Hispanic - 74.6% Prospects All Students - 55.9% Socioeconomically Disadvantaged - 55.1%		Hispanic - 68% Live Oak All Students - 63% Socioeconomically Disadvantaged - 62% Hispanic - 65% Prospects All Students - 64% Socioeconomically Disadvantaged - 64%	Hispanic: 16.9% Live Oak All Students: 7.7% Socioeconomically Disadvantaged: 7.7% Hispanic: 10.1% Prospects All Students: -7.1% Socioeconomically Disadvantaged: -8.2%
6.3	Suspension Rate (6A)	2022-2023 (CA Dashboard) Bidwell Hispanic - 10.3% Grant Students with Disabilities - 10.1% African American - 9.4% Two or More Races - 10.5% Live Oak Socioeconomically Disadvantaged - 9.5% African American - 14.7% 2024 CA Dashboard Belshaw 4% African American 6.8% Socioeconomically Disadvantaged 4.4%	2023-2024 (CA Dashboard) Bidwell Hispanic - 3.3% Grant Students with Disabilities - 6.4% African American - 8.3% Two or More Races - 9.3% Live Oak Socioeconomically Disadvantaged - 5.1% African American - 8.3%		2023-2024 (CA Dashboard) Bidwell Hispanic - 9% Grant Students with Disabilities - 9% African American - 8% Two or More Races - 9% Live Oak Socioeconomically Disadvantaged - 8% African American - 12% CA Dashboard Belshaw 3% African American 5.8%	Year 1 Difference from Baseline: Bidwell Hispanic: -7% Grant Students with Disabilities: -3.7% African American: -1.1% Two or More Races: -1.2% Live Oak Socioeconomically Disadvantaged: -4.4% African American: -6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 4.1%			Socioeconomically Disadvantaged 3.4% Students with Disabilities 3.1%	
6.4	ELA on CAASPP (4A)	2022-2023 (CA Dashboard) Grant All Students - 74.4 points below standard English Learners - 73.2 points below standard Socioeconomically Disadvantaged - 85 points below standard African American - 110.6 points below standard 2024 Dashboard Belshaw 84.7 Points below standard English Learners 85.7 Points Below Standard Socioeconomically Disadvantaged 90.1 Points Below Standard Hispanic 83.2 Points Below Standard	2023-2024 (CA Dashboard) Grant All Students - 59.2 points below standard English Learners - 74.4 points below standard Socioeconomically Disadvantaged - 68.2points below standard African American - 95.2 points below standard		2023-2024 (CA Dashboard) Grant All Students - 72 points below standard English Learners - 71 points below standard Socioeconomically Disadvantaged - 83 points below standard African American - 108 points below standard Dashboard Belshaw 82.7 Points below standard English Learners 83.7 Points Below Standard Socioeconomically Disadvantaged 88.1 Points Below Standard Hispanic 81.2 Points Below Standard	Year 1 Difference from Baseline: Grant All Students: 15.2 English Learners: -1.2 Socioeconomically Disadvantaged: 16.8 African American: 15.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	Mathematics on CAASPP (4A)	2022-2023 (CA Dashboard) Grant African American - 120.9 points below standard Prospects All Students - 224.9 points below standard 2024 Dashboard Belshaw 83.5 Points Below Standard English Learners 88.8 Points Below Standard Socioeconomically Disadvantaged 85.2 Points Below Standard Hispanic 85.4 Points Below Standard	2023-2024 (CA Dashboard) Grant African American - 126.7 points below standard Prospects All Students - 236.6 points below standard		2023-2024 (CA Dashboard) Grant African American - 118 points below standard Prospects All Students - 222 points below standard Dashboard Belshaw 83.5 Points Below Standard English Learners 86.8 Points Below Standard Socioeconomically Disadvantaged 83.2 Points Below Standard Hispanic 83.4 Points Below Standard	Year 1 Difference from Baseline: Grant African American: -5.8 Prospects All Students: -11.7
6.6	College and Career Indicator (4B, 4C, 5E)	2022-2023 (CA Dashboard) Bidwell All Students - 1% Socioeconomically Disadvantaged - 0% African American - 2.6% Hispanic - 0% Live Oak All Students - 0%	2023-2324 (CA Dashboard) Bidwell All Students - 1.1% Socioeconomically Disadvantaged - 1.2% African American - 0% Hispanic - 2.9% Live Oak		2023-2024 (CA Dashboard) Bidwell All Students - 2% Socioeconomically Disadvantaged - 1% African American - 3% Hispanic - 1% Live Oak	Year 1 Difference from Baseline: Bidwell All Students: 0.1% Socioeconomically Disadvantaged: 1.2% African American: -2.6% Hispanic: 2.9% Live Oak

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - 0% Socioeconomically Disadvantaged - 0% African American - 0% Hispanic - 0% Prospects All Students - 1.5% Socioeconomically Disadvantaged - 0%	All Students - 0% English Learners - NS Socioeconomically Disadvantaged - 0% African American - NS Hispanic - 0% Prospects All Students - 2.5% Socioeconomically Disadvantaged - 1.8%		All Students - 1% English Learners - 1% Socioeconomically Disadvantaged - 1% African American - 1% Hispanic - 1% Prospects All Students - 2% Socioeconomically Disadvantaged - 1%	All Students: 0% English Learners: NS Socioeconomically Disadvantaged: 0% African American: NS Hispanic: 0% Prospects% All Students: 1% Socioeconomically Disadvantaged: 1.8%
6.7	English Learner Progress (4E)	2022-2023 (CA Dashboard) TGVA 43.1% English Learners making progress	2023-2024 (CA Dashboard) TGVA 39.3% English Learners making progress		2023-2024 (CA Dashboard) TGVA 45% English Learners making progress	Year 1 Difference from Baseline: There is a 3.8% decrease in English Learners making progress.
6.8	CA Dashboard Local Indicator- Parent & Family Engagement	Full Implementation on all components	Full Implementation on all components		Continue Full Implementation on all components	

Goal Analysis [2024-25]

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

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

6.1 Mobile Truancy Teams: Partially Implemented. Recruitment efforts for staff are currently underway, and the vans for the program have already been procured. Current preparations include analyzing attendance data and identifying students who would benefit most from this service. A criterion is being developed in order to prioritize and to focus on homeless, foster, and other at-risk youth, ensuring targeted support to promote positive attendance and engagement.

6.2 Interventions and Acceleration Opportunities: Partially Implemented. Additional courses and push-in services were provided, but there were vacancies that were difficult to fill. Bidwell extended its services through a satellite program at Deer Valley High School (DVHS) to serve up to 70 students. 30 students successfully completed the program. Both Live Oak and Bidwell have maximized their course offerings, but limited space and staffing make satellite programming the only viable option for further expansion of services.
Small group reading intervention was implemented at Grant and TGVA, where site administrators developed rotational schedules to ensure students consistently participated in these targeted reading support sessions.
The Opportunity Program expanded its support services, including a full-time counselor and a restorative facilitator. However, during the school day, the program remained limited to one instructor, highlighting a need for additional staffing to further enhance student support. There were 12 middle school students enrolled and 10 high school. Earlier in the year 17 high school students transitioned back to their site, while 14 middle school students have completed the program.
After school, the GED Opportunity program broadened its offerings by hiring highly qualified and engaging instructors who provide targeted support in core subjects. These efforts are focused on ensuring students successfully pass the GED test, fostering both academic and personal achievement. The GED program has served a total of 48 students this year, 42 12th graders and six 11th graders.
6.3 Student and Family Outreach and Supports: Fully Implemented. All additional support staff were hired. The Special Education TOSA (Teacher on Special Assignment) meet with teachers and held trainings on IEP trainings, resources, compliance, and timelines. At the district staff meeting at the start of the year, the entire special education team participated in a PD on legally compliant IEPs and timelines. Special Education Professional development has been a strong focus, with the TOSA scheduling weekly training opportunities. These sessions, alongside increased resources, have provided staff with continuous learning opportunities. Special Education parent and family meetings were planned for the 2024-25 school year. The first meeting was held in September and supported families with information about the IEP process and implementation presented by district council. The second parent meeting was held in February and provided parents with information from the district behavioral team. The third meeting was held on May 6, 2025, and support families with resources regarding special education.

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

6.1 Mobile Truancy Teams: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from Truancy team only partially assembled. 1 of 10 vans purchased.
6.2 Interventions and Acceleration Opportunities: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from 4.5FTE of vacant positions funded by Equity Multiplier funds at Bidwell, Live Oak, and Prospects High Schools.
6.3 Student and Family Outreach and Supports: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from under estminated cost of 1.0 FTE Restorative Practice Facilitator.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 6, as demonstrated by both quantitative data and qualitative indicators.

6.1 Mobile Truancy Teams: Not yet effective based on an increase in chronic absenteeism at Grant and the delay of implementation. (Grant baseline to Year 1: Students with Disabilities: 53.1% to 54.4%; African American: 41.7% to 40.6%; White: 50% to 55.2%, Two or More Races: 44.4% to 52.5%)

6.2 Interventions and Acceleration Opportunities:
Expanded Alternative Education Services: Overall, somewhat effective based on varying site results and student group results.
Graduation Rate:
Bidwell: All Students 68.9% to 67.7% graduated; Hispanic - 67.3% to 84.2% graduated
Live Oak: All Students - 62.5% to 70.2% graduated; Socioeconomically Disadvantaged - 61.5% to 69.2%; Hispanic - 64.5% to 74.6%
Prospects: All Students - 63% to 55.9% graduated; Socioeconomically Disadvantaged - 63.3% to 55.1% graduated

CASSP ELA: Grant: All Students - 74.4 to 59.2 points below standard; English Learners - 73.2 to 74.4 points below standard; Socioeconomically Disadvantaged - 85 to 68.2 points below standard; African American - 110.6 to 95.2 points below standard.

CAASPP Math: Grant: All students 83.7 to 82.9 points below standard; African American - 120.9 to 126.7 points below standard / Prospects: All Students - 224.9 to 236.6 points below standard

College Career Indicators: Bidwell: All Students - 1% to 1.1% prepared; Socioeconomically Disadvantaged - 0% to 1.2% prepared; African American - 2.6% to 0% prepared; Hispanic - 0% to 2.9% prepared
Live Oak: All Students - 0% to 0% prepared; English Learners - 0% to 0% prepared; Socioeconomically Disadvantaged - 0% to 0% prepared; African American - 0% to 0% prepared; Hispanic - 0% to 0% prepared;
Prospects: All Students - 1.5% to 2.5% prepared; Socioeconomically Disadvantaged - 0% to 1.8% prepared;

English Learning Progress: TGVA 43.1% to 39.3%

6.3 Student and Family Outreach and Supports: Effective: Based on CA Dashboard Local indicator for Parent and Family Engagement all components for developing and supporting family engagement are rated at fully implemented. Family engagement has grown districtwide through expanded events and activities that strengthen school-community connections. Athletics and performing arts programs have also seen significant growth, increasing student participation and family involvement. Restorative practices and community circles have been widely adopted to build relationships and resolve conflicts. A successful pilot of an alternative to suspension program received strong parent support. All AUSD schools maintain compliant School Site Councils (SSC) and English Learner Advisory Committees (ELAC), with proper membership and regular meetings. SSC members receive annual training, and Educational Services provides resources to support needs assessments and the development of aligned School Plans for Student Achievement for Board approval.

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

Metric 6.3, 6.4 and 6.5: 2025 Added metrics for Belshaw Elementary due to identification as Equity Multiplier school for 2025.2026.

Metric 6.3, 6.4 and 6.5: 2025 Removed metrics for Grant Elementary due to no longer identified as Equity Multiplier school for 2025.26.
Metric 6.8: 2025 Added metric for Parent and Family Engagement based on CA Dashboard Self Indicators.

6.1 Mobile Truancy Teams: Completing the hiring process for the van driver and bilingual attendance liaison is essential for successfully launching this program. In the interim, district staff should develop clear criteria, communication materials, and a list of identified students who would benefit from mobile truancy team support.
6.2 Interventions and Acceleration Opportunities: Consider elimination of Opportunity program and identification of best practice programs that provide services and interventions for students who need intensive services that can be housed on campuses within current school settings.
6.3 Student and Family Outreach and Supports: Increase parent access to meetings by adding a virtual option. Offer opportunities for feedback and suggestions to increase parent participation; Send out survey after parent meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Mobile Truancy Teams	A mobile team will make home visits, assign needed supports through the CARE process, and provide transportation to school as needed. • Purchase 10 person vans. • Hire counselors dedicated to the Truancy Team • Hire truancy officers	$279,478.00	No
6.2	Interventions and Acceleration Opportunities	• Provide additional course sections on the master schedule to accommodate inclusion and access to required courses and interventions at Bidwell, Live Oak, Prospects, and TGVA. • Access to foundational reading support and support of literacy instruction blocks for elementary grades at Grant and TGVA. • Small group push-in instructional support at Grant and TGVA. • Add services and resources to Opportunity program at Prospects to promote academic progress and support successful transition back to the comprehensive site. • Provide a GED Pathway designed to support 11th and 12th Grade students mathematically unable to earn enough credits needed to graduate, including the GED courses and test.	$1,374,869.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Student and Family Outreach and Supports	• Provide a Restorative Practices facilitator to build community and repair harm when conflicts occur at Bidwell, Live Oak, and Prospects. • Ensure bilingual office support is available at TGVA to improve parent engagement and track attendance. • Provide a Special Education Teacher on Special Assignment to assist parents and school staff with resources, transitions, and teacher training.	$965,653.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Effective and Conducive Learning Environments	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

AUSD established the goal to provide effective and conducive learning environments to ensure that all students have access to high-quality education. This includes having fully credentialed teachers to guarantee that students receive instruction from knowledgeable and well-trained professionals. Improved facilities and modernized classrooms and libraries create safe, welcoming, and resource-rich spaces that enhance the learning experience. A comprehensive teacher induction program supports new educators, helping them to become effective in their roles quickly. Additionally, an updated curriculum ensures that the content taught is relevant, engaging, and aligned with current educational standards and practices. Together, these components aim to foster an environment where students can thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Fully Credentialed and Appropriately Assigned Teachers (1A)	2023 (CA Dashboard) Of 733.42 FTE 83.2% are appropriately assigned teachers. (State Average is 84%)	2024 (CA Dashboard) Of 732.49 FTE 81.8% are appropriately assigned teachers. (State Average is 83.2%)		2026 (CA Dashboard) At or above the CA State Average or 90%, whichever is greater.	Year 1 Difference from Baseline: -1.4% difference of appropriately assigned teachers -0.8% difference in State Average
7.2	FIT Reports (1C)	Spring 2024 FIT Report of 24 schools: 0- Poor 10- Fair 13- Good	Spring 2024 FIT Report of 24 Schools: 0- Poor 10 - Fair		Spring 2027 FIT Report of 24 schools: 0-Poor 5- Fair	Year 1 Difference from Baseline: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1- Exemplary	13- Good 1- Exemplary 2025 FIT has not taken place yet.		15-Good 4- Exemplary	
7.3	Student Computer Ratio	2024 The laptop to student ratio is 1.25:1. Total devices (laptops, desktops, iPads) available for student use equals 1.31:1.	Jan. 2025 The laptop to student ratio is 1.28:1. Total devices (laptops, desktops, iPads) available for student use equals 1.34:1.		2027 Maintain available device to student ratio of 1:1 or better. Maintain available total device ratio to student (laptops, desktops, iPad) 1:1 or better.	Year 1 Difference from Baseline: 0.03:1 difference for laptop 0.03:1 difference for total devices
7.4	Learning Commons Metric	2024 2 elementary, 2 middle, and 1 continuation high school (5 total) have converted libraries to learning commons.	January 2025 2 elementary, 2 middle, and 1 continuation high school (5 total) have converted libraries to learning commons.		2027 Convert libraries to learning common in 6 schools (for district total of 11). 4 elementary site, 1 middle school site, and 1 comprehensive high school site.	Year 1 Difference from Baseline: Maintained
7.5	Modernized Classrooms	2023-2024 195 Interactive display devices have been deployed to 23% of our classrooms.	Jan 2025 No Change 195 Interactive display devices have been deployed to 23% of our classrooms.		2026-2027 50% of classrooms will have interactive display devices.	Year 1 Difference from Baseline: Maintained % of classrooms will have interactive display devices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.6	Teacher Induction and Pre-Induction participation and completion.	2023-2024 Induction Candidates - 53 Pre-Induction Candidates- 45 100% of induction candidates completed their induction program and 80% of pre-induction candidates made significant progress to continue in their credential program and return in the 2024-2025 school year.	Winter 2024 Induction Candidates - 54 Pre-Induction Candidates- 50 53 out of 54 induction candidates are on track to complete their program as of Winter, 2024.		2026-2027 100% of induction candidates will complete their induction program and 90% of pre-induction candidates made significant progress to continue in their credential program and return in the 2027-2028 school year.	Year 1 Difference from Baseline: Induction Candidates: 1 Pre-Induction Candidates: 5 98.14% of induction candidates are on track to complete their program as of Winter, 2024.
7.7	Curriculum (1B)	2023-2024 No Williams findings and no Willams Complaints filed for insufficiencies of instructional materials.	Winter 2024 No Williams findings and no Willams Complaints filed for insufficiencies of instructional materials.		2026-2027 Maintain no Williams findings and no Willams Complaints filed for insufficiencies of instructional materials.	Year 1 Difference from Baseline: Maintained

Goal Analysis [2024-25]

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

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

7.1 High Quality and Diverse Staff: Fully Implemented.
7.2 Teacher Pre-Induction and Induction Program: Fully Implemented. The Pre-Induction program greatly expanded with the addition of PIPS and STPS to our formal mentoring program. The induction program submitted their preconditions and common standards for their upcoming accreditation meeting and had a successful initial review.
7.3 Facilities Improvement: Fully Implemented. Identifying and prioritizing sites with highest needs for facilities updates and repairs continues to take place. Conversion of learning spaces to more collaborative settings that include and infuse the use of technology and 21st century

skills is still planned with priority go to our sites with the highest need. Based on 2024 FIT reports, identified items as needing improvement have been addressed through the work/repair requisition process.
7.4 Instructional Technology and Support: Fully Implemented. District inventory of student devices remains constant providing the intended 1:1 ratio. Steps are being taken to increase the available inventory as devices as well as other instructional technology tool as hardware approaches end of service conditions.
7.5 School Learning Commons: Not Implemented. Identifying and prioritizing sites for conversion of learning spaces to more collaborative settings that include and infuse the use of technology and 21st century skills is still planned with priority go to our sites with the highest need.
7.6 Class Size Reduction: Fully Implemented.
7.7 Program Monitoring: Full implementation of goal actions is taking place to ensure LCAP, SPSA, and all consolidated programs are implemented. LCAP and SPSA implementation is monitored through district oversight, support, and collaboration. Site plan development occurs through district level guidance to ensure compliance of state and federal statute. Program Support Dept. provides training and resources to site administrators that includes Data review, needs assessments, goal setting, and budgeting. In collaboration with Curriculum and Instruction dept., material and supplies, and aligned professional development are implemented.
7.8 Curriculum: Full implementation - Supplemental and ancillary resources for unduplicated students were provided to support full access to grade level content. Action provides support ensuring students have access to required and supplemental materials needed to fully access content.

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.

7.1 High Quality and Diverse Staff: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from increased directed cost transfer from LCFF and LREBG to contribute to increased staffing costs.

7.4 Instructional Technology and Support: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from use of expiring, one time, federal not included in LCAP for technology supports and service.

7.7 Program Monitoring: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise due to estimated actuals for custodial services for ELOP were charged to action 7.7 were not included in the original budgeted expenditures.

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

7.1 High Quality and Diverse Staff: Somewhat effective based on a 1.4% decrease in appropriately assigned teachers.
7.2 Teacher Pre-Induction and Induction Program: Effective based on teacher surveys that demonstrate that the support from the mentoring programming has had a positive impact on teachers' morale, confidence, and capacity in the classrooms.
7.3 Facilities Improvement: Strategies are deemed effective as FIT ratings show no schools as "poor," and planned projects are in progress toward completion.
7.4 Instructional Technology and Support: Strategies are deemed effective as device-to-student ratios remain at least 1:1 and the district's inventory continues to grow.
7.5 School Learning Commons: Strategies are deemed ineffective as no new learning commons were added in 2024-2025.

7.6 Class Size Reduction: Effective, based on all class sizes being within the class size limits.
7.7 Program Monitoring: Partially Effective based on iReady Diagnostic 2 data, with a 4% increase in students reading on grade level, and we saw a -2% decrease in math. There was also a 2.3 point decrease in ELA a 0.1 point decrease in Math on the CAASPP, and an overall increase in attendance rates (Grades TK - 3: 1.1%, Grades 4 - 6: 1.0%, Grades 7 - 8: 2.5%, Grades 9 - 12: 7.1%, Students with Disabilities: 1.9%), a 2.5% decrease in chronic absenteeism, and a 0.3% decrease in suspension rate.
7.8 Curriculum: Effective, No Williams finding and no William complaints were made during the 2024.2025 school year.

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.

No changes.

LREBG: Goal 7 Action 7.1, 7.6, 7.7 Direct cost transfer and additional staff to address staff to student ratio, inclusion and access to intervention, instructional materials and supplies, and address 5.73% indirect cost rate. According to research, teacher effectiveness is one of the most significant in-school factors influencing student achievement. In additional to effective teaching, research shows teacher diversity contributes to a more inclusive and culturally responsive learning environment, supporting engagement and belonging. Providing smaller class sizes allow for more individualized attention, better classroom management, and stronger teacher-student relationships.

LREBG funds supporting this action: 7.1 $5,500,000.00; 7.6 $1,112,005.00, 7.7 $456,398.00 per year through June 30, 2026.

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
7.1	Highly Qualified & Diverse Staff	• Recruit and retain highly qualified staff who reflect the diversity of the students we serve • Utilize current teaching staff in hard to fill programs and positions to support recruitment efforts at local, regional, and state recruitment events • Provide stipends for high need credential areas: Special Education and Dual Immersion with BCLAD LREBG: 7.1 Direct cost transfer for staff to address staff to student ratio, inclusion and access to intervention. Reasearch suggests highly qualified	$10,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and diverse staff directly contribute to improvement in both English and Math performance for high needs student groups. English Language Arts/Literacy and Mathemetics CAASPP results for English Learner, foster, and socioeconomically disadvantaged students will used as the metric for effectiveness. LREBG funds supporting this action: $ 5,500,000.00 per year through June 30, 2026.		
7.2	Teacher Pre-Induction and Induction Program	• Provide a fully accredited Teacher Induction program for general education and special education teachers to earn a Clear Credential • Provide stipends for mentor teachers in the program • Offer professional development for both induction candidates and mentors focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students)	$644,471.00	Yes
7.3	Facilities Improvements	Improve student learning environments for the majority of our students by focusing on safe and collaborative spaces • Collaborative workspaces • Flexible seating • Deferred Maintenance projects	$0.00	No
7.4	Instructional Technology and Support	Purchase and maintain equipment for staff and student use that includes projection devices, laptops, software, and other digital tools to prepare students to meet the rigors of state standards and be prepared for 21st-century careers • Upgrade technology equipment and services to support a 21st Century Learning environment • Provide student devices and maintain one to one computer student ratios at all schools • Provide interactive screens that engage students and provide next-generation learning opportunities in the classroom	$2,964,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide software licensing and digital subscriptions that support a 21st-Century learning environment • Digital learning management systems • Replacement of Tech device based on damage and loss Additional Technology staffing to support students and staff as they implement a 21st-century learning program • Repair and restore computers • Assists patrons in software applications installation and troubleshooting • Maintain network connectivity at school sites • Provide training and support for Office 365 and other software programs • Manage asset and technology inventory		
7.5	School Learning Commons	• Develop school learning commons creating spaces for students to develop literacy and research skills and can support small group and large group learning experiences supporting 21st Century learning initiatives. • Provide student devices/materials for students to use outside of the classroom for learning. • Incorporate interactive screens to promote group-based learning and collaboration.	$458,904.00	Yes
7.6	Class Size Reductions	• Maintain reduced class size in grades K-3rd to allow for focus on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Reduce class size in secondary schools by utilizing one-time funds designed to support expanded learning opportunities LREBG: 7.6 Additional staff to address staff to student ratio, inclusion and access to intervention. Reasearch suggests lower student to teacher ratios in the classroom directly contribute to improvement in both English and	$7,112,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math performance for high needs student groups. English Language Arts/Literacy and Mathemetics CAASPP results for English Learner, foster, and socioeconomically disadvantaged students will used as the metric for effectiveness. LREBG funds supporting this action: $ 1,112,005.00 per year through June 30, 2026.		
7.7	Program Monitoring	• Provide support, guidance, and accountability measures to assist school sites in the planning and implementation of the actions and services in the LCAP and SPSA to increase student achievement focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Hire and retain staffing to provide site supports • Provide school site allocations so sites can tailor their programs and services to address site-specific needs prioritized by the needs assessment • Implementation of learning supports to close achievement gaps • Additional academic services for students LREBG: Instructional materials and supplies, and address 5.73% indirect cost rate. LREBG funds supporting action 7.7 $456,398.00 per year through June 30, 2026.	$8,912,490.00	Yes
7.8	Curriculum	Provide updated CCSS and NGSS aligned instructional materials for students in grades TK-12 to ensure all students have both print and digital access to ensure progress towards mastery of grade level and content standards.	$2,389,070.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$54,061,158	$6,462,223

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
33.741%	0.000%	$0.00	33.741%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Literacy **Need:** Students across the district have low academic scores in English Language arts and proficiency rates are lagging far behind state proficiency rates. In ELA, English Learners scored 92 points below standard, Socioeconomically Disadvantaged students scored 75.5 points below standard, and Foster Youth scored 118.9 points below standard. **Scope:** LEA-wide	Training, resources and support to improve literacy instruction to support students' progress towards proficiency.	CAASPP, iReady, Professional Development Records, Classroom Walk Through Data.
1.3	**Action:** Science **Need:** Students across the district have low academic scores in Science and proficiency rates are lagging far behind state proficiency rates. In Science, 2.1% of English Learners were proficient, 12.81% of Socioeconomically Disadvantaged students were proficient, and 8.11% of Foster Youth were proficient.	Training, resources and support to improve science instruction to support students' progress towards proficiency.	CAST, Professional Development Records, Classroom Walkthrough Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Professional Development **Need:** Teacher surveys and data on academic measures (state and local) demonstrate a specific need for targeted professional development to support unduplicated students achieving grade level mastery on CCSS and NGSS. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms with teachers who have been provided relavant professional development directly supports their academic progress and achievement. On the 2023 California Dashboard, the following data should be noted: In ELA, English Learners scored 92 points below standard, Socioeconomically Disadvantaged students scored 75.5 points below standard, and Foster Youth scored 118.9 points below standard. In Math, English Learners scored 124.2 points below standard, Socioeconomically Disadvantaged students scored 117.3 points below standard, and Foster Youth scored 159.6 points below standard. In Science, 2.1% of English Learners were proficient, 12.81% of Socioeconomically Disadvantaged students were proficient, and 8.11% of Foster Youth were proficient.	Targeted professional development with coaching and monitoring will provide teachers with the necessary tools and resources to meet the needs of our unduplicated student populations.	Professional development records, teacher surveys, academics scores both locally and at the state level in ELA, math and science, and CAASPP data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** English Learner Program **Need:** ELL/ Multilingual students are experiencing significant academic opportunity gaps and having classrooms with teachers who have been provided relevant professional development directly supports their academic progress and achievement. **Scope:**	Training, resources, and support to improve ELD designated and integrated instruction to support students' progress towards English proficiency, progress, and reclassification rates.	Professional development survey data, local assessment data and at the state level in ELPAC and SBAC CAASP data.
1.6	**Action:** Long Term English Learner Support **Need:** Data on academic measures including ELPAC, iReady, and content area grades show a need to decrease students being designated as LTELS. The 2024 (CA Dashboard) shows that 13.95% of our EL students scored Level 4 (proficient) on the ELPAC. 41.1% are making progress toward English language proficiency, compared to 45.7% at the state level. This was a slight decrease from the previous year. **Scope:**	Targeted instructional practices along with providing summer intervention sessions for EL/LTELS for intensive domain support to meet the needs of this student population.	CA Dashboard, ELPAC student progress data, reclassification numbers, iReady, classroom walk-through data, and summer intervention enrollment and completion.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Special Education Services **Need:** 77% of identified special education students are included as part of district's unduplicated student count. IEP management system (SEIS) data reflects a consistently high level of referrals for special education testing, as well as limited general education outcomes prior to referral for assessment. **Scope:** LEA-wide	The actions identified provide for better informed and trained professionals who are knowledgeable regarding how to best serve struggling students through general education.	Professional development records, teacher and related services provider surveys and input, review of records with site administrators, and IEP information management dashboard information (SEIS) Effectiveness of increased and improved services will be measured through student outcomes demonstrated by annual summative assessments and common formative assessments listed in metrics 1.1,1.2,1.7, 1.8, 1.9, 1.10.
2.1	**Action:** Social-Emotional Learning (SEL) Initiatives **Need:** Implement SEL programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness. LCAP feedback indicates that having safe, caring, and engaging schools and classrooms play a key role in supporting unduplicated students. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms that are safe, caring, and engaging directly supports their academic progress and achievement.	Implementing SEL programs, Trauma informed practices, and PBIS promote student academic achievement, assists staff to identify students in need of support, and provides students structure for positive behavior. We are providing training and implementing these practices district-wide because majority of our students can benefit from these practices.	The district will review students' attendance, chronic absentee rates, suspension rates, alternatives to suspension rates, and CAASPP ELA, Math, and Science data to determine the effectiveness of the programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2023-24 CA Healthy Kids Survey, An average of 46% of all students survey relay school connectedness with 47.6% also relaying experiencing a caring adult relationship in school and 60.6% stating the adults have high expectations of them. Students sharing the school is perceived as very safe or safe was equal to 47.7%. On the 2024 California Dashboard, the following data should be noted: In ELA, English Learners 41.1% of students are making progress, Socioeconomically Disadvantaged students scored 118.4 points below standard, and Foster Youth scored 177.4 points below standard. In Math, English Learners scored 127.5 points below standard, Socioeconomically Disadvantaged students scored 118.4 points below standard, and Foster Youth scored 159.6 points below standard. **Scope:** LEA-wide		
2.2	**Action:** Community Building Initiatives and Resources **Need:** Antioch Unified School District's community-building initiatives are intentionally designed to support the social-emotional and behavioral needs of all students, with a particular focus on unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students—who often face greater barriers to school connectedness and	The community-building actions implemented are designed to address the specific needs of unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students—by fostering inclusive, supportive, and connected school environments. These students often face greater challenges related to trauma, school engagement, and access to mental health and social services. Actions such as restorative practices training, expansion of the Alternative to Suspension Program, and implementation of Sandy Hook Promise initiatives directly support the	To monitor the effectiveness of community-building initiatives —particularly as they support unduplicated pupils—the following metrics can be used: Chronic absenteeism rates, disaggregated by student group, to assess improvements in school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	well-being. Through practices such as school-wide community meetings, peer mentoring, cultural celebrations, and student leadership opportunities, the district fosters inclusive environments where students feel seen, valued, and supported. Restorative practices training for staff and administrators, along with the expansion of the Alternative to Suspension Program, provides proactive and equitable approaches to discipline that are especially beneficial for students disproportionately impacted by exclusionary practices. Programs like Sandy Hook Promise enhance safety and belonging, while Community Schools and partnerships with County Behavioral Health ensure access to critical mental health and social services. These efforts, combined with improved parent outreach, chronic absenteeism prevention, and expanded physical activity opportunities, create a comprehensive support system that addresses the holistic needs of unduplicated pupils and promotes a positive, connected school culture. **Scope:** LEA-wide	development of safe and trusting school climates where students feel valued and heard. Community-building practices like peer mentoring, cultural celebrations, and student leadership opportunities promote belonging and identity, which are especially critical for students who may feel marginalized. These services are provided on an LEA-wide or schoolwide basis because unduplicated pupils represent a significant portion of the district's population, and implementing these supports universally ensures equitable access while maintaining a targeted impact. This approach allows the district to meet the needs of its most vulnerable students while strengthening the overall school culture for all.	connectedness and engagement. Suspension and expulsion rates, especially among English learners, foster youth, and socioeconomically disadvantaged students, to evaluate the impact of restorative practices and the Alternative to Suspension Program. Participation rates in community-building activities, such as peer mentoring, student leadership, cultural celebrations, and community service projects. Student, staff, and family climate survey results, measuring perceptions of safety, belonging, and school culture. Utilization of mental health and social services, including referrals through Community Schools and County Behavioral Health partnerships.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Engagement with Sandy Hook Promise programs, including student club participation and anonymous reporting activity. Parent engagement metrics, such as attendance at outreach events and usage of communication platforms. Feedback mechanisms, including student and staff input on community meetings and unstructured time strategies. These metrics help ensure that the district's efforts are fostering inclusive, supportive environments that meet the social-emotional and behavioral needs of unduplicated pupils.
3.2	**Action:** Spanish Dual Immersion Program **Need:** AUSD families have requested a Spanish Dual Immersion (DI) that will expand over the years up through middle and high school. DI not only offers our unduplicated students a researched-	Although the DI program is available at 2 elementary and 2 middle schools, it is open to all families/students in the district. As the program grows, additional BCLAD certified teachers need to be hired, additional curriculum and supplemental materials need to be purchased, and ongoing training for new and existing teachers must be provided. The DI program has proven to	Student outcomes will be monitored using iReady, the IPT, and report card grades, teacher training handouts and sign-in sheets will be collected, and PO orders will be maintained.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	based instructional program that yields elevated student outcomes, but it also provides a path for our Spanish speaking English Learners to develop literacy skills in their home language while becoming proficient in English. Of the students enrolled in the DI program districtwide, 76% are unduplicated. **Scope:** LEA-wide	be an excellent option for some newcomer English learners that enter our schools at higher grade levels.	
3.3	**Action:** Seal of Biliteracy **Need:** District funds used to pay cost for all students seek Seal of Biliteracy to take the required assessment. In 2024, 91 Seals of Biliteracy were awarded to graduating high school students (12th grade). in 20025, we are awarding 75 Seals. **Scope:** LEA-wide	All students have the opportunity, through their selected course of study, to earn this special recognition of biliteracy to the high school graduation. The recognition provides added advantage when applying for college admission and/or application to work force.	Number of students earning the Seal of Biliteracy
3.6	**Action:** Visual and Performing Arts **Need:** Enhance and diversify the K-12 visual and performing arts program to ensure a comprehensive education for all students, irrespective of socioeconomic status, and prioritize inclusion of music and arts beyond Eurocentric perspectives. In 2023-2024, AUSD	Socioeconomically disadvanted students and Foster Youth do not have equitable access to the arts. Additionally, our students with various ethnic backgrounds, like our English Learners, need to see themselves in our arts programs. This action ensure acquisition of necessary professional development, materials, supplies, and curricular resources to provide a diverse and effective instructional arts program across all grade spans.	Number of culturally inclusive performances and CAASPP data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	had a minimum of one Ethnocentric performance at each school campus. Unduplicated students are experiencing significant academic opportunity gaps and participating in performances that value the cultures of our students directly supports their academic progress and achievement. On the 2023 California Dashboard, the following data should be noted: In ELA, English Learners scored 92 points below standard, Socioeconomically Disadvantaged students scored 75.5 points below standard, and Foster Youth scored 118.9 points below standard. In Math, English Learners scored 124.2 points below standard, Socioeconomically Disadvantaged students scored 117.3 points below standard, and Foster Youth scored 159.6 points below standard. In Science, 2.1% of English Learners were proficient, 12.81% of Socioeconomically Disadvantaged students were proficient, and 8.11% of Foster Youth were proficient. **Scope:** LEA-wide		
3.7	**Action:** College and Career Support Services and Programs **Need:** AUSD continues to face significant challenges in preparing students for postsecondary success. The district received a "Yellow" performance level in College/Career	The college and career readiness actions outlined are designed to directly address the needs of unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students—by removing barriers to access and engagement in postsecondary pathways. These students often face systemic challenges such as limited exposure to college and career options, lower academic achievement, and reduced access	To monitor the effectiveness of college and career readiness actions for unduplicated pupils t, the following metrics are used: College/Career Indicator (CCI) performance levels

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Readiness, indicating that many students are not yet on track for success after high school 1. This is particularly concerning for unduplicated pupils, who make up a substantial portion of the student population—75.4% are socioeconomically disadvantaged, 20.2% are English learners, and 1.1% are foster youth 1. These students often lack access to the academic supports, enrichment opportunities, and guidance needed to navigate college and career pathways. The district's goals—such as expanding AVID and Puente programs, staffing College and Career Centers, offering work-based learning, and ensuring equitable access to Advanced Placement, dual enrollment, and Linked Learning/CTE pathways—are directly aligned with these needs. These initiatives aim to build college-going identities, provide culturally responsive instruction, and offer real-world learning experiences that are especially critical for students who may not otherwise have exposure to such opportunities. The implementation of four-year academic plans, digital planning tools, and data tracking systems further supports counselors and administrators in identifying and addressing gaps in readiness. **Scope:** LEA-wide	to rigorous coursework. Actions such as implementing AVID and Puente programs, staffing College and Career Centers, offering work-based learning opportunities, and expanding access to Advanced Placement, dual enrollment, and Linked Learning/CTE pathways are strategically chosen to build college-going identities, provide culturally responsive instruction, and offer real-world learning experiences. These services are provided on an LEA-wide basis because unduplicated pupils make up a significant portion of the district's population, and offering these supports universally ensures equity while maintaining targeted impact. By embedding these actions across all schools, AUSD ensures that the needs of its most vulnerable students are prioritized while also uplifting the entire student body.	from the California School Dashboard, disaggregated by student group. A-G course completion rates, particularly among English learners, foster youth, and socioeconomically disadvantaged students. Graduation rates and dropout rates for unduplicated pupils. Participation and success in Advanced Placement (AP) and dual enrollment courses. Enrollment in and completion of Career Technical Education (CTE) pathways and Linked Learning programs. Student participation in work-based learning experiences, such as internships, job shadowing, and industry tours. Use of digital college and career planning tools and completion of four-year academic plans. Attendance and engagement in AVID, Puente, and College & Career Center activities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Parent and student participation in college and career fairs, workshops, and events. Counselor and administrator use of data tracking systems to monitor and support student progress toward college and career goals. These metrics help ensure that the district's actions are effectively supporting the postsecondary success of its most vulnerable students.
4.2	**Action:** Assessments and Monitoring **Need:** Students, including unduplicated students due to learning gaps, are achieving below grade level proficiency in ELA and math. Formative assessments are needed to produce metrics that will guide targeted interventions. In ELA, English Learners scored 92 points below standard, Socioeconomically Disadvantaged students scored 75.5 points below standard, and Foster Youth scored 118.9 points below standard. In Math, English Learners scored 124.2 points below standard, Socioeconomically Disadvantaged students scored 117.3 points	To address this need, all schools will develop formative, standards aligned, assessments that provide result that will leverage and target multiple tiers of support for all students and address the learning gap for unduplicated students.	We expect this action to result in improved outcomes for all students, but specifically, foster youth, English learners, and socio-economically disadvantaged students as measured by formative assessments such as BPST, iReady diagnostics that will facilitate multi-tiered levels of intervention for students, and CAASPP data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard, and Foster Youth scored 159.6 points below standard. **Scope:** LEA-wide		
4.3	**Action:** CARE (Children Accessing Resources in Education) Teams and Support Staff **Need:** Provided students, with a focus on foster youth, English Learner, and socio-economically disadvantaged student as a result of the learning gap, targeted Tier 2 interventions to improve attendance and academic performance. On the 2024California Dashboard, the following data should be noted: In ELA, English Learners scored 97.4 points below standard, Socioeconomically Disadvantaged students scored 77.5 points below standard, and Foster Youth scored 130.4 points below standard. In Math, English Learners scored 127.5 points below standard, Socioeconomically Disadvantaged students scored 118.4 points below standard, and Foster Youth scored 177.4 points below standard. In Science, 2.1% of English Learners were proficient, 12.81% of Socioeconomically Disadvantaged students were proficient, and 8.11% of Foster Youth were proficient.	To address this need, the CARE Team consists of school personnel and community resources that work together to provide students with resources. All schools in the community are in need of support and resources for all students and to address the opportunity gap for unduplicated students.	We expect this action to result in improved outcomes for all students, especially foster youth, English Learners, and socio-economically disadvantaged students though the implementation of CARE Teams will meet at least monthly to discuss student progress. Data to be collected and reviewed will be student attendance, formative and benchmark assessments, behavioral performance, and CAASPP data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.4	**Action:** Interventions and Acceleration **Need:** Large percentages of students, including unduplicated students due to learning gaps, are not meeting grade level mastery nor accessing grade level materials. On the 2024 California Dashboard, the following data should be noted: In ELA, English Learners scored 97.4 points below standard, Socioeconomically Disadvantaged students scored 77.5 points below standard, and Foster Youth scored 130.4 points below standard. In Math, English Learners scored 127.5 points below standard, Socioeconomically Disadvantaged students scored 118.4 points below standard, and Foster Youth scored 177.4 points below standard. In Science, English Learners scored 29.9 points below standard, Socioeconomically Disadvantaged students scored 24.2 points below standard, and Foster Youth scored 32.2 points below standard. **Scope:** LEA-wide	To address this need, interventions for Tiers 2 and 3 are needed to support students, and the learning gap of unduplicated students in need of re-teaching and remediation. Formative data will also be used to support and develop opportunities for students in need of acceleration.	We expect this action to result in improved outcomes for all students, but specifically, foster youth, English learners, and socio-economically disadvantaged students as measured by formative assessments such as BPST, IWT, iReady diagnostics that will guide decisions regarding intervention planning and implementation, and CAASPP data.
5.1	**Action:** Targeted Resources and Supports for English Learners	Targeted instruction and support will improve ELA and math outcomes utilizing differentiated instruction and materials to address individual	CAASP ELA and math assessment data along with curriculum

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district needs to improve ELA and math proficiency for all ELs. Currently we show 68.4 points below the standard on CAASP according to CA dashboard for 2024 and 108 points below the standard in mathematics. **Scope:** LEA-wide	learning needs. Expanded professional development will be offered to all certificated and classified staff to improve lesson delivery.	assessments in ELA and math.
7.1	**Action:** Highly Qualified & Diverse Staff **Need:** Recruitment, and retention of Highly qualified staff that reflects the AUSD Community. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms with highly qualified and diverse teachers directly supports their academic progress and achievement. On the 2023 California Dashboard, the following data should be noted: In ELA, English Learners scored 92 points below standard, Socioeconomically Disadvantaged students scored 75.5 points below standard, and Foster Youth scored 118.9 points below standard. In Math, English Learners scored 124.2 points below standard, Socioeconomically Disadvantaged students scored 117.3 points below standard, and Foster Youth scored 159.6 points below standard. In Science, 2.1% of English Learners were proficient, 12.81% of Socioeconomically	Ensuring and maintaining fully credentialed teachers to guarantee that students receive instruction from knowledgeable and well-trained professionals.	Fully credentialed and appropriately assigned teachers and CAASPP data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students were proficient, and 8.11% of Foster Youth were proficient. **Scope:** LEA-wide		
7.2	**Action:** Teacher Pre-Induction and Induction Program **Need:** The primary goal of the Teacher Induction Program is to provide a fully accredited pathway for general and special education teachers to earn their Clear Credential, ensuring they possess the necessary skills to deliver high-quality education. The program includes stipends for mentor teachers, recognizing their critical role in guiding induction candidates. It also offers targeted professional development for both candidates and mentors, focusing on supporting student groups identified in the red or orange categories on the California Dashboard, such as English learners, foster youth, homeless students, special education participants, and African American students. Supporting and training new teachers are vital to ensuring that students receive quality education from qualified staff. By focusing on professional learning opportunities that provide the tools and strategies necessary to support unduplicated students, the program aims to enhance instructional effectiveness. As of Winter 2024, 53 out of 54 induction candidates are on track to complete their program, and there are 50 pre-induction candidates,	Teacher surveys demonstrate that the support from the mentoring programming is having positive impact on teachers' morale, confidence and capacity in the classrooms.	Teacher Induction and Pre-Induction participation and completion.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	showcasing the program's continued success in developing committed and well-prepared educators. **Scope:** LEA-wide		
7.4	**Action:** Instructional Technology and Support **Need:** Purchase and maintain equipment for staff and student use that includes projection devices, laptops, software, and other digital tools to prepare students to meet the rigors of state standards and be prepared for 21st-century careers. LCAP feedback indicates that classroom learning environments play a key role in supporting unduplicated students. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms that allow for flexibility, collaboration, and technology directly supports their academic progress and achievement. On the 2024 California Dashboard, the following data should be noted: In ELA, English Learners scored 97.4 points below standard, Socioeconomically Disadvantaged students scored 77.5 points below standard, and Foster Youth scored 130.4 points below standard. In Math, English Learners scored 127.5 points below standard, Socioeconomically Disadvantaged students scored 118.4 points	Maintenance and repairs of technology tools including student and staff devices, continuous Maintenace to network, technical support, acquisition/updating of obsolete equipment.	Student to computer ratios, and CAASPP data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard, and Foster Youth scored 177.4 points below standard. In Science, English Learners scored 29.9 points below standard, Socioeconomically Disadvantaged students scored 24.2 points below standard, and Foster Youth scored 32.2 points below standard. **Scope:** LEA-wide		
7.5	**Action:** School Learning Commons **Need:** Develop school learning commons creating spaces for students to develop literacy and research skills and can support small group and large group learning experiences supporting 21st Century learning initiatives. **Scope:** LEA-wide	Providing flexible learning environments by converting static use areas into vibrant multi-functional areas that allow for collaboration, access to technology for students.	Learning Common Metric
7.6	**Action:** Class Size Reductions **Need:** Efforts to maintain appropriate class sized while further reducing class sized where possible. **Scope:** LEA-wide	Adhere to class size limits while providing additional FTE to sites in order to provide better inclusion and access to courses.	Percentage of classes within class size limits.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
7.7	**Action:** Program Monitoring **Need:** Provide support, guidance, and accountability measures to assist school sites in the planning and implementation of the actions and services in the LCAP and SPSA to increase student achievement focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) **Scope:** LEA-wide	Provide centralized supports and staffing to sites in service of students. Allocation for resources to sites allowing for programs specific to site identified needs.	Monitoring of results in improved outcomes for all students, but specifically, foster youth, English learners, and socio-economically disadvantaged students as measured by formative assessments such as BPST, IWT, iReady diagnostics that will guide decisions regarding intervention planning and implementation, and CAASPP data.
7.8	**Action:** Curriculum **Need:** The need to purchase supplemental and ancillary resources for our unduplicated students exceeds our annual Lottery allocation and our students need these supports to fully access grade level curriculum. **Scope:** LEA-wide	Our unduplicated student population benefit from many of the supplemental and ancillary resources that are not included in traditional adoptions that provide scaffolding and multilingual resources.	CAASPP testing, digital usage records

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Program **Need:** Data on academic measures including ELPAC, iReady, and content area grades show a need to increase academic outcomes and progress for this population of students. The 2024 (CA Dashboard) shows that 13.95% of our EL students scored Level 4 (proficient) on the ELPAC. 41.1% are making progress toward English language proficiency, compared to 45.7% at the state level. This was a slight decrease from the previous year. **Scope:** Limited to Unduplicated Student Group(s)	Targeted instructional practices along with professional development/ coaching will provide teachers with the necessary tools and resources to meet the needs of this student population.	CA Dashboard, ELPAC student progress data, reclassification numbers, iReady, classroom walk-through data, professional development feedback/surveys with teachers and administrators.

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

N/A

Additional Concentration Grant Funding

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

All schools in the Antioch Unified School District have an enrollment of unduplicated student groups greater than 55%.

AUSD will use the concentration grant add-on funding in addition to other one-time sources to increase and retain staff who will provide direct services to students at all school sites to address their social-emotional and academic needs, such as wellness center staffing and reading intervention teachers, and instructional aides.

AUSD used concentration grant add-on funding to continue efforts to address the retention of teaching staff and attract qualified teachers to high-need positions like special education, mathematics, and science so that direct services to students are uninterrupted.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	160,226,192.00	54,061,158	33.741%	0.000%	33.741%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$54,061,158.00	$37,081,392.00	$620,000.00	$10,539,154.00	$102,301,704.00	$62,629,515.00	$39,672,189.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Mathematics	All	No			All Schools		$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	0.00
1	1.2	Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,183,621.00	$2,479,055.00	$52,500.00	$5,186,488.00	$0.00	$2,423,688.00	$7,662,676.00	0.00
1	1.3	Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$258,161.00	$0.00	$258,161.00	$0.00	$0.00	$0.00	$258,161.00	0.00
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$21,500.00	$1,971,944.00	$1,306,944.00	$680,000.00	$0.00	$6,500.00	$1,993,444.00	0.00
1	1.5	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$976,474.00	$230,002.00	$78,000.00	$708,838.00	$0.00	$419,638.00	$1,206,476.00	0.00
1	1.6	Long Term English Learner Support	English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Special Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$11,500,000.00	$0.00	$11,500,000.00	$0.00	$0.00	$0.00	$11,500,000.00	0.00
1	1.8	Opportunity Alternative Program	All	No			Specific Schools: Prospects Alternativ		$397,886.00	$25,000.00	$0.00	$0.00	$0.00	$422,886.00	$422,886.00	0.00

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
							e Education School 7-12									
2	**2.1**	Social-Emotional Learning (SEL) Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,719,971.00	$1,572,500.00	$6,422,563.00	$2,068,881.00	$620,000.00	$181,027.00	$9,292,471.00	0.00
2	**2.2**	Community Building Initiatives and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,472,793.00	$33,500.00	$1,500,293.00	$0.00	$0.00	$6,000.00	$1,506,293.00	0.00
2	**2.3**	Homeless and Foster Youth Supports and Resources	Homeless and Foster	No			All Schools		$97,956.00	$103,117.00	$0.00	$0.00	$0.00	$201,073.00	$201,073.00	0.00
3	**3.1**	English Learner Newcomer Center	English Learners	No			All Schools Specific Schools: Antioch Middle School TK-12		$91,068.00	$44,000.00	$0.00	$0.00	$0.00	$135,068.00	$135,068.00	0.00
3	**3.2**	Spanish Dual Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary, John Muir Elementary, Antioch Middle, and Dallas Ranch Middle Currently TK-7 in 2024-2025		$3,221,028.00	$37,000.00	$3,104,150.00	$153,878.00	$0.00	$0.00	$3,258,028.00	0.00
3	**3.3**	Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Antioch High School, Deer Valley High School, Dozier		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0.00

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
							Libbey Medical High School, Bidwell Continuation High School, Live Oak Continuation High School, Prospects Alternative Education High School 9-12									
3	3.4	Ethnic Studies	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00
3	3.5	Project-Based Learning	All	No			Specific Schools: Middle and High Schools 6-12		$8,000.00	$55,000.00	$0.00	$0.00	$0.00	$63,000.00	$63,000.00	0.00
3	3.6	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,704,721.00	$57,000.00	$1,761,721.00	$0.00	$0.00	$0.00	$1,761,721.00	0.00
3	3.7	College and Career Support Services and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$770,348.00	$2,223,079.00	$2,189,333.00	$121,707.00	$0.00	$682,387.00	$2,993,427.00	0.00
4	4.1	Multi-Tiered System of Support (MTSS) Professional Development and Resources	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00
4	4.2	Assessments and Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$28,425.00	$28,425.00	$0.00	$0.00	$0.00	$28,425.00	0.00
4	4.3	CARE (Children Accessing Resources in Education) Teams and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,105,074.00	$983,000.00	$7,682,107.00	$1,405,967.00	$0.00	$0.00	$9,088,074.00	0.00

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
4	4.4	Interventions and Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,673,425.00	$11,384,647.00	$180,735.00	$14,282,543.00	$0.00	$594,794.00	$15,058,072.00	0.00
5	5.1	Targeted Resources and Supports for English Learners	English Learners English Learners	No Yes	LEA-wide	English Learners			$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0.00
5	5.2	Targeted Resources and Supports for Foster Youth	All Foster	No					$84,951.00	$24,235.00	$0.00	$0.00	$0.00	$109,186.00	$109,186.00	0.00
6	6.1	Mobile Truancy Teams	All	No			Specific Schools: Bidwell, Grant, Live Oak, Prospects, and TGVA		$279,478.00	$0.00	$0.00	$279,478.00	$0.00	$0.00	$279,478.00	
6	6.2	Interventions and Acceleration Opportunities	All	No			Specific Schools: Bidwell, Grant, Live Oak, Prospects, and TGVA		$1,374,869.00	$0.00	$0.00	$1,374,869.00	$0.00	$0.00	$1,374,869.00	
6	6.3	Student and Family Outreach and Supports	All	No			Specific Schools: Bidwell, Grant, Live Oak, Prospects, and TGVA		$0.00	$965,653.00	$0.00	$965,653.00	$0.00	$0.00	$965,653.00	
7	7.1	Highly Qualified & Diverse Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,600,000.00	$0.00	$5,100,000.00	$5,500,000.00	$0.00	$0.00	$10,600,000.00	0.00
7	7.2	Teacher Pre-Induction and Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$616,469.00	$28,002.00	$1,400.00	$0.00	$0.00	$643,071.00	$644,471.00	0.00
7	7.3	Facilities Improvements	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00

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
7	**7.4**	Instructional Technology and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,964,283.00	$2,964,283.00	$0.00	$0.00	$0.00	$2,964,283.00	0.00
7	**7.5**	School Learning Commons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$438,904.00	$20,000.00	$458,904.00	$0.00	$0.00	$0.00	$458,904.00	0.00
7	**7.6**	Class Size Reductions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,112,005.00	$6,000,000.00	$6,000,000.00	$1,112,005.00	$0.00	$0.00	$7,112,005.00	0.00
7	**7.7**	Program Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,581,743.00	$6,330,747.00	$3,130,569.00	$1,141,085.00	$0.00	$4,640,836.00	$8,912,490.00	0.00
7	**7.8**	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$289,070.00	$2,100,000.00	$289,070.00	$2,100,000.00	$0.00	$0.00	$2,389,070.00	0.00

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
160,226,192.00	54,061,158	33.741%	0.000%	33.741%	$54,061,158.00	0.000%	33.741 %	**Total:**	$54,061,158.00
								LEA-wide Total:	$53,983,158.00
								Limited Total:	$78,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,500.00	0.00
1	**1.3**	Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,161.00	0.00
1	**1.4**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,306,944.00	0.00
1	**1.5**	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$78,000.00	0.00
1	**1.7**	Special Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500,000.00	0.00
2	**2.1**	Social-Emotional Learning (SEL) Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,422,563.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.2**	Community Building Initiatives and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,293.00	0.00
3	**3.2**	Spanish Dual Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary, John Muir Elementary, Antioch Middle, and Dallas Ranch Middle Currently TK-7 in 2024-2025	$3,104,150.00	0.00
3	**3.3**	Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Antioch High School, Deer Valley High School, Dozier Libbey Medical High School, Bidwell Continuation High School, Live Oak Continuation High School, Prospects Alternative Education High School 9-12	$2,000.00	0.00
3	**3.6**	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,761,721.00	0.00
3	**3.7**	College and Career Support Services and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,189,333.00	0.00
4	**4.2**	Assessments and Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,425.00	0.00
4	**4.3**	CARE (Children Accessing Resources in Education) Teams and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,682,107.00	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 (%)
4	4.4	Interventions and Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,735.00	0.00
5	5.1	Targeted Resources and Supports for English Learners	Yes	LEA-wide	English Learners		$50,000.00	0.00
7	7.1	Highly Qualified & Diverse Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,100,000.00	0.00
7	7.2	Teacher Pre-Induction and Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,400.00	0.00
7	7.4	Instructional Technology and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,964,283.00	0.00
7	7.5	School Learning Commons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$458,904.00	0.00
7	7.6	Class Size Reductions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000,000.00	0.00
7	7.7	Program Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,130,569.00	0.00
7	7.8	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		$289,070.00	0.00

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$88,031,260.70	$97,988,543.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Mathematics	Yes	$40,000.00	$40,595.00
1	**1.2**	Literacy	Yes	$4,244,180.36	2,536,571.00
1	**1.3**	Science	Yes	$156,897.00	261,650.00
1	**1.4**	Professional Development	Yes	$1,976,656.00	1,983,391.00
1	**1.5**	English Learner Program	Yes	$557,244.00	989,747.00
1	**1.6**	Long Term English Learner Support	No	$0.00	0.00
1	**1.7**	Special Education Services	Yes	$8,000,000.00	10,700,000.00
1	**1.8**	Opportunity Alternative Program	No	$419,656.00	413,923.00
2	**2.1**	Social-Emotional Learning (SEL) Initiatives	Yes	$9,984,302.63	9,633,289.00
2	**2.2**	Community Building Initiatives and Resources	Yes	$1,665,310.00	1,496,186.00
2	**2.3**	Homeless and Foster Youth Supports and Resources	No	$190,000.00	110,749.00

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)
3	**3.1**	English Learner Newcomer Center	No	$108,217.00	98,281.00
3	**3.2**	Spanish Dual Immersion Program	Yes	$3,186,275.10	3,293,674.00
3	**3.3**	Seal of Biliteracy	Yes	$2,000.00	2000.00
3	**3.4**	Ethnic Studies	Yes	$60,000.00	0.00
3	**3.5**	Project-Based Learning	No	$63,000.00	11,700.00
3	**3.6**	Visual and Performing Arts	Yes	$1,654,791.00	1,705,310.00
3	**3.7**	College and Career Support Services and Programs	Yes	$3,893,937.07	3,364,876.00
4	**4.1**	Multi-Tiered System of Support (MTSS) Professional Development and Resources	Yes	$20,000.00	101,590.00
4	**4.2**	Assessments and Monitoring	Yes	$43,425.00	55,904.00
4	**4.3**	CARE (Children Accessing Resources in Education) Teams and Support Staff	Yes	$9,253,317.63	9,060,282.00
4	**4.4**	Interventions and Acceleration	Yes	$9,373,053.00	10,864,822.00
5	**5.1**	Targeted Resources and Supports for English Learners	No	$388,037.00	0.00
5	**5.2**	Targeted Resources and Supports for Foster Youth	Yes	$102,882.00	138,996.00
6	**6.1**	Mobile Truancy Teams	No	$900,000.00	212,728.00

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)
6	**6.2**	Interventions and Acceleration Opportunities	No	$2,040,832.00	1,276,151.00
6	**6.3**	Student and Family Outreach and Supports	No	$43,000.00	76,315.00
7	**7.1**	Highly Qualified & Diverse Staff	Yes	$2,800,000.00	9,400,000.00
7	**7.2**	Teacher Pre-Induction and Induction Program	No	$476,078.71	646,179.00
7	**7.3**	Facilities Improvements	Yes	$6,700,000	6,700,000.00
7	**7.4**	Instructional Technology and Support	Yes	$3,414,372.00	5,949,549.00
7	**7.5**	School Learning Commons	Yes	$429,383.00	482,546.00
7	**7.6**	Class Size Reductions	Yes	$6,226,834.20	6,009,844.00
7	**7.7**	Program Monitoring	Yes	$7,536,926.00	8,588,285.00
7	**7.8**	Curriculum	Yes	$2,080,654.00	1,783,410.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
50,408,645.00	$53,659,010.00	$55,783,089.00	($2,124,079.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Mathematics	Yes	$5,000.00	3795.00	0.00	
1	1.2	Literacy	Yes	$258,354.00	57,155.00	0.00	
1	1.3	Science	Yes	$156,897.00	261,650.00	0.00	
1	1.4	Professional Development	Yes	$1,380,156.00	687,397.00	0.00	
1	1.5	English Learner Program	Yes	$97,000.00	58,839.00	0.00	
1	1.7	Special Education Services	Yes	$8,000,000.00	10,700,000.00	0.00	
2	2.1	Social-Emotional Learning (SEL) Initiatives	Yes	$5,175,140.00	5,589,960.00	0.00	
2	2.2	Community Building Initiatives and Resources	Yes	$1,531,913.00	1,444,646.00	0.00	
3	3.2	Spanish Dual Immersion Program	Yes	$2,985,195.00	3,129,902.00	0.00	
3	3.3	Seal of Biliteracy	Yes	$2,000.00	2,000.00	0.00	
3	3.4	Ethnic Studies	Yes	$60,000.00	0.00	0.00	
3	3.6	Visual and Performing Arts	Yes	$1,811,658.00	1,811,658.00	0.00	
3	3.7	College and Career Support Services and Programs	Yes	$2,800,267.00	2,423,985.00	0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Multi-Tiered System of Support (MTSS) Professional Development and Resources	Yes	$20,000.00	20,000.00	0.00	
4	**4.2**	Assessments and Monitoring	Yes	$43,425.00	55,904.00	0.00	
4	**4.3**	CARE (Children Accessing Resources in Education) Teams and Support Staff	Yes	$7,772,304.00	7,670,129.00	0.00	
4	**4.4**	Interventions and Acceleration	Yes	$474,620.00	176,997.00	0.00	
5	**5.2**	Targeted Resources and Supports for Foster Youth	Yes	$87,117.00	123,231.00	0.00	
7	**7.1**	Highly Qualified & Diverse Staff	Yes	$1,300,000.00	3,400,000.00	0.00	
7	**7.3**	Facilities Improvements	Yes	$6,700,000.00	6,700,000.00	0.00	
7	**7.4**	Instructional Technology and Support	Yes	$3,414,372.00	2,045,260.00	0.00	
7	**7.5**	School Learning Commons	Yes	$429,383.00	427,587.00	0.00	
7	**7.6**	Class Size Reductions	Yes	$5,000,000.00	5,000,000.00	0.00	
7	**7.7**	Program Monitoring	Yes	$3,873,555.00	3,704,952.00	0.00	
7	**7.8**	Curriculum	Yes	$280,654.00	288,042.00	0.00	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
155,921,702	50,408,645.00	3.42	35.749%	$55,783,089.00	0.000%	35.776%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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