

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvord Unified School District

CDS Code: 3669770000000

School Year: 2025-26

LEA contact information:

Dr. Reginald Thompkins

Superintendent of Schools

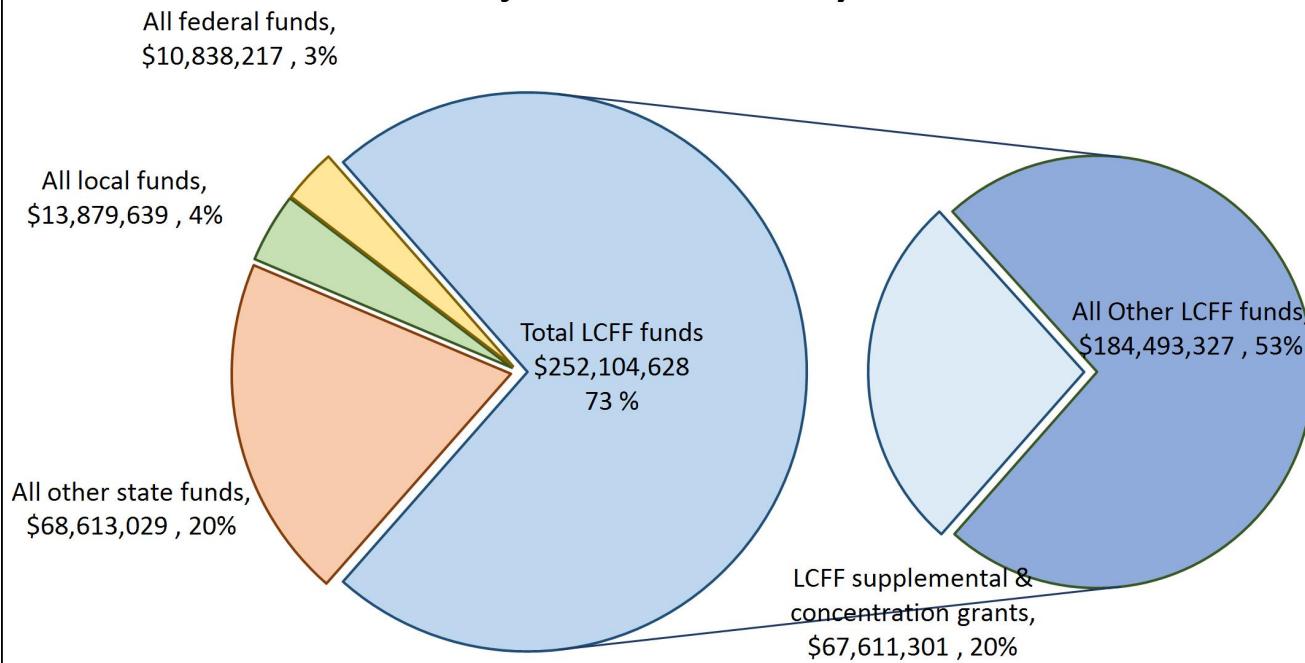
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

#### Projected Revenue by Fund Source

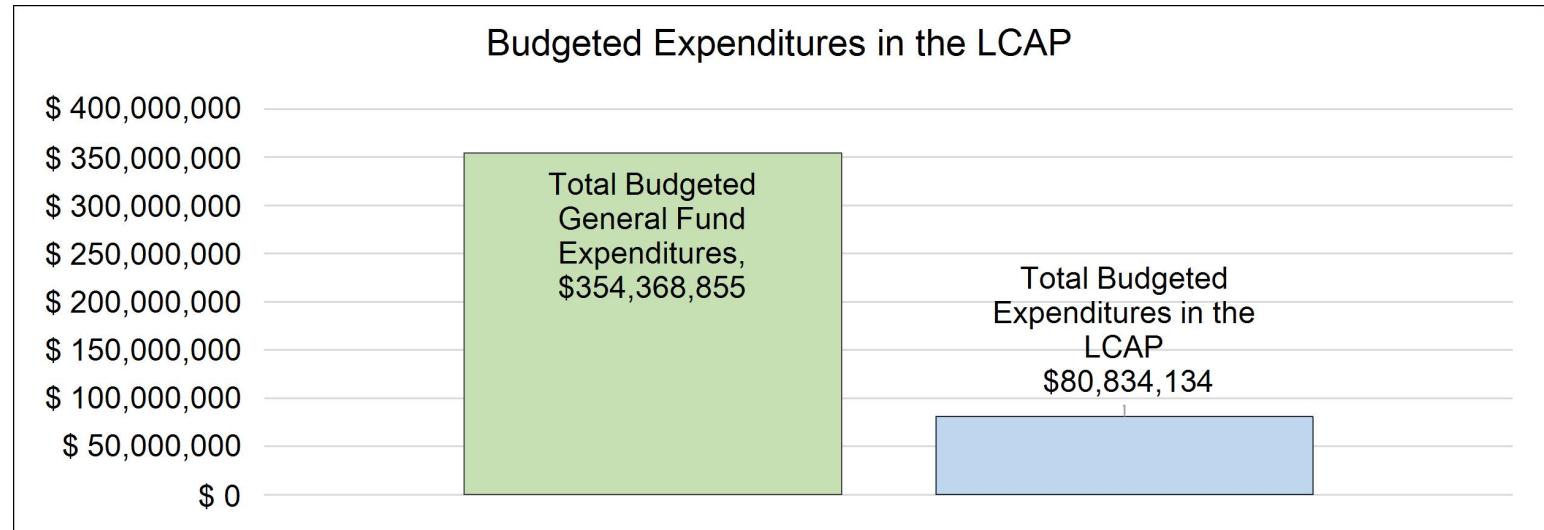


This chart shows the total general purpose revenue Alvord Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alvord Unified School District is \$345,435,513, of which \$252,104,628 is Local Control Funding Formula (LCFF), \$68,613,029 is other state funds, \$13,879,639 is local funds, and \$10,838,217 is federal funds. Of the \$252,104,628 in LCFF Funds, \$67,611,301 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 Alvord 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: Alvord Unified School District plans to spend \$354,368,855 for the 2025-26 school year. Of that amount, \$80,834,134 is tied to actions/services in the LCAP and \$273,534,721 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Total General Fund planned expenditures for the 2025–26 school year reflect the comprehensive support provided to students across the district. This includes investments in instructional programs, site and department operations, and districtwide services. The budget encompasses the full scope of educational and operational needs, including staffing, student services, and infrastructure to ensure safe and effective learning environments.

In addition, the 2025–26 Adopted Budget includes one-time funding sources that support district priorities and help strengthen implementation of the educational plan.

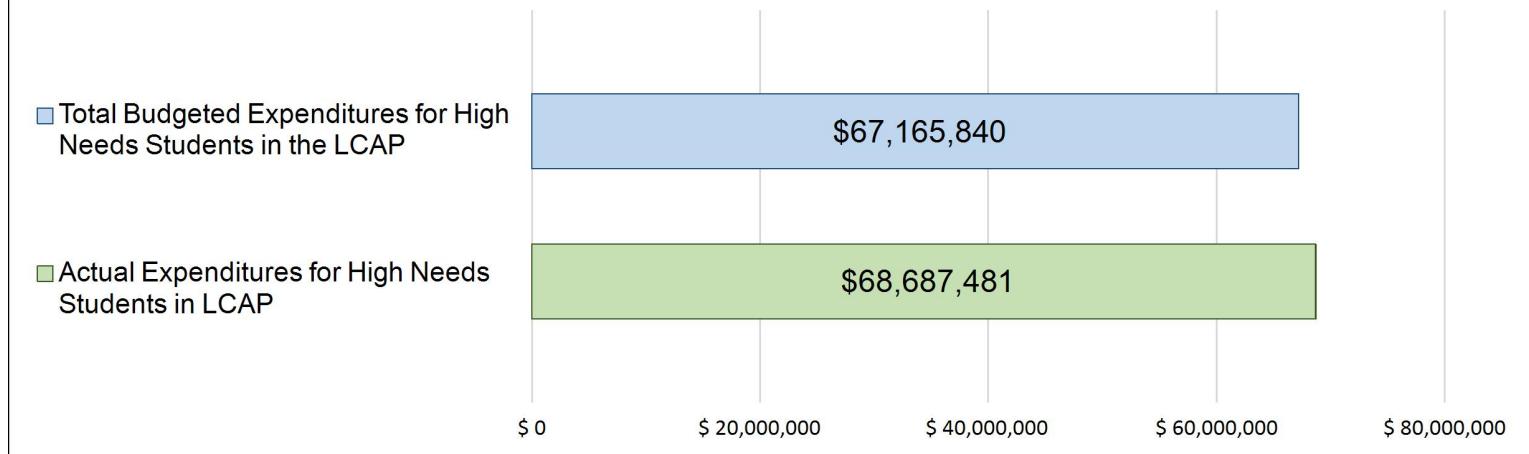
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Alvord Unified School District is projecting it will receive \$67,611,301 based on the enrollment of foster youth, English learner, and low-income students. Alvord Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alvord Unified School District plans to spend \$67,611,301 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

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



This chart compares what Alvord 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 Alvord 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, Alvord Unified School District's LCAP budgeted \$67,165,840 for planned actions to increase or improve services for high needs students. Alvord Unified School District actually spent \$68,687,481 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,521,641 had the following impact on Alvord Unified School District's ability to increase or improve services for high needs students:

N/A

# 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
Alvord Unified School District	Dr. Reginald Thompkins Superintendent of Schools	<a href="mailto:reginald.thompkins@alvordschools.org">(reginald.thompkins@alvordschools.org)</a> (951) 509-5000

## Plan Summary [2025-26]

### General Information

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

The Alvord Unified School District (AUSD) serves students and families across the communities of Riverside and Corona, operating 14 elementary schools, 4 middle schools, 3 comprehensive high schools, and 2 alternative education program sites. In the 2024–25 school year, AUSD enrolled approximately 16,466 students in grades Transitional Kindergarten (TK) through 12. Enrollment by school type ranged from 398 to 740 students at elementary schools, 768 to 1,136 students at middle schools, 1,514 to 1,804 students at high schools, and 90 to 130 students at alternative education sites. The district has experienced a gradual decline in enrollment since reaching a peak of 19,466 students in the 2015–16 school year.

AUSD's student body reflects a richly diverse community, with 81.3% identifying as Hispanic, 7.2% as White, 4.0% as African American, 3.6% as Asian, 1.4% as Filipino, 0.3% as Pacific Islander, 0.2% as American Indian, and 1.9% identifying as Two or More Races. Approximately 23.5% of students are English Learners, and 86.0% come from households that qualify as socioeconomically disadvantaged. The district also supports about 86 foster youth (Guardian Scholars) and identifies roughly 9.9% of students as experiencing homelessness. Special education services are provided to approximately 2,508 students during the 2024–25 school year.

AUSD maintains a strong commitment to equity by providing targeted supports and dedicated personnel to ensure all student groups have access to the resources they need to thrive. The district employs 1,017 certificated staff, including teachers and administrative personnel, and 921 classified staff members who provide support at school sites.

In 2024–25, AUSD offered a Dual Language Immersion (DLI) program in English and Spanish for students in grades K–9, supporting biliteracy and academic achievement. The district also provided access to college and career readiness opportunities through dual enrollment partnerships and 16 Career Technical Education (CTE) pathways. AVID was implemented at 15 school sites, and one high school offered both the Puente Project and the International Baccalaureate (IB) program, expanding access to rigorous academic options for students.

In 2023–24, Alvord High School and Mission View High School reported student non-stability rates of 66.7% and 73.8%, respectively. Both schools met the eligibility criteria for additional funding and support under the Local Control Funding Formula (LCFF) Equity Multiplier in the 2024–25 school year.

AUSD's mission statement is "To strengthen our community by providing safe and nurturing schools that educate and celebrate the entire child. We meet our students' social and emotional needs and prepare them for college, career, and a lifetime of personal growth." This mission statement was collaboratively developed with the AUSD School Board, district administration, certificated and classified staff, parents, students, and community members during the 2021-22 school year. The district's vision statement is "Create safe learning environments that meet our students' academic, social, and emotional needs with the goal of helping every Alvord student find their own version of success in life." AUSD also has the following set of core values:

- ~ Every Student. By Name (Every decision, every day)
- ~ Accountable (Transparency at all levels)
- ~ Family Environment (A caring, welcoming environment)
- ~ Safe and Secure (Secure campuses, safe spaces)
- ~ Accepting (Celebrating diversity, inclusion, and the uniqueness of each child)
- ~ Collaborative (Teamwork is everything we do)
- ~ Innovative (Pioneering solutions for student success)

AUSD's LCAP reflects the district's dedication to equity, supporting English learners, low-income students, and foster youth through objectives and initiatives designed to enhance the achievements of students with specific needs. AUSD is devoted to boosting student performance and preparing all students for college and career by collaborating with our district community. This partnership advances a safe, challenging, and engaging learning environment facilitated by highly qualified staff. AUSD utilizes data from state and local assessments to measure the effectiveness of our teaching strategies and to track student progress towards readiness for college and careers, paying special attention to the needs of low-income students, English learners, and foster youth.

## Reflections: Annual Performance

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

In the 2023 California School Dashboard report, several schools demonstrated areas for growth and improvement: Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Wells Middle School, and Mission View High School are areas where efforts can be directed to enhance English Language Arts performance. McAuliffe Elementary School, Myra Linn Elementary School, Valley View Elementary School, Wells Middle School, and Norte Vista High School have opportunities for further support and development in

English Learner Progress. Mission View High School and Norte Vista High School, while showing areas for growth in Mathematics, have the potential for improvement. La Granada Elementary School, while highlighted for Chronic Absenteeism, presents an area where intervention strategies could be implemented effectively. Alvord High School would benefit from a sustained focus on College and Career Readiness. This data serves as a roadmap for targeted interventions and support, ultimately fostering a brighter educational landscape for these schools and their communities. The 2023 California School Dashboard highlights key opportunities for targeted support and improvement across various student groups. Districtwide, English Learners, students experiencing homelessness, and students with disabilities are receiving focused interventions to enhance their performance in English Language Arts and Mathematics. Additionally, efforts are being intensified to assist students with disabilities in achieving their college/career goals. Foster Youth (Guardian Scholars) are benefiting from strategies aimed at reducing Chronic Absenteeism, and both Foster Youth (Guardian Scholars) and students identifying with Two or More Races are seeing enhanced support to improve their engagement and reduce Suspension Rates.

The 2023 California School Dashboard has highlighted valuable insights and identified key areas where focused efforts can foster significant academic and developmental improvements among various student groups across multiple sites. Efforts are underway to bolster achievements in English Language Arts. According to the 2023 California School Dashboard in the area of English Language Arts, the following student groups at the site level achieved at the lowest performance level:

- English Learner student group at eight sites (Arizona Middle School, Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Norte Vista High School, Stokoe Elementary School, Valley View Elementary School, Wells Middle School);
- Hispanic student group at five sites (Foothill Elementary School, La Granada Elementary School, Mission View High School, Myra Linn Elementary School, Wells Middle School);
- Homeless student group at four sites (Arizona Middle School, Loma Vista Middle School, Wells Middle School, Villegas Middle School);
- Socioeconomically Disadvantaged student group at five sites (Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Wells Middle School, Mission View High School);
- Students with Disabilities student group at thirteen sites (Collett Elementary School, Hillcrest High School, La Granada Elementary School, Loma Vista Middle School, Myra Linn Elementary School, Norte Vista High School, Stokoe Elementary School, Promenade Elementary School, Rosemary Kennedy Elementary School, Twinhill Elementary School, Valley View Elementary School, Wells Middle School, Villegas Middle School).

In Mathematics, proactive steps are being taken to enhance performance. Additional targeted interventions are being planned for other student groups, demonstrating the need for extra support in various schools. According to the 2023 California School Dashboard in the area of Mathematics, the following student groups at the site level achieved at the lowest performance level:

- African American student group at one school site (Arizona Middle School);
- English Learner student group at nine school sites (Arizona Middle School, Foothill Elementary School, Hillcrest High School, La Sierra High School, Loma Vista Middle School, Myra Linn Elementary School, Norte Vista High School, Wells Middle School, Villegas Middle School);
- Hispanic student group at two school sites (Norte Vista High School, Mission View High School);
- Homeless student group at two school sites (Arizona Middle School and Wells Middle School);
- Socioeconomically Disadvantaged student group at two school sites (Norte Vista High School, Mission View High School);
- Students with Disabilities student group at eight school sites (Collett Elementary School, Hillcrest High School, La Granada Elementary School, La Sierra High School, Myra Linn Elementary School, Promenade Elementary School, Twinhill Elementary School, Wells Middle

School);

-White student group at one school site (Loma Vista Middle School).

Schools are proactively enhancing support systems to address Chronic Absenteeism, with a keen focus on helping Foster Youth (Guardian Scholars), African American students, Students identified with two or more races, and Pacific Islanders. These efforts are crucial in promoting equitable access to education for every student. According to the 2023 California School Dashboard, in the area of Chronic Absenteeism, the following student groups at the TK-8 site level achieved the lowest performance level:

- English Learner student group at four school sites (Collett Elementary School, La Granada Elementary School, Promenade Elementary School, Myra Linn Elementary School);
- Hispanic student group at three school sites (Foothill Elementary School, La Granada Elementary School, and Promenade Elementary School);
- Homeless student group at five school sites (Arizona Middle School, Arlanza Elementary School, La Granada Elementary School, Myra Linn Elementary School, Stokoe Elementary School);
- Socioeconomically Disadvantaged student group at two school sites (La Granada Elementary School, Lake Hills Elementary School);
- Students with Disabilities student group at five school sites (Arizona Middle School, Lake Hills Elementary School, Myra Linn Elementary School, Promenade Elementary School, Stokoe Elementary School);
- African American student group at one school site (Villegas Middle School);
- White student group at four school sites (Lake Hills Elementary School, McAuliffe Elementary School, Rosemary Kennedy Elementary School, Stokoe Elementary School);
- Two or More Races student group at one school site (Villegas Middle School)

The 2023 California School Dashboard has spotlighted opportunities for growth in College/Career readiness. These insights guide targeted initiatives designed to empower students and enhance their future prospects. Dedicated strategies are being deployed to support and uplift student groups that have shown room for improvement, ensuring that every student is equipped with the tools and skills necessary for post-secondary success. According to the 2023 California School Dashboard in the area of College/Career, the following student groups at the site level achieved at the lowest performance level:

- English Learner student group at two school sites (Alvord High School, Mission View High School);
- Hispanic student group at two school sites (Alvord High School, Mission View High School);
- Socioeconomically Disadvantaged student group at two school sites (Alvord High School and Mission View High School);
- Students with Disabilities student group achieved the lowest performance level at two school sites (La Sierra High School and Norte Vista High School).

Additionally, constructive strategies are being adopted to reduce Suspension Rates, fostering a nurturing and supportive school environment that encourages all students to succeed. These initiatives highlight the schools' dedication to not only improving educational outcomes but also ensuring that every student reaches their full potential in a welcoming and inclusive setting. Based on the 2023 California School Dashboard, none of the schools in the AUSD attained the lowest performance level in terms of Suspension Rate. According to the 2023 California School Dashboard, in the area of Suspension Rate, the following student groups at the site level achieved the lowest performance

level:

- English Learner student group at one school site (Villegas Middle School);
- Homeless student group at two school sites (La Granada Elementary School, Villegas Middle School);
- Students with Disabilities student group at three school sites (Orrenmaa Elementary School, Wells Middle School, Villegas Middle School);
- African American student group at two school sites (Collett Elementary School, McAuliffe Elementary School)

The 2024–25 school year reflected clear progress in several priority areas, including school climate, student engagement, and college and career readiness. Suspension and absenteeism rates improved across nearly all student groups, and more students are graduating with postsecondary preparation—some even ahead of the district's long-term targets. These gains highlight the impact of targeted investments in Multi-Tiered Systems of Support (MTSS), academic pathways, and student connection efforts. At the same time, continued improvement is needed to support academic growth in English Language Arts and Mathematics and to increase graduation outcomes for English Learners and Foster Youth. This summary outlines key outcome trends.

~Improved School Climate: The overall suspension rate declined from 3.7% to 3.2%, moving the district from the Orange to Green performance level. English Learners and socioeconomically disadvantaged students also demonstrated notable declines (-1.0 and -0.5 percentage points, respectively), both reaching the Green level. Foster Youth, however, saw an increase in suspension rate from 8.2% to 10%, remaining in the Red category. This underscores the need for increased supports for this group.

~ Increased Student Engagement: Among TK–8 students, chronic absenteeism decreased substantially—from 26.4% to 20.3% (-6.1 points)—though the district remains at the Yellow performance level. English Learners and socioeconomically disadvantaged students mirrored this improvement. Foster Youth chronic absenteeism decreased from 33.8% to 30.4%, moving from Red to Orange.

~ Post-Secondary Readiness: The percentage of students meeting college/career readiness criteria increased from 33.7% to 37.9%, moving from Low to Green and exceeding the district's 2027 target ahead of schedule. English Learners improved from 10.9% to 15.4%, moving from Low to Yellow.

~ Academic Achievement: English Language Arts (ELA) performance improved slightly, with Distance from Standard (DFS) moving from -38.5 to -37.0. The district maintained its Orange performance level. English Learners improved by 0.3 points; socioeconomically disadvantaged students improved by 1.4 points. However, Foster Youth scores declined by 3.6 points. Mathematics saw a districtwide improvement of 2.9 points, though average scores remain over 70 points below the standard. While English Learners and socioeconomically disadvantaged students made minor gains, Foster Youth declined sharply—down 17.9 points from the prior year.

~ Graduation Rates: The district's overall graduation rate declined from 94.2% to 92.2% (from Green to Yellow). English Learners dropped 4.2 points to 87.7% (Orange), and Foster Youth experienced the most significant decline, dropping 8.2 points to 70.4% (Red).

~ English Learner Progress: The percentage of English Learners making sufficient annual progress dropped from 44.1% to 41.7% (-2.4 points), remaining in the Orange performance band.

LCAP Parent Survey: 326 families completed the Likert-scale survey (1 = Strongly Disagree ... 5 = Strongly Agree) in early March, 2025. Responses of 4 and 5 are considered “positive”. Parents report a high level of confidence in core academics, school climate, and communication, with especially strong marks in attendance-related messaging. Positive response rates cluster in the 70-95 % range, indicating that LCAP goals around Tier 1 instruction, family engagement and attendance supports are resonating. At the same time, items tied to specialized or targeted services (students with disabilities, homelessness, Long-Term English Learners) show lower “strongly agree”

rates and larger neutral bands, suggesting opportunity for deeper outreach and differentiated supports.

LCAP Staff Survey: 573 employees completed the Likert-scale survey (1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree) in early March, 2025. response of 1 and 2 are considered "positive". Staff voices remain decidedly upbeat. Across most items two-thirds to nearly nine-tenths of employees say they agree or strongly agree that Alvord USD delivers high-quality instruction, fosters a welcoming attendance culture, and maintains a safe, communicative workplace. Literacy supports lead the way, and mathematics systems are on a solid trajectory with room to deepen data-driven interventions. Attendance practices and climate earn praise, though a clearer day-to-day referral workflow would lift confidence even higher. Services for English Learners, students with disabilities, and other priority groups receive favorable marks, and targeted professional learning could amplify that momentum. Finally, while engagement and safety scores soar, about half of staff acknowledge current burnout, underscoring the value of wellness initiatives.

LCAP Student Survey: 4,042 students in grades 5-12 completed the Likert-scale survey (1 = Strongly Disagree ... 5 = Strongly Agree) in early March, 2025. Students present an encouraging portrait of their experience in Alvord USD. On the five-point scale where 5 indicates "strongly agree," roughly three-quarters of respondents select 4 or 5 when asked whether they can read grade-level texts, access abundant literacy materials, and receive helpful guidance from their English-language arts teachers. In mathematics, about two-thirds affirm that they understand concepts, find extra practice when needed, and benefit from clear teacher explanations—evidence that the district's math supports are building momentum. School climate responses are similarly positive: most students feel safe, welcomed, and confident that adults will help if attendance challenges arise. The items with comparatively fewer positive selections—comfort in seeking academic help, daily motivation to attend, and recognition of real-world connections in math—highlight tangible opportunities to transform a solid foundation into an even more engaging, student-centered environment.

All Learning Recovery Emergency Block Grant (LREBG) funds have been expended. If additional LREBG funds are allocated, they will be directed to support Goal 2, Action 2. This action strategically focuses on elementary and intermediate unduplicated pupils—including English learners, socioeconomically disadvantaged students, foster/homeless youth, and students with disabilities—who remain the furthest from meeting grade-level standards.

According to 2024 California School Dashboard results, these student groups scored 37 points below standard in ELA and 77 points below in math, with English learners specifically scoring 76.9 points below in ELA and 111 points below in math—placing them in the Red and Orange performance bands. The district's LREBG Needs Assessment further validates this need, identifying 17 of 20 schools flagged for "greatest need" in ELA and Math as elementary or intermediate campuses with high concentrations of unduplicated pupils.

Investing additional LREBG funds in Action 2.2 will expand critical learning-recovery services, including targeted small-group instruction, integrated academic and language support, and embedded coaching aligned to evidence-based practices. These services strengthen Tier 1 and Tier 2 supports and reinforce MTSS implementation—ultimately advancing achievement for Alvord USD's most underserved K-8 learners.

# Reflections: Technical Assistance

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

As a district, we are eligible for Technical Assistance or Differentiated Assistance, targeting our Foster Youth (Guardian Scholars) based on two 2023 CA School Dashboard indicators: Suspension Rate and Chronic Absenteeism and two 2024 CA School Dashboard indicators: Suspension Rate & Mathematics. Specific actions addressing this work are outlined in action items 1.2, 2.2, and 2.3 of the LCAP.

AUSD has established a strong partnership with the Riverside County Office of Education (RCOE) to develop a comprehensive and systematic action plan. This collaborative team includes the Assistant Superintendent of Educational Services, Directors of Elementary and Secondary Education, the Coordinator of At-Promise Youth, the Director of English Learners, the Director of Assessment, site-based counselors, and school administrators.

Our district's Multi-Tiered System of Support (MTSS) initiative provides the structural foundation to ensure that foster youth receive targeted, tiered interventions. Expanded efforts to place assistant principals and counselors at every site further strengthen support systems and build meaningful connections with foster youth. Teacher professional learning focused on planning for first best instruction, along with increased access to high-quality instructional materials, helps ensure that foster youth receive equitable, rigorous, and well-supported instruction.

## 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.

AUSD does not have any schools identified for Comprehensive Support and Improvement (CSI) based on the results of the Fall 2024 release of the California School Dashboard.

### ***Support for Identified Schools***

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

NA

### ***Monitoring and Evaluating Effectiveness***

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

NA

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>AUSD's educational partners consisted of certificated and classified staff, principals, administrators, other school personnel, local bargaining units, parents and students.</p> <p>LCAP Advisory Committee District English Learner Advisory Committee (DELAC) Parent Advisory Committee (PAC) English Learner Advisory Committee (ELAC) Equity Multiplier Site Teams (Alvord HS, Mission View HS) School Site Council (SSC) Special Education Local Plan Area (SELPA)</p>	<p>The district remains committed to fostering strong, ongoing connections with educational partners and prioritizing their voices throughout the year. To support this commitment, various partner groups were convened to promote meaningful dialogue and collaboration between district leadership and families across the community. From October 2024 to May 2025, input sessions were held to gather feedback from certificated and classified staff, school principals, administrators, bargaining unit representatives, students, and other personnel. This input directly informed the development of the plan document for the 2025-2026 school year.</p> <p>The four LCAP goals were reviewed through consistent and intentional engagement with educational partners. Partner meetings explored a range of topics, incorporating quantitative and qualitative data, reflecting on the current year's actions, and examining the progress and needs of specific student groups, particularly low-income students, English learners, and foster youth. Partners shared insights on district strengths, areas in need of improvement, and ideas for enhancing student support and outcomes.</p> <p>Throughout the 2024–2025 school year, educational partners participated in meetings to review a wide array of data, such as assessment results, graduation rates, language proficiency, and attendance trends. Parent advisory groups contributed additional insight, helping to identify student needs and inform strategies for</p>

Educational Partner(s)	Process for Engagement
	<p>improvement. Chronic absenteeism continues to emerge as a major concern, along with academic performance and behavioral challenges.</p> <p><b>Key Engagement Highlights:</b></p> <p><b>LCAP Parent Advisory Committee (PAC):</b> Comprising parent representatives from each school site, the PAC met four times (12/3/24, 1/14/25, 3/11/25, and 5/12/25). Members reviewed performance data, discussed goals, actions, and services, and provided input on program effectiveness, intervention strategies, communication practices, and social-emotional supports.</p> <p><b>School Site Councils:</b> These groups hosted LCAP input meetings with staff, students, parents, and community members, assessing current initiatives and recommending additional goals or actions as needed.</p> <p><b>Student Voice:</b> Over 4,000 students in grades 5–12 responded to the annual LCAP survey. Staff and parent surveys also provided valuable feedback, ensuring broad representation across all groups.</p> <p><b>District English Learner Advisory Committee (DELAC):</b> The LCAP remained a standing agenda item throughout the year. Members reviewed EL data and provided ongoing feedback on EL-related services and actions. Key meetings occurred on 10/22/24 (initial data presentation), 3/18/25 (mid-year update), and 5/13/25 (final input on EL progress and LCAP effectiveness).</p> <p><b>Special Education Input:</b> The SELPA provided feedback on 5/23/25, and special education representatives participated actively in the LCAP Advisory Committee. Parents of Students with Disabilities were invited to complete the LCAP parent survey as well as the Seeds of Partnership survey.</p> <p><b>Equity Multiplier Consultation:</b> At Alvord High School and Mission View High School, targeted input meetings were held with ELAC (2/5/24, 3/11/24, 5/6/24) and School Site Councils (2/6/24, 3/20/24, 5/15/24) to originally address the Equity Multiplier funding and plan.</p>

Educational Partner(s)	Process for Engagement
	<p>During the 2024-2025 school year, AHS revisited the funding and the plan at ELAC (2/6/25, 3/6/25) and during SSC (2/26/25, 3/26/35). Mission View was able to engage stakeholders at SSC (9/19/24 and 10/23/24).</p> <p><b>Bargaining Units:</b> Representatives from certificated and classified bargaining units collaborated with district leadership throughout the LCAP process, reviewing proposed actions and expenditures. Specifically, the certificated union gave feedback on 3/12/25 at an LCAP mid-year review update meeting.</p> <p>To encourage inclusive participation, the district hosted engagement meetings tailored to specific educational partners, ensuring that all voices, parents, families, students, staff, community members, and labor partners, were heard in supportive, welcoming environments. The district also leveraged multiple communication channels, including ParentSquare, YouTube, and social media platforms, to share updates and promote survey participation, expanding outreach and access for all stakeholders.</p>

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

The district's LCAP for the 2025–26 school year was meaningfully shaped by feedback from a broad range of educational partners. From October 2024 through May 2025, input sessions engaged certificated and classified staff, administrators, bargaining unit representatives, students, and families in dialogue around key topics and data analysis. These sessions, alongside input from parent advisory groups, the LCAP Advisory Committee, and School Site Councils, provided a comprehensive platform for stakeholders to share insights and priorities.

Common themes that continued to emerge throughout the engagement process included chronic absenteeism, academic achievement, and social-emotional wellness. These topics consistently surfaced across stakeholder groups and helped inform the direction of the 2025-2026 LCAP. The involvement of the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and bargaining units ensured that a wide range of voices and perspectives contributed to the plan's development. The district's outreach efforts, including customized meetings and intentional communication strategies, reflected a strong commitment to inclusivity and collaboration.

In this first year of implementation, educational partner feedback was centered around the three overarching themes that comprised the first three LCAP goals: Academics, Engagement/Connection, and College and Career Readiness, each with a focused lens on the needs of English learners. Within each of these themes, the LCAP committee identified key priorities:

Engagement/Connection (Goal 1):

- \*Positive Behavioral Interventions and Supports (PBIS) (1.2)
- \*Attendance (1.3)
- \*Social and Emotional Learning (SEL) (1.6)

Academics (Goal 2):

- \*First Best Instruction (2.1, 2.3)
- \*Literacy (2.6)
- \*Assessment (2.2)

College and Career Readiness (Goals 3 and 4)

- \*College Prep Programs (3.1, 3.2)
- \*Career Technical Education (CTE) (3.3)

Educational partners continued to provide input on the identified goals, leading to several key updates. Based on this feedback, the district increased funding for attendance initiatives and SEL training, and shifted additional resources to support first best instruction and teacher professional development. Community input also prompted slight adjustments to college preparation programs, including modifications to AVID implementation.

Equity Multiplier funding for Alvord High School and Mission View High School was further reviewed through both site-level and districtwide processes. As a result, changes were incorporated into the 2025–26 LCAP to deepen the impact on student learning at alternative education sites. While progress was made during the 2024–25 school year, such as the addition of new course offerings and improved teaching assignments, emerging priorities for 2025–26 include increased support for professional learning and more targeted student outreach.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	ENGAGEMENT / CONNECTION: Alvord USD is committed to creating a welcoming, inclusive, and vibrant educational community that supports the academic and social-emotional development of every student.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (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.

According to the 2023 California School Dashboard, chronic absenteeism affects 26.4% of students within AUSD, surpassing the state average of 24.3%. Further disaggregation of this data reveals that our Foster Youth (referred to as Guardian Scholars) fall within the Red Indicator category, while English Learners, Homeless, and Socioeconomically Disadvantaged Students are classified under the Yellow Indicator. Notably, these identified subgroups collectively constitute our unduplicated pupils. Moreover, scrutiny of our Suspension Rate indicates a concerning trend, with 3.7% of students experiencing at least one suspension day, marking a 0.4% increase from the previous year. Once again, analysis underscores the disproportionate suspension rates among our unduplicated student groups: Foster Youth (Red), English Learners, Homeless, and Socioeconomically Disadvantaged Students (Orange). Recognizing attendance and engagement as pivotal determinants of academic achievement, our strategic focus is centered on fostering a welcoming and inclusive school environment for our unduplicated student cohorts. This objective resonates with our overarching ethos encapsulated by our motto, "Every Student, By Name."

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A. Number and percentage of students participating in at least one athletic program at the comprehensive high schools.	A. 2023-24 CIF Home Roster - Number & Percentage All Students: 1540 (28.67%)	A. 2024-25 CIF Home Roster as of May 2025 - Number & Percentage		A. CIF Home Roster All Students: 31.0% English Learners: 19.0%	Year 1 Change A. CIF Home Roster All Students: + 207 (+4.59%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Number and percentage of students participating in more than one athletic program at the comprehensive high schools.	English Learners: 171 (15.98%) Foster Youth: 6 (12.50%) Homeless: 87 (21.22%) Low Income: 1234 (27.79%) Students with Disabilities: 124 (17.34%)	All Students: 1747 (33.26%) English Learners: 198 (19.47%) Foster Youth: 5 (9.43%) Homeless: 107 (21.75%) Low Income: 1424 (32.20%) Students with Disabilities: 150 (20.83%)	Foster Youth: 15.0% Homeless: 24.0% Low Income: 30.0% Students with Disabilities: 20.0%	English Learners: +27 (+3.49%) Foster Youth: -1 (-3.07%) Homeless: +20 (+0.53%) Low Income: +190 (+4.41%) Students with Disabilities: +26 (+3.49%)	English Learners: +27 (+3.49%) Foster Youth: -1 (-3.07%) Homeless: +20 (+0.53%) Low Income: +190 (+4.41%) Students with Disabilities: +26 (+3.49%)
1.2	A. Percentage of students in kindergarten through grade 12 who have been suspended	A. 2023 CA School Dashboard - Suspension Rate	A. 2024 CA School Dashboard - Suspension Rate		A. CA School Dashboard - Suspension Rate	Year 1 Change A. CA School Dashboard - Suspension Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.	All Students: 3.7% Orange (Increased) English Learners: 3.9% Orange (Increased) Foster Youth: 8.2% Red (Increased) Homeless: 4.8% Orange (Increased) Socioeconomically Disadvantaged: 4.0% Orange (Increased) Students with Disabilities: 5.9% Orange (Increased)	All Students: 3.2% Green (Declined) English Learners: 2.9% Green (Decreased) Foster Youth: 10.0% Red (Increased) Homeless: 3.9% Green (Declined) Socioeconomically Disadvantaged: 3.5 % Green(Declined) Students with Disabilities: 4.6 % Yellow (Declined)		All Students: 2.8% Green (Declined) English Learners: 3.0% Green (Declined) Foster Youth: 4.5% Yellow (Declined) Homeless: 3.9% Green (Declined) Socioeconomically Disadvantaged: 3.1% Green (Declined) Students with Disabilities: 4.5% Green (Declined)	All Students: -0.5% English Learners: -1.0% Foster Youth: +1.8% Homeless: -0.9% Socioeconomically Disadvantaged: -0.5% Students with Disabilities: -1.3%
	B. Expulsion Rate	B. 2022-23 Dataquest Expulsion Rate All Students: 0.0%				B. Dataquest Expulsion Rate All Students: +0.1%
	C. Percentage of students receiving Social Emotional Learning lessons or counseling support TK-12	C. 2023-24 Aeries SIS - SEL lessons & counseling support All Students: 68.79% English Learners: 70.93%	B. 2023-2024 Dataquest Expulsion Rate All Students: 0.1%		B. Dataquest Expulsion Rate All Students: 0.0%	C. Aeries SIS - SEL lessons & counseling support All students = +25.89% English Learners = +25.78%
	D. Middle School Dropouts	Foster Youth: 71.79% Low Income: 70.72%	English Learners = 96.71% Foster = 100.00% Low Income = 95.80%		All Students: 75.0% English Learners: 80.0% Foster Youth: 85.0% Low Income: 80.0%	Foster = +29.07% Low Income = +25.08%
	E. High School Dropouts	D. 2022-23 CALPADS Middle School Dropout Rate All Students = 0.0%  E. 2022-23 Dataquest High School Dropout Rate All Students: 4.3%	D.2023-24 CALPADS Middle School Dropout Rate All Students = 0.0%		D. CALPADS Middle School Dropout Rate	E. Dataquest High School Dropout Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			E. 2023-24 Dataquest High School Dropout Rate All Students: 4.1%		All Students = 0.0%  E. Dataquest High School Dropout Rate All Students: 2.5%	All Students: -0.2%
1.3	<p>A. P2 Attendance Rate</p> <p>B. Percentage of students in kindergarten through grade 8 who are absent 10 or more percent of their enrolled instructional days.</p> <p>C. Number and percentage of students in grades 7 through 12 participating in Alternative to Suspension (ATS).</p>	<p>A. 2023-24 Aeries All Students: 93.1%</p> <p>B. 2023 CA School Dashboard - Chronic Absenteeism All Students: 26.4% Yellow (Declined) English Learners: 24.2% Yellow (Declined) Foster Youth: 33.8% Red (Increased) Homeless: 34.9% Yellow (Declined) Socioeconomically Disadvantaged: 27.9% Yellow (Declined) Students with Disabilities: 35.5% Yellow (Declined)</p> <p>C. 2023-24 Aeries SIS - Number &amp; percentage All Students: 288 (58.66%) English Learners: 73 (65.18%)</p>	<p>A. 2024-25 Aeries/Fiscal All Students: 92.98%</p> <p>B. 2024 CA School Dashboard - Chronic Absenteeism All Students: 20.3% Yellow (Declined) English Learners: 18.1% Yellow (Declined) Foster Youth: 30.4% Orange (Decreased) Homeless: 27.7% Yellow (Declined) Socioeconomically Disadvantaged: 21.8% Yellow (Declined) Students with Disabilities: 27.9% Yellow (Declined)</p>		<p>A. Aeries All Students: 95.0%</p> <p>B. CA School Dashboard - Chronic Absenteeism All Students: 17.4% Yellow (Declined) English Learners: 15.2% Yellow (Declined) Foster Youth: 28.0% Orange (Decreased) Homeless: 25.9% Yellow (Declined) Socioeconomically Disadvantaged: 18.0% Yellow (Declined) Students with Disabilities: 26.0% Yellow (Declined)</p> <p>C. Aeries SIS - Percentage All Students: -62 (-8.99%) English Learners: -19 (-20.18%) Foster Youth: 0 (-6.67%)</p>	<p>Year 1 Change A. Aeries All Students: -0.12%</p> <p>B. CA School Dashboard - Chronic Absenteeism All Students: -6.1% English Learners: -6.1% Foster Youth: -3.4% Homeless: -7.2 Socioeconomically Disadvantaged: -6.1 Students with Disabilities: -7.6</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 4 (40.00%) Homeless: 27 (56.25%) Low Income: 260 (59.23%) Students with Disabilities: 67 (61.47%)	C. 2024-25 Aeries SIS as of May 2025- Number & percentage All Students: 226 (49.67%) English Learners: 54 (45.00%) Foster Youth: 4 (33.33%) Homeless: 22 (44.00%) Low Income: 197 (48.76%) Students with Disabilities: 61 (56.48%)		All Students: 65.0% English Learners: 70.0% Foster Youth: 60.0% Homeless: 65.0% Low Income: 65.0% Students with Disabilities: 65.0%	Homeless: -5 (-12.25%) Low Income: -63 (-10.47%) Students with Disabilities: -5 (-4.99%)
1.4	A. Percentage of parents and students who successfully receive district communication via ParentSquare.  B. Seeds of Partnership Parent Survey (CDE partnership)  C. Self-Reflection Tool for Efforts the LEA makes to seek parent input in making decisions  D. Self-Reflection Tool for How the LEA will	A. 2023-24 ParentSquare Reach & Deliverability Dashboard Parents with emails: 80%  B. Receiving emails: 78% Opted to receive texts: 96% Receiving texts: 96% Parents with app: 25%  C. B. 2022-23 Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs:	A. 2024-25 ParentSquare Reach & Deliverability Dashboard as of May 2025 Parents with emails: 81% Receiving emails: 79% Opted to receive texts: 95% Receiving texts: 95% Parents with app: 31%  B. 2024-25 Average of survey		A. ParentSquare Reach & Deliverability Parents with emails: 90.0% Receiving emails: 85.0% Opted to receive texts: 98.0% Receiving texts: 98.0% Parents with app: 50%  B. Average of survey results pertaining to the LEAs promotion of parental	Year 1 Change A. ParentSquare Reach & Deliverability Parents with emails: +1% Receiving emails: +1% Opted to receive texts: -1% Receiving texts: -1% Parents with app: +6%  B. Average of survey results pertaining to the LEAs promotion of parental

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>promote parental participation in programs for unduplicated pupils</p> <p>C. 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 4.0</p> <p>D. 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>11. Progress in providing all families</p>	<p>Strongly Agree (SA) or Agree (A) = 75.6%</p> <p>C. 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 4.0</p> <p>D. 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>11. Progress in providing all families</p>	<p>results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 74.3%</p> <p>C. 2024 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>		<p>participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 80.0%</p> <p>C. Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 5.0</p> <p>D. Dashboard</p>	<p>parental participation in programs for individuals with exceptional needs: - 1.3%</p> <p>C. Dashboard 10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. No change</p> <p>D. Dashboard 11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 3.0	decision-making. - 4.0  D. 2024 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability  11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 4.0		RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability  11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 5.0	groups in the school community . +1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>A. Number of events for parents and students hosted by Greatness Within.</p> <p>B. Percentage of students participating in FIATM with improvement in attendance as noted by provider and staff.</p> <p>C. Percentage of students participating in FIATM with improvement in academic achievement as noted by provider and staff.</p>	<p>A. 2023-24 Greatness Within Events: 9 events</p> <p>B. Site staff individual assessment/review: improvement in attendance % All Students: 35.87% English Learners: 27.27% Foster Youth: N/A Homeless: 20.00% Low Income: 34.51% Students with Disabilities: 11.11%</p> <p>C. Site staff individual assessment/review: improvement in academic achievement % All Students: 56.49% English Learners: 33.33% Foster Youth: N/A Homeless: 62.50% Low Income: 53.78% Students with Disabilities: 50.00%</p>	<p>A. 2024-25 Greatness Within Events: 16 events</p> <p>B. Site staff individual assessment/review: improvement in attendance % All Students: 7.81% English Learners: 0.00% Foster Youth: 0.00 Homeless: 0.00% Low Income: 3.77% Students with Disabilities: 0.00%</p> <p>C. Site staff individual assessment/review: improvement in academic achievement % All Students: 43.75% English Learners: 50.00% Foster Youth: 100.00% Homeless: 42.86% Low Income: 45.28%</p>		<p>A. Greatness Within Events: 15</p> <p>B. Site staff individual assessment/review: improvement in attendance % All Students: 40% English Learners: 32% Foster Youth: N/A Homeless: 25% Low Income: 40% Students with Disabilities: 15%</p> <p>C. Site staff individual assessment/review: improvement in academic achievement % All Students: 60% English Learners: 38% Foster Youth: N/A Homeless: 65% Low Income: 58% Students with Disabilities: 55%</p>	<p>Year 1 Change A. Greatness Within Events: +7.0</p> <p>B. Site staff individual assessment/review: improvement in attendance % All Students: - 28.06% English Learners: -27.27% Foster Youth: 0.00% Homeless: - 20.00% Low Income: - 30.75% Students with Disabilities: - 11.11%</p> <p>C. Site staff individual assessment/review: improvement in academic achievement % All Students: - 12.74% English Learners: 16.67%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 57.14%			Foster Youth: +100.00% Homeless: - 19.64% Low Income: - 8.50% Students with Disabilities: 7.14%
1.6	<p>A. Percentage of students receiving medical support provided by health services staff in school.</p> <p>B. Percentage of students participating in Physical Fitness Testing (PFT) in One or More Domains.</p> <p>C. Number of students participating in CARE Solace in the school year.</p>	<p>A. 2023-24 Aeries SIS All Students: 64.90% English Learners: 70.48% Foster Youth: 69.23% Low Income: 67.01%</p> <p>B. 2023 PFT Results - Participation All Students: 97.30% English Learners: 98.50% Foster Youth: 100.00% Low Income: 97.30%</p> <p>C. 2023-24 CARE Solace Report Total Cases: 264 Appointments: 121 Service Percentage: 45.8%</p>	<p>A. 2024-25 Aeries SIS as of May 2025 All Students: 64.58% English Learners: 67.69% Foster Youth: 61.74% Low Income: 65.47%</p> <p>B. 2024 PFT Results - Participation All Students: 99.0% English Learners: 99.0% Foster Youth: 100.0% Low Income: 99.0%</p> <p>C. 2024-2025 CARE Solace Report (5.5.25) Total Cases: 254</p>		<p>A. Aeries SIS All Students: 60.0% English Learners: 65.0% Foster Youth: 64.0% Low Income: 63.0%</p> <p>B. PFT Results - Participation All Students: 99.0% English Learners: 99.0% Foster Youth: 100.0% Low Income: 99.0%</p> <p>C. CARE Solace Report Service Percentage: 100%</p>	<p>Year 1 Change A. Aeries SIS All Students: - 0.32% English Learners: -2.79% Foster Youth: - 7.49% Low Income: - 1.54%</p> <p>B. PFT Results - Participation All Students: - 12.81% English Learners: - 12.36% Foster Youth: - 19.35% Low Income: - 12.61%</p> <p>C. CARE Solace Report Total Cases: -10 Appointments: -30 Service Percentage: -10%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Appointments: 91 Service Percentage: 35.8%			
1.7	<p>A. Percentage of high school students taking at least one Visual Performance Arts class.</p> <p>B. Percentage of middle school students taking at least one Visual Performance Arts class.</p>	<p>A. 2023-24 CALPADS 3.8 report - High School VAPA All Students: 19.86% English Learners: 16.15% Foster Youth: 18.52% Homeless: 15.02% Low Income: 19.32% Students with Disabilities: 24.49%</p> <p>B. 2023-24 CALPADS 3.8 report - Middle School VAPA All Students: 27.19% English Learners: 14.94% Foster Youth: 26.32% Homeless: 17.68% Low Income: 26.36% Students with Disabilities: 29.39%</p>	<p>A. 2024-25 CALPADS 3.8 report - High School VAPA All Students: 53.12% English Learners: 55.52% Foster Youth: 69.77% Homeless: 52.20% Low Income: 53.87% Students with Disabilities: 67.93%</p> <p>B. 2024-25 CALPADS 3.8 report - Middle School VAPA All Students: 31.83% English Learners: 20.12% Foster Youth: 40.74% Homeless: 27.02% Low Income: 34.48% Students with Disabilities: 42.34%</p>		<p>A. CALPADS 3.8 report - High School VAPA All Students: 23.0% English Learners: 20.0% Foster Youth: 20.0% Homeless: 18.0% Low Income: 23.0% Students with Disabilities: 26.0%</p> <p>B. CALPADS 3.8 report - Middle School VAPA All Students: 30.0% English Learners: 18.0% Foster Youth: 28.0% Homeless: 20.0% Low Income: 29.0% Students with Disabilities: 30.0%</p>	<p>Year 1 Change A. CALPADS 3.8 report - High School VAPA All Students: 33.26% English Learners: 39.37% Foster Youth: 51.25% Homeless: 37.18% Low Income: 34.55% Students with Disabilities: 43.44%</p> <p>B. CALPADS 3.8 report - Middle School VAPA All Students: 4.65% English Learners: 5.18% Foster Youth: 14.42% Homeless: 9.34% Low Income: 8.12% Students with Disabilities: 12.95%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of students with favorable (Tier 1) responses regarding their competency and well-being.	Spring 2024 Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 45.2 % English Learners: 37.5% Foster Youth: 42.8% Homeless: 44.1% Low Income: 39.1% Students with Disabilities: 35.2%	Spring 2025 Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 34 % English Learners: 32% Foster Youth: 37% Homeless: 33% Low Income: N/A Students with Disabilities: 30%		Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 55% English Learners: 45% Foster Youth: 50% Homeless: 50% Low Income: 50% Students with Disabilities: 40%	Year 1 Change Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: - 11.2% English Learners: -5.5% Foster Youth: - 5.8% Homeless: -11.1% Low Income: Students with Disabilities: -5.2%

## 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.

In 2024–25, the district implemented Goal 1 actions to support English Learners, Foster Youth, and Low-Income students by expanding wellness, engagement, and equity-based programs. Initiatives such as inclusive athletics (Action 1.1), leadership and counseling (Action 1.2), attendance improvement (Action 1.3), family engagement (Action 1.4), culturally responsive programs for African American/Black students (Action 1.5), health and wellness services (Action 1.6), extracurricular and VAPA programs (Action 1.7), and school climate and safety (Action 1.8) were carried out as planned.

Substantive differences included delays in the rollout of attendance incentives (Action 1.3) and rescheduling of student activities and field trips (Actions 1.1, 1.5, and 1.7). Several staffing positions, including athletic stipends (Action 1.1) and campus supervision roles (Action 1.8), were filled later than expected. Some in-person family engagement events were also implemented more slowly due to scheduling constraints (Action 1.4).

Challenges included recruitment of specialized staff such as athletic coaches (Action 1.1) and campus supervisors (Action 1.8); coordinating wraparound services across departments (Actions 1.2 and 1.6); and varying site capacity for launching programs at scale (Actions 1.3, 1.4, and 1.7).

Successes included increased participation of unduplicated students in extracurricular programs (Actions 1.1, 1.2, 1.5, 1.7), and improved school connectedness, as reflected in student survey results (Actions 1.2, 1.4, 1.6). The district strengthened collaboration with community partners to enhance mental health and wellness services (Actions 1.4, 1.5, 1.6). Family engagement increased through site outreach and weekly virtual parent meetings (Action 1.4). The “Greatness from Within” community events successfully engaged African American families and students in a culturally affirming way (Action 1.5). Additionally, student connectedness was further supported by expanded access to extracurricular events and increased VAPA offerings across all grade spans (Action 1.7).

Overall, implementation remained aligned with the plan, with minor adjustments to timelines and resource deployment, ensuring services were effectively delivered to unduplicated students.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures of some actions are noted as follows:

Action Item 1.1 - Increase is due to the purchase of additional athletic equipment, specifically field maintenance robots (C3015022)

Action Item 1.3 - Increase due to the contract amount for the parent attendance communication app increasing beyond the original budgeted estimate.

Action Item 1.4 - Increase due to a higher cost associated with software.

Action Item 1.5 - Decrease due to contract being reduced and the associated item not being approved by the Board, resulting in lower-than-budgeted spending.

Action Item 1.7 - Decrease due to vacancies in Music Teacher positions, leading to salary and benefit savings.

Action Item 1.8 - Decrease due to vacancies in Campus Supervisor positions, leading to salary and benefit savings.

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

1.1 Athletic Programs - Participation rose districtwide (28.7% to 33.3%), especially for English Learners and low-income students, but fell for Foster Youth—showing overall progress with a subgroup gap that still needs attention.

1.2 Student Support Services - Expanded counselor/AP services cut the overall suspension rate (3.7% to 3.2%) and boosted SEL lesson access (68.8% to 94.7%), yet suspensions for Foster Youth climbed, indicating broadly effective supports that are not yet reaching every subgroup equitably.

1.3 Attendance - Chronic absenteeism dropped 6.1% (26.4% to 20.3%) across nearly all groups, but student use of the Alternative-to-Suspension support fell 9%, suggesting outreach is working while incentive structures need refinement.

1.4 Family & Community Engagement - Slight gains in ParentSquare reach (e-mail deliverability 78% to 79% and app adoption 25% to 31%) show the communication platform is steadily improving family access, though impact remains incremental.

1.5 Culturally Responsive Empowerment Initiative for African American/Black Students - Events nearly doubled, but FIATM attendance and academic-improvement indicators dropped sharply, and 2024-25 FIATM data came from only one high school versus all five at baseline, so effectiveness remains indeterminate.

1.6 Health & Wellness - Medical-support access held steady, yet PFT participation fell 12.8% and CARE Solace service use slid 10%, signaling limited progress amid staffing and outreach challenges.

1.7 Student Engagement - High-school VAPA enrollment skyrocketed to 53.1% and middle-school to 31.8%, far surpassing Year-3 targets and demonstrating strong, district-wide effectiveness.

1.8 School Safety - Favorable (Tier 1) Panorama responses dropped from 45.2% to 34%, indicating that the current safety/SEL strategy has not yet produced the desired climate improvements.

While the majority of actions contributed to districtwide gains—such as increases in VAPA participation and reductions in chronic absenteeism—Foster Youth outcomes remained stagnant or declined across multiple metrics, highlighting a need for deeper alignment between services and subgroup-specific barriers.

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.

Based on reflections from the 2024–25 implementation year, the district is refining Goal 1 actions to better support consistent, systemwide implementation of engagement strategies that foster student connection, belonging, and participation.

To improve coherence, the district will provide more structured guidance and tools to support school sites in monitoring Tier 1 engagement strategies, such as campus climate routines, structured activities during unstructured time, and proactive outreach to students demonstrating early signs of disengagement (Actions 1.2, 1.4). This includes a refined progress monitoring framework aligned to SPSA priorities and supported through cross-departmental collaboration.

Recognizing that some student groups—including English Learners, foster youth, and students experiencing chronic absenteeism—may face additional barriers to connection, the district will expand culturally responsive strategies and strengthen relationships with families and community partners. These enhancements are designed to affirm student identity and increase access to enrichment opportunities and school-based supports (Actions 1.1, 1.3, 1.5).

In addition, adjustments to metrics and data systems will support more timely identification of students who are under-engaged or under-participating in school life. This includes improved tracking of participation in co-curricular and extracurricular programs, as well as expanded tools for site teams to monitor the reach and effectiveness of engagement efforts.

Together, these refinements are intended to build on progress to date while reinforcing the district's commitment to cultivating safe, inclusive, and connected learning environments where all students feel known, seen, and supported.

To more clearly identify metrics within an action lettering was used to differentiate between them (e.g., 1.1A, 1.1B)

**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	Athletic Programs	<p>Develop and promote inclusive athletic programs at the High School level to improve the physical health and social skills of our unduplicated students through enhanced participation in secondary school athletics programs.</p> <p>Hiring Qualified Staff: Recruit and retain highly qualified coaches to provide expertise in various sports, ensuring that all athletic programs have skilled leadership to foster student development and competitive success.</p> <p>A. Athletic Stipends</p> <p>B. Athletic Directors (1.8FTE / 60% of 3 FTE)</p> <p>Equipment, Supplies &amp; Services: Upgrade athletic facilities and equipment to meet safety standards and accommodate diverse sports offerings, including but not limited to, track and field, basketball, swimming, and soccer.</p> <p>A. Uniforms, helmets, repairs and materials</p> <p>B. Athletic equipment replacement (not including footballs)</p> <p>C. Hudl software</p> <p>D. Football replacement</p> <p>E. Transportation</p> <p>F. Field Maintenance</p> <p>Student Wellness and Support Services: Implement a wellness program that includes nutritional guidance, physical health assessments, and injury prevention workshops tailored for student-athletes.</p> <p>Provide access to mental health professionals who specialize in adolescent sports psychology to support student-athlete mental health and resilience.</p> <p>A. Athletic Trainers contract</p> <p>B. Referees</p>	\$3,498,965.00	Yes
1.2	Student Support Services	Alvord USD will expand the roles of school counselors and assistant principals to better address students' academic and social-emotional needs. This action aims to create a more supportive, inclusive, and	\$11,509,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>engaging school environment that fosters unduplicated student success and well-being.</p> <p>~ Assistant Principals ~ Counselors</p> <p>Enhanced Counseling Services: Maintain the number of school counselors and define a clearer role in proactive student engagement, focusing on early intervention strategies for academic support and social-emotional learning. Counselors will provide regular workshops and individual sessions on stress management, conflict resolution, and healthy communication skills.</p> <p>Leadership in Engagement: Maintain assistant principals at all sites to lead the work of fostering school engagement. This includes overseeing programs that integrate students into the school community, such as peer mentoring, student leadership opportunities, and extracurricular activities.</p> <p>Professional Development: Maintain assistant principals and school counselors to facilitate targeted professional development on various topics (mental health awareness, diversity and inclusion, and strategies for enhancing student engagement). Training will be conducted in partnership with expert organizations and tailored to meet the evolving needs of the school community.</p> <p>Community Collaboration: Maintain assistant principals and school counselors to develop partnerships with local organizations and educational partners and coordinate additional resources and opportunities (guest speakers, community service projects, and parental involvement programs) to support a holistic approach to student development.</p>		
1.3	Attendance	<p>By implementing a comprehensive attendance improvement program the district/schools can effectively support increased attendance and create a positive and supportive school environment conducive to student success.</p> <p>~ 2 Assistant Directors - Student Services</p>	\$1,060,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>~ Attendance Monitoring Program</p> <p>~ Attendance Site Allocations</p> <p>~ Alternative to Suspension Teacher (ATS)</p> <p>AUSD's comprehensive attendance improvement program incorporates the following elements:</p> <p>A. Data Analysis and Monitoring: Utilize attendance data to identify trends, patterns, and areas of concern. Regularly monitor student attendance and tardiness to identify students who may need additional support.</p> <p>B. Early Intervention and Support: Implement early intervention strategies to address attendance issues promptly. District and school staff will work collaboratively to reach out to students and families, understand the underlying reasons for absenteeism, and provide appropriate support and resources.</p> <p>C. Student Engagement Initiatives: Develop and implement initiatives to promote student engagement and motivation to attend school. This could include organizing events, clubs, and activities that cater to students' interests and needs, fostering a sense of belonging and connection within the school community.</p> <p>D. Positive Reinforcement and Recognition: Recognize and celebrate students with good attendance records. Implement incentives and rewards programs to encourage regular attendance, such as certificates, prizes, or privileges.</p> <p>E. Parent and Community Involvement: Engage parents and the broader community in supporting student attendance. Staff can collaborate with community organizations, local businesses, and parent groups to raise awareness about the importance of attendance and provide resources and support to families.</p> <p>F. Attendance Policies and Procedures: Review and revise attendance policies and procedures to ensure they are clear, consistent, and effectively communicated to students and families. Provide training and support to staff members responsible for enforcing attendance policies.</p> <p>G. Monitoring and Follow-up: Continuously monitor the effectiveness of the attendance improvement program and adjust strategies as needed. Staff will regularly review attendance data, conduct follow-up meetings with students and families, and provide ongoing support to ensure sustained improvement in attendance rates.</p>		

Action #	Title	Description	Total Funds	Contributing
1.4	Family and Community Engagement	<p>AUSD will maintain and implement comprehensive strategies to deepen family engagement, recognizing families' critical role in student's academic and social-emotional development. Specialized efforts from a Family Engagement Coordinator paired with a multilingual and easy-access communication platform aim to empower families as active participants in the educational community. This approach enhances communication, support, and collaboration by engaging with educational partners through culturally responsive methods.</p> <p><b>Family Engagement Coordinator:</b></p> <ul style="list-style-type: none"> <li>A. Foster relationships with families, address their concerns and connect them with school resources. Additionally, the coordinator will organize events and initiatives that encourage parental involvement.</li> <li>B. Create structured volunteer programs that invite parents to participate in classroom activities, school governance, and special event planning, facilitating deeper ties and contributions to the school community.</li> <li>C. Implement regular surveys, town hall meetings, and focus groups that allow families to provide input on school policies and programs, ensuring their voices are heard and integrated into decision-making processes.</li> <li>D. Establish Family Resource Centers to serve as information, support, and community engagement hubs. These centers may offer workshops, ESL classes, parenting seminars, and access to school resources.</li> </ul> <p><b>Parent Square and Other Communication Platforms:</b></p> <ul style="list-style-type: none"> <li>A. Develop and utilize multi-lingual platforms for communication between schools and families, ensuring all information about school events, student progress, and available resources is accessible to non-English speaking families.</li> </ul>	\$278,435.00	Yes
1.5	Culturally Responsive Empowerment Initiative for African	Implement culturally responsive programs tailored specifically for African American/Black students within AUSD, aimed at affirming their greatness, enhancing student empowerment, and fostering academic success.	\$204,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
	American/Black Students	<p>Collaborate with educators, historians, and community leaders to develop supplementary materials and resources that accurately reflect the experiences and contributions of African American/Black individuals.</p> <p><b>Professional Development:</b> Provide ongoing professional development opportunities for AUSD educators focused on cultural competence, diversity, equity, and inclusion. Offer specialized training sessions that equip educators with effective strategies for engaging and supporting African American/Black students in the classroom.</p> <p><b>Mentorship and Support Programs:</b> Establish mentorship programs through Family Is All That Matters (FIATM) pairing African American/Black students with adult mentors from similar backgrounds to provide guidance, support, and encouragement. Create safe spaces within the school community where students can connect with peers and access resources tailored to their unique needs and experiences.</p> <p><b>Family and Community Engagement:</b> Foster partnerships with families, community organizations, and local leaders to actively involve parents/guardians in their child's education and development. Organize workshops, seminars, and events that promote collaboration between schools, families, and the wider community in supporting African American/Black students.</p> <p><b>Student Empowerment Activities:</b> Implement leadership development programs that empower African American/Black students to become advocates for themselves and their communities. Offer opportunities for students to participate in culturally enriching activities and study trips, such as heritage celebrations, art exhibits, and community service projects.</p> <p>A. Student Activities - Greatness Within B. Consultants (FIATM) C. Substitutes, Extra Duty, Supplies</p>		

Action #	Title	Description	Total Funds	Contributing
		D. Culturally Relevant Study Trips		
1.6	Health and Wellness	<p>By integrating health services into the school environment and leveraging the expertise of nurses and assistants, this action aims to enhance school connectedness and engagement by supporting students' physical, mental, and emotional well-being.</p> <p><b>Health Services:</b></p> <p>A. Maintain one six-hour Health Services Assistant at 21 school sites (14.25 FTE)</p> <p>B. Maintain 6 nurses (FTE 5.5) to serve students and families district-wide and offer a health clinic to the community</p> <p>C. Maintain a Health Services Secretary (1.0 FTE) - and Bilingual Health Assistants (1.5 FTE) to provide the Alvord Community with access to the district health clinic and maintain the Health Services Department</p> <p>Health and wellness are vital components of child development. Unduplicated students may not have the space, time, or ability to participate in physical education outside of the school day. Physical Education is provided to students in Grades TK-5. By providing PE teachers at the Elementary levels, classroom teachers are provided time to analyze data and support their instructional program in response to the needs of unduplicated students and students with disabilities.</p> <p>A. Physical Education teachers (10.40 FTE)</p> <p>B. Physical Education assistants (9.75 FTE)</p> <p>C. Maintain equipment/supplies</p> <p>Educational partners, including parents/guardians of low-income (LI), English learners (EL), and foster youth (FY), have consistently requested additional mental health services, particularly in recent years. While feedback on the district's efforts to provide mental health services has been positive, there is a growing demand for such services. Educational partners continue to highlight mental health as a prioritized need.</p> <p><b>Mental Health Outreach:</b></p> <p>A. Maintain a Mental Health Coordinator (.5 FTE)</p>	\$6,474,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>B. Mental Health Unit Teacher (1 FTE)  C. CARE Solace Contract</p> <p>Teen Parent Support includes parenting classes and support for adolescent parents in partnership with the Riverside County Office of Education to facilitate their high school graduation. This support includes:</p> <p>A. Access to healthcare and childcare services,  B. Assistance in setting post-secondary goals,  C. Parenting skills development.</p>		
1.7	Student Engagement	<p>Participation in extracurricular activities aids students in broadening their social networks and honing leadership abilities. Studies indicate that engagement in such activities correlates with favorable long-term results. These endeavors primarily target our unduplicated students, providing opportunities they may not otherwise have beyond the school setting.</p> <p>A. Maintain three (3.0 FTE) Activities Directors at 3 comprehensive high schools  B. Maintain three (3.0 FTE) Associated Student Body (ASB) Senior Account Clerks  C. Additional hours for all grade levels to support field trips and other outside the school-day activities  D. Consultants/Motivational Speaker  E. ASB Cards for all high school students  F. Transportation for ASB activities</p> <p>Visual and Performing Arts programs, at all levels, were identified by our educational partners as an important element of a comprehensive course of study. To provide continued services for unduplicated students, instruments, supplies, contracts, professional development, extracurricular, and additional hours will be provided through this action.</p> <p>A. Provide three marching band teachers at the comprehensive high schools  B. Provide two (2 FTE) choir teachers at the high school level  C. Provide four (4 FTE) music teachers at the middle school level</p>	\$8,986,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>D. Provide six (5.40 FTE) elementary music instruction to all elementary schools and targeted grade levels</p> <p>Extracurricular Stipend Positions: Stipend positions ensure proper staffing to motivate and engage students. Student activities are provided to support school connectedness.</p>		
1.8	School Safety	<p>School resource officers (SROs) and campus supervisors play an integral role in boosting student engagement and connectedness by supporting a positive school atmosphere where every student feels safe, supported and connected to their school community.</p> <p>School Resource Officer (Through contracts with City of Riverside and County of Riverside) School Resource Officers, at the high school level, serve to ensure a safe environment, cultivate positive relationships, and develop strategies to address student issues.</p> <p>Additional Campus Supervisors and Campus Bike Riders Additional safety personnel on campus offer assistance in establishing secure learning environments ensuring our unduplicated students (LI, EL, and FY), have a sense of safety, belonging, and connectedness at the school sites. Additionally, site-based safety officers aid during student arrival and dismissal times, a necessity identified historically through input from EL and LI educational partners.</p> <p>Panorama - Social Emotional Learning Assessment Panorama serves as a crucial SEL screener within the Multi-Tiered System of Supports (MTSS), aiding in the identification of student social-emotional needs. By assessing different dimensions of social-emotional development, Panorama provides educators with valuable insights into unduplicated students' strengths, challenges, and areas requiring support. This data-driven approach enhances the effectiveness of MTSS by enabling schools to implement targeted interventions and cultivate a positive school climate conducive to academic success and overall well-being.</p>	\$4,282,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Educational partners prioritize safety at all Alvord school sites to improve communication, traffic safety, and emergencies. This action item ensures unduplicated students are safe from door to door.</p> <p>A. Maintain use of an Emergency and Reunification Management System (i.e Raptor) districtwide. Provide materials, support, and professional development to ensure effective and consistent use districtwide.</p> <p>B. Provide crossing guards at identified high traffic areas to increase student safety for those walking to and from school.</p> <p>C. Provide home-to-school transportation for students living within the designated walking distance with the intent of increasing attendance and supporting the academic achievement of unduplicated students.</p> <p>D. Maintain trauma kits and Automated External Defibrillators (AEDs) for all sites</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	ACADEMICS: Alvord USD fosters a culture of academic excellence that prepares all students, regardless of background or circumstance, for success in higher education, career, and civic life.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Alvord Unified School District serves a diverse student group speaking over 41 languages. Furthermore, as per the 2023 California Dashboard, 33.7% of Alvord students meet the College or Career readiness standard, as indicated by the College and Career Indicator. This goal is designed to enhance and expand our services, particularly focusing on sustaining academic success for unduplicated students beyond their time with us. Our commitment to high educational standards and student achievement is underpinned by a dedication to inclusivity, equity, and ensuring access to quality education for every student in our diverse community.

Given that 29% of Alvord USD's student population is identified as English learners, 27% of the total number of English learners are LTELs, and EL students are performing in the lowest performance band (Red) on the CAASPP, setting goals to improve English learner outcomes is essential for promoting equity, closing achievement gaps, and preparing EL students for college and career.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the	A. 2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined)	A. 2024 CA School Dashboard - ELA Distance From Standard (pts) All Students: -37.0 Orange (Maintained)		A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -30.0 Yellow (Increased) English Learners: -70.0 Orange (Increased)	Year 1 Change A. CA School Dashboard - ELA All Students: -1.5 English Learners: -0.3 Foster Youth: +3.6 Homeless: -6.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>average distance from Level 3 (Standard Met) on the CAASPP-SBAC &amp; CAA results.</p> <p>B. Distance From Standard (Mathematics): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC &amp; CAA results.</p> <p>C. Average Percentage of students with disabilities in Least</p>	<p>Foster Youth: -62.8 Orange (Maintained) Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined)</p> <p>B. 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -118.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased) Students with Disabilities: -154.1 Red (Maintained)</p> <p>C. 2023-24 SEIS Data All Students with Disabilities (SWD): 73.24% English Learners (SWD): 73.92%</p>	<p>English Learners: -76.9 Red (Maintained) Foster Youth: -66.4 Orange (Declined) Homeless: -71.5 Red (Increased) Socioeconomically Disadvantaged: -45.5 Orange (Maintained) Students with Disabilities: -117.6 Red (Maintained)</p> <p>B. 2024 CA School Dashboard - Math Distance From Standard (pts) All Students: -77.1 Orange (Maintained) English Learners: -111 Red (Maintained) Foster Youth: -124.1 Red (Declined) Homeless: -108.4 Orange (Increased) Socioeconomically Disadvantaged: -75.0 Yellow (Increased)</p> <p>English Learners (SWD): 86.3 Yellow (Increased)</p>		<p>Foster Youth: -55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: -40.0 Yellow (Increased) Students with Disabilities: -115.0 Orange (Increased)</p> <p>B. CA School Dashboard - Math Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: -106 Orange (Increased) Foster Youth: -95.0 Yellow (Increased) Homeless: -112.0 Orange (Increased) Socioeconomically Disadvantaged: -75.0 Yellow (Increased)</p> <p>C. SEIS Data All Students with Disabilities (SWD): -1.85% English Learners (SWD): -1.46% Foster Youth (SWD): +4.0% Homeless (SWD): -2.11% Socioeconomically Disadvantaged: -2.28%</p> <p>D. Dataquest Students with Disabilities: -148.0</p>	<p>Socioeconomically Disadvantaged: -1.4 Students with Disabilities: -2.5</p> <p>B. CA School Dashboard - Math All Students: -2.9 English Learners: -1 Foster Youth: +17.9 Homeless: -10.3 Socioeconomically Disadvantaged: -3.1 Students with Disabilities: -2.8</p> <p>C. SEIS Data All Students with Disabilities (SWD): -1.85% English Learners (SWD): -1.46% Foster Youth (SWD): +4.0% Homeless (SWD): -2.11% Socioeconomically Disadvantaged: -2.28%</p> <p>D. Dataquest -2.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Restrictive Environment (LREs)  D. TAMO	Foster Youth (SWD): 59.18% Homeless (SWD): 72.21% Socioeconomically Disadvantaged: 74.01%  D. 2022-23 Dataquest  89.2% of teachers are appropriately assigned.	Students with Disabilities: -151.3 Red (Maintained)  C. 2024-25 SEIS Data as of May 2025  All Students with Disabilities (SWD): 71.39% English Learners (SWD): 72.46% Foster Youth (SWD): 63.18% Homeless (SWD): 70.10% Socioeconomically Disadvantaged: 71.73%  D. 2024 CA School Dashboard 87.2% of teachers are appropriately assigned.		Orange (Increased)  C. SEIS Data All Students with Disabilities (SWD): 80.0% English Learners (SWD): 80.0% Foster Youth (SWD): 70.0% Homeless (SWD): 75.0% Socioeconomically Disadvantaged: 80.0%  D. Dataquest  100.0% of teachers are appropriately assigned.	
2.2	A. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met)	A. 2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined) Foster Youth: -62.8 Orange (Maintained)	A. 2024 CA School Dashboard - ELA Distance From Standard (pts) All Students: -37.0 Orange (Maintained) English Learners: -76.9 Red (Maintained)		A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -30.0 Yellow (Increased) English Learners: -70.0 Orange (Increased) Foster Youth: -	Year 1 Change A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -1.5 English Learners: -0.3 Foster Youth: +3.6 Homeless: -6.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the CAASPP-SBAC & CAA results.	Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined)	Foster Youth: -66.4 Orange (Declined) Homeless: -71.5 Red (Increased) Socioeconomically Disadvantaged: -45.5 Orange (Maintained)		-55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: -40.0 Yellow (Increased)	Socioeconomically Disadvantaged: -1.4 Students with Disabilities: -2.5
	B. Distance From Standard (Mathematics): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results.	B. 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -18.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased)	B. 2024 CA School Dashboard - Math Distance From Standard (pts) All Students: -77.1 Orange (Maintained) English Learners: -111 Red (Maintained) Foster Youth: -124.1 Red (Declined) Homeless: -108.4 Orange (Increased)		Students with Disabilities: -115.0 Orange (Increased) All Students: -65 Yellow (Increased) English Learners: -106 Orange (Increased)	B. CA School Dashboard - Math Distance From Standard (pts) All Students: -2.9 English Learners: -1 Foster Youth: +17.9 Homeless: -10.3 Socioeconomically Disadvantaged: -3.1 Students with Disabilities: -2.8
	C. Percentage of students graduating with a high school diploma	Students with Disabilities: -154.1 Red (Maintained)			English Learners: -95.0 Yellow (Increased) Homeless: -112.0 Orange (Increased) Socioeconomically Disadvantaged: -75.0 Yellow (Increased)	C. CA School Dashboard - Graduation rate All Students: -2.0 English Learners: -4.2 Foster Youth: -8.2 Homeless: -1.9 Socioeconomically Disadvantaged: -1.7 Students with Disabilities: -3.4
	D. Percentage of English Learner Students making progress	C. 2023 CA School Dashboard - Graduation rate All Students: 94.2% Green (Maintained) English Learners: 91.9% Green (Increased)	Students with Disabilities: -151.3 Red (Maintained)		Students with Disabilities: -148.0 Orange (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>towards English language proficiency or maintaining the highest level</p> <p>E. Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator</p> <p>F. Percentage of students performing at Tier 1 on local academic universal screening measures in ELA</p> <p>G. Percentage of students performing at Tier 1 on local academic universal screening measures in Math</p> <p>H. Self-Reflection Tool for Implementation of the academic content and performance standards</p> <p>I. Advanced Placement Examinations</p>	<p>Foster Youth: 78.6% No Color (Declined)</p> <p>Homeless: 87.0% Yellow (Maintained)</p> <p>Socioeconomically Disadvantaged: 93.8% Green (Maintained)</p> <p>Students with Disabilities: 83.2% Orange (Declined)</p> <p>D. 2023 CA School Dashboard - English Learner Progress</p> <p>44.1% Orange (Maintained)</p> <p>E. 2023 CA School Dashboard -</p> <p>College/Career Indicator Prepared</p> <p>All Students: 33.7% Low</p> <p>English Learners: 10.9% Low</p> <p>Foster Youth: 7.7% No Level</p> <p>Homeless: 14.1% Low</p> <p>Socioeconomically Disadvantaged: 31.0% Low</p> <p>Students with Disabilities: 5.6% Very Low</p>	<p>C. 2024 CA School Dashboard - Graduation rate</p> <p>All Students: 92.2% Yellow (Declined)</p> <p>English Learners: 87.7% Orange (Declined)</p> <p>Foster Youth: 70.4% No Color (Declined)</p> <p>Homeless: 85.1% Orange (Declined)</p> <p>Socioeconomically Disadvantaged: 92.1% Yellow (Declined)</p> <p>Students with Disabilities: 79.8% Orange (Declined)</p> <p>D. 2024 CA School Dashboard - English Learner Progress</p> <p>41.7% Orange (Declined)</p> <p>E. 2024 CA School Dashboard -</p> <p>College/Career Indicator Prepared</p> <p>All Students: 37.9% Green (Increased)</p>	<p>C. CA School Dashboard - Graduation rate</p> <p>All Students: 95.0% Blue (Increased)</p> <p>English Learners: 93.0% Blue (Increased)</p> <p>Foster Youth: 80.0% Green (Increased)</p> <p>Homeless: 90.0% Green (Increased)</p> <p>Socioeconomically Disadvantaged: 95.0% Blue (Increased)</p> <p>Students with Disabilities: 85.0% Green (Increased)</p> <p>D. CA School Dashboard - English Learner Progress: 50.1% Green (Increased)</p> <p>E. CA School Dashboard - College/Career Indicator Prepared</p>	<p>D. CA School Dashboard - English Learner Progress: -2.4%</p> <p>E. CA School Dashboard - College/Career Indicator Prepared</p> <p>All Students: +4.2%</p> <p>English Learners: +4.5%</p> <p>Foster Youth: +3.4%</p> <p>Homeless: +12.1%</p> <p>Socioeconomically Disadvantaged: +4.2%</p> <p>Students with Disabilities: +4.2%</p> <p>F. Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA All Students: +2.1%</p> <p>English Learners: +0.9%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>F. 2023-24 Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA All Students: 42.4% English Learners: 15.6% Students with Disabilities: 14.14%</p> <p>G. 2023-24 Winter Administration of Universal Screening Measures (Reveal &amp; MDTP): Math All Students: 25.53% English Learners: 11.97% Students with Disabilities: 12.71%</p> <p>H. 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>ELA Professional Development - 3.0</p>	<p>English Learners: 15.4% Yellow (Increased)</p> <p>Foster Youth: 11.1% No Color (Increased)</p> <p>Homeless: 26.2% Yellow (Increased)</p> <p>Socioeconomically Disadvantaged: 35.2% Green (Increased)</p> <p>Students with Disabilities: 9.8% Orange (Increased)</p> <p>F. 2024-25 Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA All Students: 44.50% English Learners: 16.50% Students with Disabilities: 15.70%</p> <p>G. 2024-25 Winter Administration of Universal Screening</p>		<p>All Students: 36.0% Medium</p> <p>English Learners: 15.0% Low</p> <p>Foster Youth: 10.0% Low</p> <p>Homeless: 17.0% Low</p> <p>Socioeconomically Disadvantaged: 35.0% Medium</p> <p>Students with Disabilities: 7.5% Very Low</p> <p>F. Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA All Students: 60% English Learners: 30% Students with Disabilities: 20%</p> <p>G. Winter Administration of Universal Screening Measures (Reveal &amp; MDTP): Math All Students: 40% English Learners: 20%</p>	<p>Students with Disabilities: +1.56%</p> <p>G. Winter Administration of Universal Screening Measures (Reveal &amp; MDTP): Math All Students: - 16.33% English Learners: -6.37% Students with Disabilities: - 8.41%</p> <p>H. Dashboard RATING SCALE 1-5: ELA Professional Development - No Change Instructional Materials - +1 Policy and Programs - +1</p> <p>MATH Professional Development - No Change Instructional Materials - +3</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Instructional Materials - 4.0 Policy and Programs - 3.0  MATH Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0  NGSS Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0  HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 1.0 Policy and Programs - 3.0  CAREER TECHNICAL ED (CTE) Implementation of Standards - 3.0  HEALTH CONTENT	Measures (Reveal & MDTP): Math All Students: 9.20% English Learners: 5.60% Students with Disabilities: 4.30%  H. 2024 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability  ELA Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0  MATH Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0  NGSS Professional Development - 4.0	Students with Disabilities: 18%  H. Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability  ELA Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0  MATH Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0  NGSS Professional Development - 4.0	Policy and Programs - +1  NGSS Professional Development - No Change Instructional Materials - +2 Policy and Programs - No Change  HISTORY-SOCIAL SCIENCE Professional Development - +1 Instructional Materials - +2 Policy and Programs - No Change  CAREER TECHNICAL ED (CTE) Implementation of Standards - +1  HEALTH CONTENT Implementation of Standards- No Change  PHYSICAL EDUCATION	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Standards- 3.0  PHYSICAL EDUCATION Implementation of Standards- 3.0  VAPA Implementation of Standards- 3.0  WORLD LANGUAGE Implementation of Standards - 3.0  I. 2022-23 Advanced Placement Examination  Students scoring 3 or higher: 42.30%	Instructional Materials - 4.0 Policy and Programs - 4.0  NGSS Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 3.0  HISTORY-SOCIAL SCIENCE Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 4.0  CAREER TECHNICAL ED (CTE) Implementation of Standards - 5.0  HEALTH CONTENT Implementation of Standards- 4.0  PHYSICAL EDUCATION Implementation of Standards- 5.0  VAPA Implementation of Standards- 4.0  WORLD LANGUAGE		Instructional Materials - 4.0 Policy and Programs - 4.0  HISTORY-SOCIAL SCIENCE Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 4.0  CAREER TECHNICAL ED (CTE) Implementation of Standards - 5.0  HEALTH CONTENT Implementation of Standards- 4.0  PHYSICAL EDUCATION Implementation of Standards- 5.0  VAPA Implementation of Standards- 4.0  WORLD LANGUAGE	Implementation of Standards- No Change  VAPA Implementation of Standards- +1  WORLD LANGUAGE Implementation of Standards - +1  I. Advanced Placement Examination +2.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			VAPA Implementation of Standards- 4.0  WORLD LANGUAGE Implementation of Standards - 4.0  I. 2023-24 Advanced Placement Examination Students scoring 3 or higher: 45.08%		Implementation of Standards - 5.0  I. Advanced Placement Examination  Students scoring 3 or higher: 50.00%	
2.3	A. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results.	A. 2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined) Foster Youth: -62.8 Orange (Maintained) Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined)	A. Dashboard - ELA Distance From Standard (pts) All Students: -37.0 Orange (Maintained) English Learners: -76.9 Red (Maintained) Foster Youth: -66.4 Orange (Declined) Homeless: -71.5 Red (Increased) Socioeconomically Disadvantaged: -45.5 Orange (Maintained)		A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -30.0 Yellow (Increased) English Learners: -70.0 Orange (Increased) Foster Youth: -55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: -40.0 Yellow (Increased)	Year 1 Change A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -1.5 English Learners: -0.3 Foster Youth: +3.6 Homeless: -6.4 Socioeconomically Disadvantaged: -1.4 Students with Disabilities: -2.5  B. CA School Dashboard - Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Distance From Standard (Mathematics): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results.	B. 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -118.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased) Students with Disabilities: -154.1 Red (Maintained)	Students with Disabilities: -117.6 Red (Maintained)		Students with Disabilities: -115.0 Orange (Increased)	Distance From Standard (pts) All Students: -2.9 English Learners: -1 Foster Youth: +17.9 Homeless: -10.3 Socioeconomically Disadvantaged: -3.1 Students with Disabilities: -2.8
	C. Percentage of students performing at Tier 1 on local academic universal screening measures in ELA	C. 2023-24 Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 42.4% English Learners: 15.6% Students with Disabilities: 14.14%	B. 2024 CA School Dashboard - Math Distance From Standard (pts) All Students: -77.1 Orange (Maintained) English Learners: -111 Red (Maintained) Foster Youth: -124.1 Red (Declined) Homeless: -108.4 Orange (Increased)		B. CA School Dashboard - Math Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: -106 Orange (Increased) Foster Youth: -95.0 Yellow (Increased) Homeless: -112.0 Orange (Increased)	C. Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA
	D. Percentage of students performing at Tier 1 on local academic universal screening measures in SLA	D. 2023-24 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 57.8%	Socioeconomically Disadvantaged: -86.3 Yellow (Increased) Students with Disabilities: -151.3 Red (Maintained)		Socioeconomically Disadvantaged: -75.0 Yellow (Increased) Students with Disabilities: -148.0 Orange (Increased)	All Students: +2.1% English Learners: +0.9% Students with Disabilities: +1.56%
	E. Percentage of students performing at Tier 1 on local academic universal screening measures in Math		C.2024-25 Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 44.50%		C. Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 60%	D. Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA
	F. Percentage of core subject area teachers					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participating in professional learning.	English Learners: 55.3% Students with Disabilities: 32.3%  E. 2023-24 Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 25.53% English Learners: 11.97% Students with Disabilities: 12.71%  F. New action no baseline data available (Attendance via sign-in sheets and feedback via evaluations)	English Learners: 16.50% Students with Disabilities: 15.70%  D.2023-24 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 65.90% English Learners: 63.30% Students with Disabilities: 43.10%  E. 2024-25 Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 9.20% English Learners: 5.60% Students with Disabilities: 4.30%  F. 2024-25 Teacher		English Learners: 30% Students with Disabilities: 20%  D. Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 70% English Learners: 60% Students with Disabilities: 40%  E. Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 40% English Learners: 20% Students with Disabilities: 18%  F. Teacher Professional Learning Attendance: 95% Feedback: 75%	All Students: +8.1% English Learners: +8.0% Students with Disabilities: +10.8%  E. Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: - 16.33% English Learners: -6.37% Students with Disabilities: - 8.41%  F. Teacher Professional Learning this year was baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Professional Learning Elementary ELA/Math: 98.79% Secondary Math: 98.75% Secondary ELA: 100.00% Secondary History/Social Science: 96.49% Secondary Science: 100.00%			
2.4	A. Districtwide 1:1 Device  B. Access to Home Internet  C. Percentage of students in grades 3-8 and 11 participating in CAASPP SBAC ELA  D. Percentage of students in grades 3-8 and 11 participating in CAASPP SBAC Math	A. 2023-24 Districtwide 1:1 Device 100%  B. Access to Internet at home: 100%  C. Spring 2023 CAASPP participation - SBAC ELA All Students: 97.75% English Learners: 96.12% Foster Youth: 98.08% Homeless: 94.97% Socioeconomically Disadvantaged: 98.18% Students with Disabilities: 96.09%  D. Spring 2023 CAASPP participation - SBAC Math All Students: 98.25%	A. 2024-25 Districtwide 1:1 Device 100%  B. Access to Internet at home: 100%  C. Spring 2024 CAASPP participation - SBAC ELA All Students: 97.37% English Learners: 94.00% Foster Youth: 93.94% Homeless: 90.70% Socioeconomically Disadvantaged: 97.75%		A. Districtwide 1:1 Device 100%  B. Access to Internet at home: 100%  C. CAASPP participation - SBAC ELA All Students: 99.0% English Learners: 99.0% Foster Youth: 99.0% Homeless: 97.5% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 98.0%	Year 1 Change A. Districtwide 1:1 Device No Change  B. Access to Internet at home: No Change  C. CAASPP participation - SBAC ELA All Students: -0.38% English Learners: -2.12% Foster Youth: -4.14% Homeless: -4.0% Socioeconomically Disadvantaged: -0.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	E. Percentage of students in grades 5, 8, and 11 participating in CAASPP California Science Test (CAST)	English Learners: 98.50% Foster Youth: 94.34% Homeless: 98.39% Socioeconomically Disadvantaged: 98.54% Students with Disabilities: 95.84%	Students with Disabilities: 96.65%		D. CAASPP participation - SBAC Math All Students: 99.0% English Learners: 99.0% Foster Youth: 99.0% Homeless: 97.5% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 98.0%	Students with Disabilities: +0.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 93.36%			
2.5	A. Percentage of students in kindergarten through grade 8 who are absent 10 or more percent of their enrolled instructional days.	A. 2023 CA School Dashboard - Chronic Absenteeism All Students: 26.4% Yellow (Declined) English Learners: 24.2% Yellow (Declined) Foster Youth: 33.8% Red (Increased) Homeless: 34.9% Yellow (Declined) Socioeconomically Disadvantaged: 27.9% Yellow (Declined) Students with Disabilities: 35.5% Yellow (Declined)	A. 2024 CA School Dashboard - Chronic Absenteeism All Students: 20.3% Yellow (Declined) English Learners: 18.1% Yellow (Declined) Foster Youth: 30.4% Orange (Decreased) Homeless: 27.7% Yellow (Declined) Socioeconomically Disadvantaged: 21.8% Yellow (Declined) Students with Disabilities: 27.9% Yellow (Declined)		A. CA School Dashboard - Chronic Absenteeism All Students: 17.4% Yellow (Declined) English Learners: 15.2% Yellow (Declined) Foster Youth: 28.0% Orange (Decreased) Homeless: 25.9% Yellow (Declined) Socioeconomically Disadvantaged: 18.0% Yellow (Declined) Students with Disabilities: 26.0% Yellow (Declined)	Year 1 Change A. CA School Dashboard - Chronic Absenteeism All Students: - 6.1% English Learners: - 6.1% Foster Youth: - 3.4% Homeless: -7.2% Socioeconomically Disadvantaged: - 6.1% Students with Disabilities: -7.6%
	B. Percentage of students graduating with a high school diploma.	B. 2023 CA School Dashboard - Graduation rate All Students: 94.2% Green (Maintained) English Learners: 91.9% Green (Increased) Foster Youth: 78.6% No Color (Declined) Homeless: 87.0% Yellow (Maintained)			B. 2024 CA School Dashboard - Graduation rate All Students: 92.2% Yellow (Declined) English Learners: 87.7% Orange (Declined)	B. CA School Dashboard - Graduation rate All Students: - 2.0% English Learners: -4.2% Foster Youth: - 8.2% Homeless: -1.9% Socioeconomically Disadvantaged: - 1.7% Students with Disabilities: -3.4%
	C. Number and Percentage of students participating in Saturday School.					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 93.8% Green (Maintained) Students with Disabilities: 83.2% Orange (Declined)  C. 2023-24 Aeries SIS - Saturday School Participation All Students: 1424 (7.85%) English Learners: 297 (6.80%) Foster Youth: 8 (5.13%) Homeless: 110 (7.30%) Low Income: 1257 (8.46%) Students with Disabilities: 162 (5.71%)	Foster Youth: 70.4% No Color (Declined) Homeless: 85.1% Orange (Declined) Socioeconomically Disadvantaged: 92.1% Yellow (Declined) Students with Disabilities: 79.8% Orange (Declined)  C. 2024-25 Aeries SIS as of May 2025 - Saturday School Participation All Students: 3070 (17.50%) English Learners: 719 (17.63%) Foster Youth: 26 (17.45%) Homeless: 327 (17.17%) Low Income: 2655 (17.94%) Students with Disabilities: 369 (13.26%)	Foster Youth: 80.0% Green (Increased) Homeless: 90.0% Green (Increased) Socioeconomically Disadvantaged: 95.0% Blue (Increased) Students with Disabilities: 85.0% Green (Increased)  C. Aeries SIS - Saturday School Participation All Students: 15.0% English Learners: 12.0% Foster Youth: 8.0% Homeless: 12.0% Low Income: 14.0% Students with Disabilities: 8.0%	C. Aeries SIS - Saturday School Participation All Students: +1646 (+9.65%) English Learners: +422 (+10.83%) Foster Youth: +18 (+12.32%) Homeless: +217 (+9.87%) Low Income: +1398 (+9.48%) Students with Disabilities: +207 (+7.55%)	
2.6	Number of library books checked out by students.	2023-24 Destiny: 287,954 circulation items	2024-25 Destiny: 259,900 circulation items		Destiny - Maintain circulation and Williams compliance	Year 1 Change Destiny Circulation -28,054

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	<p>A. Percentage of Dual Language Immersion (DLI) students meeting or exceeding standards in ELA on the CAASPP</p> <p>B. Percentage of Dual Language Immersion (DLI) students meeting or exceeding standards in Math on the CAASPP</p> <p>C. Percentage of students performing at Tier 1 on local academic universal screening measures in SLA</p>	<p>A. 2023 CAASPP Results ELA - 2023-24 DLI students</p> <p>All Students: 36.31%</p> <p>ALL DLI Students: 37.03%</p> <p>DLI English Learners: 5.76%</p> <p>DLI Homeless: 25.0%</p> <p>DLI Low Income: 34.19%</p> <p>DLI Students with Disabilities: 12.50%</p> <p>B. 2023 CAASPP Results Math - 2023-24 DLI students</p> <p>All Students: 22.00%</p> <p>ALL DLI Students: 37.03%</p> <p>DLI English Learners: 6.34%</p> <p>DLI Homeless: 19.05%</p> <p>DLI Low Income: 23.16%</p> <p>DLI Students with Disabilities: 11.11%</p> <p>C. 2023-24 Winter Administration of Universal Screening Measures (Lectura &amp; Star Spanish): SLA</p> <p>All Students: 57.8%</p> <p>English Learners: 55.3%</p>	<p>A. 2024 CAASPP Results ELA - 2024-25 DLI students as of May 2025</p> <p>All Students: 36.31%</p> <p>ALL DLI Students: 36.11%</p> <p>DLI English Learners: 3.64%</p> <p>DLI Homeless: 15.38%</p> <p>DLI Low Income: 31.96%</p> <p>DLI Students with Disabilities: 8.11%</p> <p>B. 2024 CAASPP Results Math - 2024-25 DLI students as of May 2025</p> <p>All Students: 23.26%</p> <p>ALL DLI Students: 26.57%</p> <p>DLI English Learners: 5.14%</p> <p>DLI Homeless: 18.75%</p> <p>DLI Low Income: 22.61%</p> <p>DLI Students with Disabilities: 10.03%</p>		<p>A. CAASPP Results ELA - DLI students</p> <p>All Students: 40.0%</p> <p>ALL DLI Students: 40.03%</p> <p>DLI English Learners: 9.0%</p> <p>DLI Homeless: 28.0%</p> <p>DLI Low Income: 37.19%</p> <p>DLI Students with Disabilities: 15.50%</p> <p>B. CAASPP Results Math - DLI students</p> <p>All Students: 40.03%</p> <p>ALL DLI Students: 40.03%</p> <p>DLI English Learners: 10.0%</p> <p>DLI Homeless: 22.05%</p> <p>DLI Low Income: 26.16%</p> <p>DLI Students with Disabilities: 14.11%</p> <p>C. Winter Administration of Universal Screening Measures (Lectura</p>	<p>Year 1 Change</p> <p>A. CAASPP Results ELA - DLI students</p> <p>All Students: No</p> <p>ALL DLI Students: -0.92%</p> <p>DLI English Learners: -2.12%</p> <p>DLI Homeless: -9.62%</p> <p>DLI Low Income: -2.23%</p> <p>DLI Students with Disabilities: -4.39%</p> <p>B. CAASPP Results Math - DLI students</p> <p>All Students: +1.26%</p> <p>ALL DLI Students: -10.46%</p> <p>DLI English Learners: -1.2%</p> <p>DLI Homeless: -0.31%</p> <p>DLI Low Income: -0.55%</p> <p>DLI Students with Disabilities: -1.08%</p> <p>C. Winter Administration of Universal Screening</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			C. 2024-25 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 65.90% English Learners: 63.30%		& Star Spanish): SLA All Students: 70% English Learners: 60%	Measures (Lectura & Star Spanish): SLA All Students: +8.1% English Learners: +8.0%
2.8	<p>A. Percentage of students at our Alternative High Schools that are prepared for College / Career.</p> <p>B. Number of high school students enrolling in at least one Dual College Enrollment course in the Fall.</p> <p>C. Percentage of high school students passing</p>	<p>A. 2023 CA School Dashboard Percentage Prepared All Students: 0% English Learner: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%</p> <p>B. Fall Grades Report from Community Colleges All Students: 158 students English Learners: 22 students Homeless: 12 students Socioeconomically Disadvantaged: 130 students Students with Disabilities: 14 students</p>	<p>A. 2024 CA School Dashboard Percentage Prepared All Students: 3.10% English Learner: 2.35% Hispanic: 3.60% Socioeconomically Disadvantaged: 3.20%</p> <p>B. 2024 Fall Grades Report from Community Colleges All Students: 234 students English Learners: 20 students Homeless: 8 students</p>		<p>A. CA School Dashboard Percentage Prepared All Students: English Learner: 10.0% Hispanic: 10.0% Socioeconomically Disadvantaged: 10.0%</p> <p>B. Fall Grades Report from Community Colleges All Students: 200 students English Learners: 35 students Homeless: 20 students</p>	<p>Year 1 Change A. CA School Dashboard Percentage Prepared All Students: +3.1% English Learner: +2.35% Hispanic: +3.6% Socioeconomically Disadvantaged: +3.2%</p> <p>B. Fall Grades Report from Community Colleges All Students: +76 English Learners: -2 Homeless: -4 Socioeconomically Disadvantaged: -51</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>at least one Dual College Enrollment course in the Fall.</p> <p>D. Average attendance percentage of students in Home-Based Independent Study Program.</p>	<p>C. 2023 Fall Grades Report from Community Colleges</p> <p>All Students: 87.14%</p> <p>English Learners: 95.24%</p> <p>Homeless: 90.91%</p> <p>Socioeconomically Disadvantaged: 88.50%</p> <p>Students with Disabilities: 83.33%</p> <p>D. 2023-24 Aeries SIS</p> <p>All Students: 84.50%</p> <p>English Learners: 82.40%</p> <p>Foster Youth: 77.10%</p> <p>Homeless: 76.80%</p> <p>Socioeconomically Disadvantaged: 84.70%</p> <p>Students with Disabilities: 82.00%</p>	<p>Socioeconomically Disadvantaged: 181 students</p> <p>Students with Disabilities: 6 students</p> <p>C. 2024 Fall Grades Report from Community Colleges</p> <p>All Students: 89.47%</p> <p>English Learners: 61.54%</p> <p>Homeless: 100.00%</p> <p>Socioeconomically Disadvantaged: 88.15%</p> <p>Students with Disabilities: 100.00%</p> <p>D. 2024-25 Aeries SIS as of May 2025</p> <p>All Students: 78.95%</p> <p>English Learners: 80.51%</p> <p>Foster Youth: 84.39%</p> <p>Homeless: 74.41%</p> <p>Socioeconomically Disadvantaged: 78.84%</p>	<p>Socioeconomically Disadvantaged: 150 students</p> <p>Students with Disabilities: 20 students</p> <p>C. Fall Grades Report from Community Colleges</p> <p>All Students: +2.33%</p> <p>English Learners: -33.7%</p> <p>Homeless: +9.09%</p> <p>Socioeconomically Disadvantaged: -0.35%</p> <p>Students with Disabilities: +16.67%</p> <p>D. Aeries SIS</p> <p>All Students: -5.55%</p> <p>English Learners: -1.89%</p> <p>Foster Youth: +7.29%</p> <p>Homeless: -2.39%</p> <p>Socioeconomically Disadvantaged: -5.86%</p> <p>Students with Disabilities: -6.55%</p>	<p>Students with Disabilities: -8</p> <p>C. Fall Grades Report from Community Colleges</p> <p>All Students: +2.33%</p> <p>English Learners: -33.7%</p> <p>Homeless: +9.09%</p> <p>Socioeconomically Disadvantaged: -0.35%</p> <p>Students with Disabilities: +16.67%</p> <p>D. Aeries SIS</p> <p>All Students: -5.55%</p> <p>English Learners: -1.89%</p> <p>Foster Youth: +7.29%</p> <p>Homeless: -2.39%</p> <p>Socioeconomically Disadvantaged: -5.86%</p> <p>Students with Disabilities: -6.55%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 75.45%			
2.9	<p>A. Percentage of English Learner Students making progress towards English language proficiency or maintaining the highest level</p> <p>B. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC &amp; CAA results.</p> <p>C. Distance From Standard (Mathematics): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard</p>	<p>A. 2023 CA School Dashboard: English Learner Progress 44.1% Orange (Maintained)</p> <p>B. 2023 CA School Dashboard ELA - Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined)</p> <p>C. 2023 CA School Dashboard Math: Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined)</p>	<p>A. 2024 CA School Dashboard - English Learner Progress 41.7% Orange (Declined)</p> <p>B. 2024 CA School Dashboard - ELA Distance From Standard (pts) All Students: -37.0 Orange (Maintained) English Learners: -76.9 Red (Maintained)</p> <p>C. 2024 CA School Dashboard Math: Distance From Standard (pts) All Students: -77.1 Orange (Maintained) English Learners: -111 Red (Maintained)</p>		<p>A. CA School Dashboard - English Learner Progress: 50.1% Green (Increased)</p> <p>B. CA School Dashboard ELA - Distance From Standard (pts) All Students: -30 Yellow (Increased) English Learners: -70 Orange (Increased)</p> <p>C. CA School Dashboard Math: Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: -106 Orange (Increased)</p> <p>D. CA School Dashboard: College/Career Indicator Prepared All Students: 33.7% Low English Learners: 10.9% Low</p>	<p>Year 1 Change A. CA School Dashboard - English Learner Progress: -2.4%</p> <p>B. CA School Dashboard ELA - Distance From Standard (pts) All Students: -1.5 English Learners: -0.3</p> <p>C. CA School Dashboard Math: Distance From Standard (pts) All Students: -2.9 English Learners: -1</p> <p>D. CA School Dashboard: College/Career Indicator Prepared All Students: +4.2% English Learners: +4.5%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Met) on the CAASPP-SBAC &amp; CAA results.</p> <p>D. Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator</p> <p>E. Percentage of students performing at Tier 1 on local academic universal screening measures in ELA</p> <p>F. Percentage of student Reclassified Fluent English Proficient (RFEP)</p> <p>G. Self-Reflection Tool for how the programs and services will enable English Learners to access the CCSS and ELD standards</p>	<p>E. 2023-24 Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA</p> <p>All Students: 42.4% English Learners: 15.6%</p> <p>F. CALPADS EOY Reports: 8.25%</p> <p>G. 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development</p> <p>3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0</p>	<p>All Students: 37.9% Green (Increased)</p> <p>English Learners: 15.4% Yellow (Increased)</p> <p>E. 2024-25 Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA</p> <p>All Students: 60% English Learners: 30%</p> <p>F. CALPADS EOY Reports: 12.0%</p> <p>G. 2024 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development</p> <p>3-Initial Implementation 4-Full Implementation 5-Full Implementation &amp; Sustainability</p> <p>ELD Professional Development - 5.0 Instructional Materials - 5.0</p>		<p>English Learners: 15.0% Low</p> <p>E. Winter Administration of Universal Screening Measures (Acadience &amp; Star Reading): ELA</p> <p>All Students: +2.1% English Learners: +0.9%</p> <p>F. CALPADS EOY -0.07%</p> <p>G. Dashboard RATING SCALE 1-5: ELD Professional Development - No Change Instructional Materials - No Change Policy and Programs - No Change</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0		Policy and Programs - 5.0	
2.10	A. Percentage of student Reclassified Fluent English Proficient (RFEP)  B. Percentage of "At-Risk" and Long-Term English Learners (LTEL)	A. CALPADS EOY Reports: 8.25%  B. DataQuest 22-23 LTEL: Percentages EL 0-3 Years: 21.4% At-Risk 4-5 Years: 7.5% LTEL 6+ Years: 15.7%	A. F. CALPADS EOY Reports: 8.18%  B. DataQuest 23-24 LTEL: Percentages EL 0-3 Years: 22.6% At-Risk 4-5 Years: 9.5% LTEL 6+ Years: 23.1%		A. CALPADS EOY Reports: 12.0%  B. DataQuest LTEL: Percentages At-Risk 4-5 Years: 5.0% LTEL 6+ Years: 11.7%	Year 1 Change A. CALPADS EOY Reports: EL 0-3 Years: +1.2% At-Risk 4-5 Years: +2.0% LTEL 6+ Years: +7.4%  B. DataQuest LTEL: No Change
2.11	BASIC SERVICES LOCAL INDICATORS  Instructional Materials: Williams Act Report  Facilities: FIT report	2023 Dashboard  <ul style="list-style-type: none"> <li>100% of pupils have sufficient access to standards-aligned instructional materials.</li> <li>10 Instances Where Facilities Do</li> </ul>	2024 Dashboard  <ul style="list-style-type: none"> <li>100% of pupils have sufficient access to standards-aligned instructional materials.</li> </ul>		Dashboard  <ul style="list-style-type: none"> <li>100% of pupils have sufficient access to standards-aligned instructional materials.</li> </ul>	Year 1 Change Dashboard Access: No Change  Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	<ul style="list-style-type: none"> <li>12 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</li> </ul>		<ul style="list-style-type: none"> <li>5 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</li> </ul>	

## 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.

In 2024–25, the district implemented Goal 2 actions to improve academic outcomes and instructional access for English Learners, Foster Youth, Low-Income students, and students with disabilities. Actions included class size reduction and inclusive supports (Action 2.1), expanded access to rigorous and broad academic offerings (Action 2.2), professional development and instructional planning through early release time with a specific focus on MTSS (Action 2.3), technology access and technical support (Action 2.4), academic interventions through Saturday Academies (Action 2.5), research-based library services (Action 2.6), biliteracy and language development through Dual Language Immersion (Action 2.7), alternative programs including continuation and independent study (Action 2.8), English Learner instructional supports (Action 2.9), and targeted services for Long-Term English Learners (Action 2.10).

Substantive differences include adjustments to timelines for professional development delivery at select sites and district-wide (Action 2.3). Some site-level SPSA-funded activities required additional coordination for timely implementation (Action 2.3), and a few college readiness field trips and extended learning opportunities were rescheduled. (Actions 2.5, 2.7).

Challenges included ensuring consistent implementation of MTSS across all schools (Action 2.3), and variability in site capacity and training readiness also impacted the rollout of integrated and designated ELD strategies (Actions 2.9, 2.10).

Successes included strengthened access to rigorous coursework and intervention supports across grade levels (Actions 2.2, 2.5), full implementation of 1:1 technology access (Action 2.4), and increased collaboration time for teachers to analyze data and support differentiated instruction (Action 2.3). The district expanded participation in library programs and DLI pathways, which contributed to

improved student engagement and biliteracy development (Actions 2.6, 2.7). Additionally, the district strengthened services for English Learners and LTELs through enhanced assessment practices, instructional coaching, and professional development focused on language acquisition and equity (Actions 2.9, 2.10).

Overall, Goal 2 actions were implemented with fidelity, with minor adjustments to timelines and staffing to ensure full delivery of services for unduplicated students and students with disabilities.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures of some actions are noted as follows:

Action Item 2.1 - Increase due to additional support for Special Education Assistant II salaries and contracts, as well as funds for substitute teachers to support professional learning for staff working with SPED students.

Action Item 2.2 - Increase due to added professional development trainings related to multi-tiered systems of support.

Action Item 2.3 - Decrease due to fewer expenses for professional development (PD) for elementary and secondary teachers than originally planned.

Action Item 2.6 - Decrease due to vacancies in the Library Assistant I positions, resulting in salary and benefit savings.

Action Item 2.7 - Increase due to the purchase of Dual Language Immersion (DLI) library books.

Action Item 2.8 - Increase due to summer school supplies and alternative course of study professional services.

Action Item 2.9 - Decrease due to vacancies in Bilingual Instructional Assistant (BIA) positions, resulting in salary and benefit savings.

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

2.1 Inclusion & Optimal Learning Environment - Small improvements in ELA (+1.5 pts) and math (+2.9 pts) were offset by a 2-point drop in appropriately assigned teachers and a slight decline in least-restrictive-environment placement, indicating partial effectiveness.

2.2 Multi-Tiered System of Supports (MTSS) - MTSS supports nudged ELA and math scores upward and raised College-Career readiness from 33.7% to 37.9%, yet graduation and English-Learner progress slipped, indicating mixed but forward momentum.

2.3 Instructional Response to MTSS - Near-universal teacher professional-learning attendance (approx. 99%) and a modest Tier-1 ELA uptick show strong implementation. A 16-point drop in Tier-1 math may be a result of a change in the winter universal screener for math.

2.4 Instructional Technology - The district sustained 100% 1:1 device coverage and home-internet access while keeping CAASPP participation above 97%, confirming this action effectively preserves equitable digital access.

2.5 Saturday Academy - Chronic absenteeism fell six points, and Saturday Academy attendance more than doubled (7.9% to 17.5%), demonstrating strong re-engagement even though the graduation rate dipped slightly.

2.6 Libraries - Library circulation decreased by approximately 28,000 items, suggesting the expanded services have not yet sparked greater student use of and access to culturally relevant materials.

2.7 Dual Language Immersion (DLI) - An 8-point gain on Spanish literacy screening contrasts with flat ELA and a 10-point decline in math CAASPP results, so the program shows early biliteracy promise but uneven academic impact.

2.8 Alternate Course of Study - Continuation programs moved 3.1% of students into “Prepared” status and expanded dual-enrollment by 76 seats, yet attendance in independent study fell, yielding partial effectiveness.

2.9 Improve Outcomes for English Learners - EL College-Career preparedness rose 4.5 points and ELA/Math gaps narrowed slightly, but overall ELPI progress decreased 2.4 points and reclassification maintained, reflecting promising but inconsistent gains.

2.10 Improve Outcomes for LTELs - The share of At-Risk English Learners grew by two points, and students classified as LTELs for six or more years increased by 7.4 points, indicating that current supports must be revised to reduce the number of students who remain long-term English Learners.

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.

In response to the data and reflections from 2024–25, the district is refining several Goal 2 actions to improve coherence and impact in 2025–26. Adjustments are specifically designed to strengthen instructional quality, expand access to academic supports, and accelerate student progress—particularly for English Learners and other unduplicated student groups.

To deepen the impact of Multi-Tiered System of Supports (MTSS), professional development for teachers and support staff will include a stronger emphasis on implementing integrated and designated English Language Development (ELD) strategies within core instruction (Actions 2.2, 2.3, 2.9). Additional collaborative planning time and enhanced data tools will support educators in identifying student needs earlier and tailoring instructional responses. Furthermore, improvements in formative assessment practices will help inform timely interventions for students who are not yet making expected gains.

To promote language proficiency and reduce the number of students at risk of becoming or remaining Long-Term English Learners (LTELs), the district will build on promising practices—such as enhanced coaching and targeted supports—by ensuring more consistent implementation across school sites (Actions 2.9, 2.10). Refinements to progress monitoring and student reclassification pathways will better align services with students’ language development trajectories, while continuing to affirm the strengths and potential of our multilingual learners.

Finally, the district will increase cross-departmental coordination to better align site-level Single Plans for Student Achievement (SPSAs) with districtwide efforts, particularly in the use of early indicators to support student success. These adjustments reflect a commitment to continuous improvement and equity-centered planning, while maintaining sensitivity to the political and cultural context in which we serve our diverse community.

To more clearly identify metrics within an action lettering was used to differentiate between them (e.g., 2.1A, 2.1B). A typographical error was noted and corrected in the baseline data for metric 2.1B and 2.3B Homeless read -18.7 and should have read -118.7. An additional error was noted and corrected for metric 2.7B DLI SWD baseline data read 1.11% and should have read 11.11%, and the 2027 outcome was adjusted from 4.11% to 14.11%.

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	Inclusion & Optimal Learning Environment	<p>Ensure smaller teacher-student ratios and optimal learning environments. Class size reduction provides unduplicated students with the individualized support, engagement, relationships, classroom management, and extracurricular opportunities they need to thrive academically and succeed in school.</p> <p>Inclusion is directed at ensuring that unduplicated students with disabilities can benefit from the best learning environments possible. By providing additional educational supports, unduplicated students identified with specific learning disabilities will receive more attention from the teacher, engage in academic discourse, and become more connected to their peers. Newly identified students that are English learners and require special education will benefit from this action as well. The workability program offers comprehensive skills training and pre-employment opportunities for unduplicated students making the transition from school to work.</p> <p>A. Additional Special Education Instructional Assistants B. Special Education Workability Technician C. Additional Special Education Resource Teacher at each Middle School (4.0 FTE)</p> <p>The educational staff supply budget provides an annual amount to classroom teachers, intervention specialists, behavioral specialists, speech &amp; language pathologists, school counselors, and librarians with a supplemental supply budget of \$500 each to support the implementation of State Standards principally focused on materials to support access for students classified as foster, homeless, low-income, or English learners. These materials are for the purpose of creating engaging and enriching lessons beyond the base program, supplies, and resources.</p>	\$9,775,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Multi-Tiered System of Supports (MTSS)	<p>AUSD prides itself in providing a rigorous and broad course of study. This involves ensuring that unduplicated students have access to a robust catalog of A-G, CTE, elective, and rigorous courses to ensure a comprehensive course of study. The Directors of Elementary and Secondary Education will work with school site teams to ensure our unduplicated students have access to a broad course of study while eliminating potential barriers. To ensure personalized attention and increased enrollment for our unduplicated students, the following actions will be taken:</p> <ul style="list-style-type: none"> <li>A. Director of Elementary Education (0.50 FTE)</li> <li>B. Director of Secondary Education (0.50 FTE)</li> <li>C. Assistant to the Director of Elementary Education (0.50 FTE)</li> <li>D. Assistant to the Director of Secondary Education (0.50 FTE)</li> </ul> <p>Continue refining the Districtwide system of assessment and progress monitoring to identify unique student needs, measure growth, and assist in instructional practices, specifically designed to target unduplicated students and differentiated instruction. The Accountability and Intervention Assistant Director will work with school sites to ensure sites are spending funds that are aimed at student achievement, specifically for unduplicated student groups. The Director of Assessment and Special Projects will work with school site teams to disaggregate and analyze data to ensure our unduplicated students have access to differentiated support which address any potential learning gaps. Progress monitoring will focus on the needs of at-promise students including unduplicated student counts and students with disabilities.</p> <ul style="list-style-type: none"> <li>A. Director of Assessment &amp; Special Projects (0.50 FTE)</li> <li>B. Data and Assessment Technician (0.5 FTE)</li> <li>C. Accountability and Intervention Assistant Director (0.40 FTE)</li> <li>D. Contracts</li> </ul> <p>Support the work of unduplicated elementary and intermediate students specifically in the areas of English language arts, math, and ELD. Work with elementary and intermediate teachers in creating structures to support the MTSS model.</p> <ul style="list-style-type: none"> <li>A. Instructional Specialists (3.0 FTE) - funded with LREBG</li> <li>B. Elementary Numeracy Teachers (14 FTE) - funded with LREBG</li> </ul>	\$6,715,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C. Intervention Intermediate/Secondary Teachers (5 FTE) - funded with LREBG		
2.3	Instructional Response to MTSS	<p>Weekly early release days are provided to ensure time for staff to meet to analyze data principally directed at identifying the needs of our unduplicated students and students with disabilities, planning instruction to support those needs, identifying resources necessary to implement interventions, and supports. Funding for this action is allocated to additional hours that go beyond the contracted time, contracts with outside consultants, professional resources, and training material, and supplemental resources for unduplicated students.</p> <p>TK-12 Early Release Cost</p> <p>LCFF Allocations are reflected in the site-level School Plan for Student Achievement, which is approved by the Board of Education annually. School plan goals and actions are aligned to the LCAP goals and state priorities. These allocations are held accountable by using the Galaxy Business Information System. Before a school site can expend these funds, the request must be approved through a series of approvers, such as the Director of English Learners and the Assistant Superintendent of Educational Services.</p> <p>Provide allocation to sites to support the academic and socio-emotional needs of unduplicated students. The site allocation is determined by the number of low-income unduplicated and EL students at the site and is used in providing engaging and enriching environments for the purchase of additional materials and supplies.</p> <p>Professional development for elementary and secondary teachers: All elementary and secondary teachers in core subject areas will participate in annual professional learning release days to focus on enhancing the instructional effectiveness within MTSS across all three tiers with specific focus on unduplicated students.</p>	\$2,047,647.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Instructional Technology	<p>Technology supports continue to be of high importance to the district's educational partners in providing successful teaching and learning opportunities. Creating districtwide support in the area of technology by achieving a one-to-one ratio of devices per student and the purchase of additional technology equipment/instructional resources to ensure implementation of the State Standards and related assessments provides the critical resource of equitable access for unduplicated students.</p> <p>A. Student Mi-Fis B. Technology Equipment, Material, Supplies, and Software</p> <p>AUSD is committed to providing unduplicated students, English Learners, and students with unique needs with the 21st-century resources they need to be successful. Implementing one-to-one technology, interactive flat panels, and providing state-of-the-art resources for unduplicated students will provide our students with the necessary resources. AUSD will need the support of technical staff to help teachers ensure their equipment is working properly. The additional IT staff will provide access and support to students, teachers, and parents to troubleshoot technical problems.</p> <p>A. IT Technician II (3.0 FTE) B. IT Technician III (1.65 FTE) C. Network Manager (1.0 FTE) D. Assistant Director of Technology (1.0 FTE)</p>	\$3,294,378.00	Yes
2.5	Saturday Academy	<p>Saturday Academies will focus on all high schools to provide additional academic support to students experiencing chronic absenteeism and at risk of credit deficiencies. The intervention supports will be principally focused on unduplicated student count.</p> <p>A. Staff</p>	\$94,779.00	No
2.6	Libraries	<p>This service will equip schools with qualified teacher librarians and library assistants in providing research-based literacy support by developing inclusive collections that celebrate diverse experiences and provide</p>	\$2,135,959.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities to empower our unduplicated students as effective users and creators of information and ideas.</p> <p>A. Teacher librarian (1.0 FTE)</p> <p>B. Fourteen Library Assistant I (10.625 FTE)</p> <p>C. Eight Library Assistant II (7.75 FTE)</p> <p>D. Library Books \$2 per student</p>		
<b>2.7</b>	Dual Language Immersion (DLI)	<p>Expand/Continue support of the Dual Language Immersion (DLI) program promoting biliteracy in support of both academic and second language fluency achievement. The DLI program offers many benefits for our unduplicated students, specifically, it helps students strengthen their self-perception and identity while enhancing cultural awareness and diversity.</p> <p>A. DLI support materials</p> <p>B. DLI teachers</p>	\$5,710,282.00	Yes
<b>2.8</b>	Alternate Course of Study	<p>AUSD houses two continuation high schools with alternative settings to support unduplicated pupils. Both schools have significantly lower class sizes than the three comprehensive high schools. Supporting lower class sizes as compared to comprehensive high schools allows unduplicated students access to their learning from teachers, instructional supports, and materials. This will include research-based small-group interventions, enrichment, increased oral production, and overall progress toward mastery.</p> <p>A. Certificated staff (14 FTE)</p> <p>B. HS Credit Recovery</p> <p>C. Credit Recovery</p> <p>D. Contracts</p> <p>In addition, AUSD also offers a Home Based Independent Study Program (HBISP) to students and families who prefer the flexibility of home based learning environment. This action will offer alternative ways to support unduplicated students in grades 6-12. Families will be given the option to participate in the home base independent study program with support from an AUSD teacher.</p>	\$3,540,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Improve Outcomes for English Learners	<p>English learners (ELs) comprise 29% of the district and are supported through the LCAP by ensuring improved and increased staff, supplies, services, and testers. All English learners receive designated and integrated English language development (ELD) and are championed from the beginning with culturally sensitive and highly effective initial assessment and identification practices. Appropriate placement in language acquisition programs (SEI and DLI)* for all students identified as ELs is a priority for our district. Bilingual and culturally responsive staff are trained to provide additional and impactful services from identification, placement, language acquisition programs, primary language materials, and support.</p> <p>*Structured English Immersion (SEI) and Dual Language Immersion (DLI)</p> <p>Goal: English Learners will demonstrate measurable improvement in English language proficiency, as evidenced by an increase of at least one proficiency level (an increase in the English Learner Progress Indicator (ELPI), and enhanced academic performance across core content areas (grades, state, and local academic assessments).</p> <p>A. Bilingual EL support staff (4.0 FTE)  B. Director of English Learner Support Services (1.0 FTE)  C. Supplies/services  D. Bilingual Testers (3.0 FTE)  E. Additional Translators / Interpreters (4.0 FTE)  F. Bilingual Assistants (20%)</p> <p>Support the work of English learners specifically in English language arts, math, and ELD through a multi-tiered system of supports including professional development, coaching, and collaboration.</p> <p>A. Instructional Specialists - EL (2.0 FTE) (Part of Goal 2 Action 2.2)</p> <p>Professional Development (language acquisition programs):  A: Designated and Integrated ELD</p>	\$4,164,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>B. Methodologies and strategies for access to content: GLAD, SDAIE, language skills across the curriculum, strategies that allow parity of participation in the standard instructional program</p> <p>C. Culturally Responsive Teaching</p>		
<b>2.10</b>	Improve Outcomes for LTELs	<p>Long-term English learners (LTELs) comprise 7% of the district and 27% of the EL population. They are supported through the LCAP by ensuring improved and increased staff, supplies, coaching, professional development, and services. Long-term English learners are provided specialized ELD tailored to meet their needs, as identified through LTEL research and district ELPAC and CAASPP data, through Advanced Academic Language Development when needed. Teachers are trained in strategies to differentiate instruction, scaffold lessons, and build academic vocabulary and writing development. Training on academic discourse, curricular resources, such as English 3D, and writing instruction and practice for LTELs are supported throughout and will continue to be used with follow-up staff training and support. These services provide opportunities for language acquisition, leading to access to core content mastery with an ultimate goal of reclassification. These additional resources ensure an equitable opportunity for impactful services, appropriate assessment measures, and language support outside of generally funded actions. (Funding for this action is captured in action 2.9)</p> <p>Goal: By the end of the academic year, long-term English learners (LTELs) will demonstrate measurable progress in English language proficiency, academic vocabulary acquisition, and content knowledge in ELA and Math as measured by the ELPI and state and local ELA and Math assessments.</p> <p>The following positions identified in action 2.9 also support this action.</p> <p>A. Bilingual EL support staff (4.0 FTE)  B. Director of English Learner Support Services (1.0 FTE)  C. Supplies/services</p> <p>Support the work of English learners specifically in English language arts, math, and ELD through a multi-tiered system of supports.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>A. Instructional Specialists - EL (2.0 FTE) (Funding for this position is captured in action 2.9)</p> <p>Professional Development in the following areas:</p> <p>A: Designated and Integrated ELD</p> <p>B. Methodologies and strategies for access to content: SDAIE, Academic Discourse (Spoken and Written), curricular resource training (English 3D)</p> <p>C. Culturally Responsive Teaching</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	COLLEGE AND CAREER READINESS: Alvord USD will enhance the preparation of all students for college and career success with a focus on accessibility and equity, aligning with state priorities to ensure that students are ready to meet the demands of higher education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The decision to prioritize college and career readiness stems from a thorough analysis of relevant data and identified needs within the district. According to the 2023 California Dashboard, only 33.7% of students meet the College or Career readiness standard, as indicated by the College and Career Indicator. Additionally, the 2023 Status Placement Report reveals that Alvord High School and several others are placed at the Low or Very Low level. The 2023 Status Placement Report indicates that AUSD placed at the Low level, while 3 high schools placed at the Low level, and two at the very low level. No high schools placed at the High or Very High level, signaling a significant gap in meeting college and career readiness benchmarks. This data underscores the urgency and importance of addressing college and career readiness within the district. By focusing efforts on enhancing the preparation of all students, Alvord USD aims to improve outcomes and ensure that students are equipped with the skills, knowledge, and resources necessary to succeed in post-secondary education and the workforce.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A. Percentage of Advancement Via Individual Determination (AVID) Students Enrolled in College the Fall Immediately After High School	A. Student Tracker Data: Class of 2023 (Effective Date = November 20, 2023) All graduates: 55% English Language Learner: 37.9%	A. Student Tracker Data: Class of 2024 (Effective Date = April 30, 2025) All graduates: 59% English Language Learner: 43.5%		A. Student Tracker Data: All graduates: 60.0% English Language Learner: 40.0% Economically Disadvantaged:	Year 1 Change A. Student Tracker Data: All graduates: +4.0% English Language Learner: +5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Percentage of Advancement Via Individual Determination (AVID) Students Meeting UC/CSU Requirements	Economically Disadvantaged: 53.5% AVID graduates: 88% AVID English Language Learner: 72.7% AVID Economically Disadvantaged: 87.6%	Economically Disadvantaged: 57.5% AVID graduates: 89% AVID English Language Learner: 88.2%		55.0% AVID graduates: 90.0% AVID English Language Learner: 76.0% AVID Economically Disadvantaged: 92.0%	Economically Disadvantaged: +4.0% AVID graduates: +1% AVID English Language Learner: +15.5% AVID Economically Disadvantaged: +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	<p>A. Percentage of International Baccalaureate (IB) Students Enrolled in College the Fall Immediately After High School</p> <p>B. Percentage of students passing International Baccalaureate (IB) exams at Norte Vista High School</p> <p>C. Percentage of Puente Students Enrolled in College the Fall Immediately After High School</p>	<p>A. Student Tracker Data: Class of 2023 (Effective Date = November 20, 2023) - Norte Vista High School</p> <p>All graduates: 60% English Language Learner: 43.2% Economically Disadvantaged: 60.2%</p> <p>IB graduates: 83% IB English Language Learner: 76.9% IB Economically Disadvantaged: 83%</p> <p>B. 2023 IB Score Report</p> <p>All Students: 36.87% English Learners: 42.11% Homeless: 18.18% Low Income: 52.00% Students with Disabilities: 33.33%</p> <p>C. Puente graduates: 58.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 57.7%</p>	<p>A. Student Tracker Data: Class of 2024 (Effective Date = April 30, 2025)</p> <p>All graduates: 59% English Language Learner: 43.5% Economically Disadvantaged: 57.5%</p> <p>IB graduates: 81% IB English Language Learner: 47.1% IB Economically Disadvantaged: 80.5%</p> <p>B. 2024 IB Score Report</p> <p>All Students: 36.85% English Learners: 13.33% Homeless: 36.96% Low Income: 36.64% Students with Disabilities: 44.44%</p> <p>C. Student Tracker Data: Class of 2024 (Effective</p>		<p>A. Student Tracker Data: All graduates: 60.0% English Language Learner: 55.0% Economically Disadvantaged: 40.0%</p> <p>IB graduates: 90.0% IB English Language Learner: 80.0% IB Economically Disadvantaged: 88.0%</p> <p>B. IB Score Report All Students: 60.0% English Learners: 50.0% Homeless: 35.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 40.0%</p> <p>C. Puente graduates: 65.0% Puente English Language Learner: N/A</p>	<p>Year 1 Change A. Student Tracker Data: All graduates: - 1.0% English Language Learner: +0.3% Economically Disadvantaged: - 2.7%</p> <p>IB graduates: - 2.0% IB English Language Learner: - 29.8% IB Economically Disadvantaged: - 2.5%</p> <p>B. IB Score Report All Students: - 0.2% English Learners: - 28.78% Homeless: +18.78% Low Income: - 15.36% Students with Disabilities: +11.11%</p> <p>C. Puente graduates: +4.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Date = April 30, 2025) All graduates: 59% English Language Learner: 43.5% Economically Disadvantaged: 57.5%	Puente graduates: 62.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 63.2%	Puente Economically Disadvantaged: 63.0%	Puente English Language Learner: No Change Puente Economically Disadvantaged: +5.5%
3.3	A. Number and Percent of students who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. (CTE Completer)	A. 2023 CA Dashboard: Additional Reports: CTE Pathway All Students: 221 (14.6%) English Learners: 56 (13.4%) Foster Youth: 1 (7.1%) Homeless: 11 (8.4%) Socioeconomically Disadvantaged: 200 (14.7%) Students with Disabilities: 30 (13.6%)	A. 2024 CA Dashboard: Additional Reports: CTE Pathway All Students: 264 (17.0%) English Learners: 75 (18.4%) Foster Youth: 2 (7.4%) Homeless: 11 (5.9%) Socioeconomically Disadvantaged: 241 (16.9%) Students with Disabilities: 38 (16.0%)		A. CA Dashboard: Additional Reports: CTE Pathway All Students: 20.0% English Learners: 15.0% Foster Youth: 10.0% Homeless: 10.0% Socioeconomically Disadvantaged: 20.0% Students with Disabilities: 18.0%	Year 1 Change A. CA Dashboard: Additional Reports: CTE Pathway All Students: +43 (+2.4%) English Learners: +19 (+5.0%) Foster Youth: +1 (+0.3%) Homeless: No Change (-2.5%) Socioeconomically Disadvantaged: +41 (+2.2%) Students with Disabilities: +8 (+2.4%)
	B. Number and Percentage of students who have successfully completed courses that	B. 2023 CA Dashboard: Additional Reports: UC/CSU AND CTE			B. 2023 CA Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study (A-G & CTE).	All Students: 122 (8.1%) English Learners: 17 (4.1%) Foster Youth: 1 (7.1%) Homeless: 2 (1.5%) Socioeconomically Disadvantaged: 107 (7.8%) Students with Disabilities: 4 (1.8%)	B. 2024 CA Dashboard: Additional Reports: UC/CSU AND CTE All Students: 114 (7.3%) English Learners: 25 (6.1%) Foster Youth: 0 (0.0%) Homeless: 6 (3.2%) Socioeconomically Disadvantaged: 95 (6.7%) Students with Disabilities: 6 (2.5%)		Additional Reports: UC/CSU AND CTE All Students: 10.0% English Learners: 6.0% Foster Youth: 10.0% Homeless: 5.0% Socioeconomically Disadvantaged: 10.0% Students with Disabilities: 3.0%	B. 2023 CA Dashboard: Additional Reports: UC/CSU AND CTE All Students: -8 (-0.8%) English Learners: +8 (+2.0%) Foster Youth: -1 (-7.4%) Homeless: +4 (+1.7%) Socioeconomically Disadvantaged: -12 (-1.1%) Students with Disabilities: +2 (+0.7%)
3.4	A. Number and Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU (Completed A-G).  B. Percentage of pupils who participate in, and demonstrate college preparedness pursuant	A. 2023 CA Dashboard: Additional Reports: UC/CSU All Students: 656 (43.4%) English Learners: 92 (22.0%) Foster Youth: 1 (7.1%) Homeless: 28 (21.4%) Socioeconomically Disadvantaged: 557 (40.8%) Students with Disabilities: 24 (10.9%)	A. 2024 CA Dashboard: Additional Reports: UC/CSU All Students: 651 (41.8%) English Learners: 94 (23.0%) Foster Youth: 4 (14.8%) Homeless: 53 (28.2%) Socioeconomically Disadvantaged: 556 (39.0%)		A. CA Dashboard: Additional Reports: UC/CSU All Students: 50.0% English Learners: 26.0% Foster Youth: 11.0% Homeless: 28.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 14.0%	Year 1 Change A. CA Dashboard: Additional Reports: UC/CSU All Students: -5 (-1.6%) English Learners: +2 (+1.0%) Foster Youth: +3 (+7.7%) Homeless: +25 (+6.8%) Socioeconomically Disadvantaged: -1 (-1.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to, the Early Assessment Program (EAP), or any subsequent assessment of college preparedness.	B. EAP: CAASPP Reports % ELA: GR 11 Level 4 2022-23: 15.25%  C. EAP: CAASPP Reports % Mathematics: GR 11 Level 4 2022-23: 2.85%	Students with Disabilities: 33 (13.9%)  B. EAP: CAASPP Reports % ELA: GR 11 Level 4 2023-24: 18.78%  EAP: CAASPP Reports % Mathematics: GR 11 Level 4 2023-24: 3.56%		B. EAP: CAASPP Reports % ELA: GR 11 Level 4 ELA: 20.0%  EAP: CAASPP Reports % Mathematics: GR 11 Level 4 Mathematics: 10.0%	Students with Disabilities: +9 (+3.0%)  B. EAP: CAASPP Reports % ELA: GR 11 Level 4 +3.53%  EAP: CAASPP Reports % Mathematics: GR 11 Level 4 +0.71%

## 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.

In 2024–25, the district implemented Goal 3 actions to promote college and career readiness for English Learners, Foster Youth, Low-Income, and Homeless students. AVID programs were sustained across K–12 through student site allocations, AVID tutors, college visits, and professional development focused on WICOR strategies (Action 3.1). The International Baccalaureate (IB) and Puente Project provided access to rigorous, culturally responsive college-preparatory experiences (Action 3.2).

Career and Technical Education (CTE) offerings expanded through additional district and county staffing, integrating project-based and work-based learning aligned to industry demands (Action 3.3). Registrar services continued to support equitable enrollment in A–G coursework, course placement, transcript access, and college application readiness for unduplicated students (Action 3.4).

Substantive differences included delayed onboarding of some CTE staff (Action 3.3), changes in elementary AVID funding for schools that did not continue with this programming (Action 3.1), and rescheduling of college field trips in AVID and Puente due to transportation and calendar constraints (Actions 3.1, 3.2).

Challenges included staffing vacancies in specialized CTE pathways (Action 3.3), transportation limitations for enrichment activities (Actions 3.1, 3.2), and balancing AVID professional development delivery across sites (Action 3.1).

Successes included increased AVID student participation and expanded implementation across grade spans (Action 3.1), sustained access to the IB pathway and Puente mentorship program (Action 3.2), and growth in CTE pathway enrollment, with more students accessing industry-aligned courses and certifications (Action 3.3).

Overall, Goal 3 actions were implemented as planned with minor adjustments to staffing and scheduling to maintain equitable access and alignment with post-secondary readiness goals.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures of some actions are noted as follows:

Action Item 3.1 - Decrease due to a change in the AVID school sites, which led to adjustments in resource allocation.

Action Item 3.4 - Increase due to the costs associated with a Journalism field trip and an increase in the contract amount.

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

3.1 AVID - A four percent rise in overall college enrollment (55% to 59%) and a climb to 89% for AVID graduates—powered by a 15% jump among English-learner AVID students—show this action is effectively widening post-secondary access, though it has not yet reached the 60% Year-3 goal.

3.2 College Readiness Courses - Puente graduates advanced from 58% to 62% college enrollment, but IB graduates slipped (83% to 81%), and IB English-learner rates fell, indicating mixed effectiveness: Puente is on track, whereas IB support needs strengthening.

3.3 Career & Technical Education (CTE) - CTE pathway completion improved from 14.6% to 17% overall (and 13.4% to 18.4% for English Learners), yet the more demanding dual A-G & CTE metric dipped, suggesting expanded pathways are drawing students but are not yet translating into combined college-career readiness.

3.4 College Admission - Registrar support lifted grade-11 EAP “college-ready” rates in ELA (15.3% to 18.8%) and math (2.9% to 3.6%), but overall A-G completion slid to 41.8%, showing partial effectiveness that improves specific readiness indicators without raising the broader benchmark.

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.

Reflections from the 2024–25 implementation year have informed several refinements to Goal 3 actions aimed at improving coherence, expanding access to postsecondary pathways, and ensuring more equitable student outcomes across all high schools.

In 2025–26, the district will strategically realign resources and supports to strengthen implementation of its International Baccalaureate (IB) program (Action 3.2). This includes improved coordination between site and district teams, targeted professional development, and enhanced systems for student advising to increase participation and completion rates among a broader range of students. This shift is intended to bolster rigorous, college-aligned options within the College and Career Indicator (CCI) framework.

At the same time, the number of elementary schools implementing the AVID program will decrease by three (Action 3.1). This adjustment reflects a thoughtful reallocation of resources toward sustaining high-impact practices at remaining sites, while building vertical alignment of

college and career readiness efforts from elementary through high school. AVID strategies will continue to inform broader Tier 1 practices across grade spans.

To better address gaps in CCI preparedness—particularly among English Learners, foster youth, and students with disabilities—the district will strengthen integration of early indicators into the Multi-Tiered System of Supports (MTSS) framework. Rather than treating postsecondary planning as a high school-only initiative, the district will expand proactive guidance, ensure more consistent pathway awareness, and support site teams in identifying and addressing access barriers early and equitably (Actions 3.1, 3.4).

Additionally, the district will enhance alignment between work-based learning, CTE pathways, dual enrollment, and civic engagement opportunities to ensure students have meaningful, supported options across multiple college and career trajectories. Clearer communication tools and family engagement strategies will also be implemented to improve transparency around student progress toward CCI readiness.

Together, these adjustments reflect a systems-level commitment to preparing all students—including those historically underrepresented in postsecondary success metrics—for futures of their choosing, grounded in rigor, relevance, and equitable opportunity.

To more clearly identify metrics within an action lettering was used to differentiate between them (e.g., 3.1A, 3.1B). This year, an additional metric was added for Action 3.1 to more specifically measure the percentage of AVID Students Meeting UC/CSU Requirements.

**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	AVID	<p>Advancement Via Individual Determination (AVID) is valued by our Alvord community. AVID provides students with an added advantage and aids in closing the opportunity gap by providing unduplicated students with college and career preparation. AVID funds will be principally allocated to support our unduplicated students with materials, supplies, AVID tutors, and college trips. Alvord staff will also be provided professional development to sustain the work of college and career readiness at all levels of the district.</p> <ul style="list-style-type: none"><li>A. Elementary per student site allocation</li><li>B. Secondary per student site allocation</li><li>C. AVID annual contract</li><li>D. District AVID Coordinator</li><li>E. Secondary AVID teachers (7 FTE)</li></ul>	\$1,783,087.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	College Readiness Courses	<p>Rigorous and comprehensive IB courses challenge students to excel in their studies in preparation for post-secondary opportunities. This contributing action ensures a principal focus for our unduplicated student count to provide equitable opportunities in higher education.</p> <p>A. Certificated teacher as IB Coordinator (1 FTE)  B. IB teachers (6.4 FTE)</p> <p>The Puente Program is a transfer support program designed to increase the number of unduplicated students who: Enroll in four-year colleges and universities. Earn college degrees. And return to their communities as mentors and leaders. The Puente Project will continue at Norte Vista.</p> <p>A. One (1) FTE  B. Supplies, services, substitutes, and professional development</p>	\$1,518,335.00	Yes
<b>3.3</b>	Career & Technical Education (CTE)	<p>Community input included increased CTE course offerings to provide our unduplicated students with skills needed for post-secondary opportunities. By combining academic and vocational training through project-based learning, contextualized learning, labs, work-based learning, and leadership development for our students of highest need, students in CTE pathways can further their options with additional opportunities. Through county partners, certificated staff, management, and outreach liaison our unduplicated student count will have equitable opportunities for a variety of career and technical pathways.</p> <p>A. Riverside County Office of Education (RCOE) Service contract (10.0 FTE)  B. Alvord USD certificated staff (11.8 FTE)  C. Principal of Alternative Programs and CTE (0.4 FTE)</p>	\$2,946,073.00	Yes
<b>3.4</b>	College Admission	Maintain registrars at high schools to provide services to ensure students have access to enroll in a broad course of study including courses required for graduation and/or A-G completion focusing on students who need	\$505,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>additional support, such as those identified as foster youth, English learners, homeless, and/or low-income students.</p> <p>A. Registrars (4 FTE )</p> <p>B. Parchment</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	SUPPORTING ALTERNATIVE PATHS TO SUCCESS: By 2027, all students—especially English Learners, Long-Term English Learners, Hispanic, and Socio-economically Disadvantaged learners at Alvord High School and Mission View High School, who currently record the district's lowest performance on the College & Career Indicator (CCI), EL Progress Indicator, and CAASPP ELA/Math—will make sustained progress toward college- and career-readiness by attending school consistently through targeted outreach, completing a rigorous, A–G-aligned course of study, and engaging in standards-aligned instruction delivered by appropriately credentialed, well-supported teachers. Success will be demonstrated by annual growth in CCI “Prepared” rates and declining chronic absenteeism reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A review of the 2024 California School Dashboard and Year 1 outcomes affirms the urgent need to strengthen post-secondary preparation for students at Alvord High School (AHS) and Mission View High School (MVHS), the district's two alternative high schools. While early progress is evident, significant gaps remain in college and career readiness, student attendance, and course success.

- ~ College & Career Indicator (CCI): MVHS moved from 0% to 2.1% of students “Prepared,” but still remains in the Red performance band. AHS grew from 0.0% to 4.1%, moving to the orange performance band due to growth but still necessitating support. Both schools remain well below the 30%+ countywide average.
- ~ Chronic Absenteeism: Attendance initiatives yielded improvement—AHS dropped from 73.7% to 65.4%, MVHS from 61.5% to 59.8—but over half of students at both sites continue to be chronically absent.
- ~ A–G Course Access and Success: AHS and MVHS saw increases in A–G course enrollment (+7.9 and +25.7 percentage points, respectively), yet well below all students districtwide (92.3%)

These mixed results reflect the persistence of structural barriers to engagement and academic success. Site-level Equity Multiplier teams identified three primary areas of need addressed by this goal's actions:

1. Chronic absenteeism and the need for consistent, relational student outreach.
2. Instructional design gaps impacting course rigor, relevance, and alignment with student needs.

### 3. Participation and completion of college-preparatory coursework, which despite increased access, remains low.

Dashboard results also continue to highlight disproportional impact on English Learners, Long-Term English Learners, Hispanic students, and socioeconomically disadvantaged students at both alternative sites—especially on CCI and chronic absenteeism indicators.

Year 1 efforts laid a foundation for improvement. However, the depth of unfinished learning and disengagement demands sustained, integrated action. In consultation with site ELAC and SSC committees, in addition to educational partner engagement at the schools, the intent of the 2025–26 refinements is to expand this goal to include new strategies for outreach and instruction tailored to the needs of students in alternative settings.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>A. Number of misassigned teachers TAMO report</p> <p>B. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC &amp; CAA results.</p> <p>C. Distance From Standard (Mathematics): Distance from Standard measures</p>	<p>A. TAMO misassignments by school Alvord High School: 13% Mission View High School: 20%</p> <p>B. Mission View High School 2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -132.5 Red (Declined) Socioeconomically Disadvantaged: -132.5 Red (Declined)</p> <p>C. 2023 CA School Dashboard - Math</p>	<p>A. TAMO misassignments by school Alvord High School: N/A Mission View High School: N/A</p> <p>B. Mission View High School 2024 CA School Dashboard - ELA Distance From Standard (pts) Fewer than 11 students - data not displayed for privacy</p> <p>C. Mission View High School</p>		<p>A. TAMO misassignments by school Alvord High School: 5% Mission View High School: 5%</p> <p>B. Mission View High School CA School Dashboard - ELA Distance From Standard (pts) All Students: -100.0 Orange (Increased) Socioeconomically Disadvantaged: -100.0 Orange (Increased)</p>	<p>Year 1 Change A. Data not available</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. Mission View High School Change CA School Dashboard Percentage Prepared All Students: +2.1% English Learner: +1.8% Hispanic: +2.3% Socioeconomically Disadvantaged: +2.2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC &amp; CAA results.</p> <p>D. Percentage of students at our Alternative High Schools that are prepared for College / Career.</p> <p>E. Percentage of course enrollment that is A-G aligned</p>	<p>Distance From Standard (pts) All Students: -216.7 Red (Declined) Socioeconomically Disadvantaged: -216.7 Red (Declined)</p> <p>D. 2023 CA School Dashboard Percentage Prepared All Students: 0% English Learner: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%</p> <p>E. 2023-24 CALPADS 3.8 report - High School Course All High School Students: 90.8% Alvord High Students: 68.3% Mission View Students: 46.7%</p>	<p>2024 CA School Dashboard - Math Distance From Standard (pts) Fewer than 11 students - data not displayed for privacy</p> <p>D. Mission View High School 2024 CA School Dashboard Percentage Prepared All Students: 2.1% Red (Maintained) English Learner: 1.8% Red (Maintained) Hispanic: 2.3% Red (Maintained) Socioeconomically Disadvantaged: 2.2% Red (Maintained)</p> <p>E. 2024-25 CALPADS 3.8 report - High School Course All High School Students: 92.3% Alvord High Students: 76.2% Mission View Students: 72.4%</p>		<p>C. CA School Dashboard - Math Distance From Standard (pts) All Students: -180.0 Orange (Increased) Socioeconomically Disadvantaged: -180.0 Orange (Increased)</p> <p>D. CA School Dashboard Percentage Prepared All Students: 10.0% English Learner: 10.0% Hispanic: 10.0% Socioeconomically Disadvantaged: 10.0%</p> <p>E. CALPADS 3.8 report - High School Course All High School Students: 95.0% Alvord High Students: 85.0% Mission View Students: 85.0%</p>	<p>E. Change CALPADS 3.8 report - High School Course Enrollment (NO PE) All High School Students: +1.5% Alvord High Students: +7.9% Mission View Students: +25.7%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Chronic Absenteeism Rate	Dataquest - 2022-23 Chronic Absenteeism Rate Alvord High: 73.7% Mission View: 61.5%	Dataquest - 2023-24 Chronic Absenteeism Rate Alvord High: 65.4% Mission View: 59.8%		Dataquest - Chronic Absenteeism Rate Alvord High: 40.0% Mission View: 40.0%	Year 1 Change Dataquest - Chronic Absenteeism Rate Alvord High: +8.3% Mission View: +1.7%
4.3	Number & Percentage of Core Subjects Ds & Fs earned in Quarter 3 at Alvord High and Mission View High	2023-24 Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: 108 (34.2%) Mission View: 151 (33.0%)	2024-25 Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: 124 (34.9%) Mission View: 160 (50.6%)		Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: -30 (-10.0%) Mission View: -20 (-8.0%)	Change Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: +16 (+0.8%) Mission View: +9 (+17.7%)

## 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.

In 2024–25, the district implemented Goal 4 to improve academic and postsecondary outcomes for student groups performing at the lowest levels on the California School Dashboard at Alvord High School (AHS) and Mission View High School (MVHS). Rather than focusing solely on unduplicated pupils, the goal addressed persistent underperformance on the College and Career Indicator (CCI), CAASPP ELA and Math, and chronic absenteeism—especially among English Learners, Long-Term English Learners, Hispanic students, and socioeconomically disadvantaged youth.

Action 4.1 focused on verifying that all teachers at AHS and MVHS were credentialed and appropriately assigned to aligned courses. Implementation proceeded as planned, with teacher schedules and assignments reviewed to ensure compliance. Although challenges in recruiting and retaining qualified teachers in alternative settings persisted, internal adjustments addressed credentialing alignment.

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

The material difference in expenditures for Action 4.1 was due to unfilled positions budgeted for the 2024–25 school year. Despite targeted recruitment efforts, the district faced difficulty hiring staff with appropriate credentials in alternative education. As a result, actual expenditures were lower than anticipated. This difference may be notable to educational partners, as it limited the full implementation scope initially planned under Action 4.1. In addition all available EM funds were included rather than those tied to planned expenditures.

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

Initial implementation of Action 4.1 resulted in improved access to A–G aligned coursework. At MVHS, the percentage of A–G course enrollment rose from 46.7% to 72.4%; at AHS, from 68.3% to 76.2%. These gains support the effectiveness of staffing alignment and expanded course offerings.

In terms of college and career readiness, MVHS moved from 0% to 2.1% of students classified as “Prepared” on the 2024 Dashboard—an early but meaningful improvement. Additionally, chronic absenteeism at AHS declined from 73.7% to 65.4%, and at MVHS from 61.5% to 59.8%.

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.

Reflections on Goal 4 implementation in 2024–25 have resulted in meaningful refinements to both the focus and structure of actions in the coming year, grounded in feedback from stakeholders and analysis of student access, participation, and outcomes at Alvord and Mission View High Schools.

To improve the precision and usefulness of progress monitoring, the district has shifted away from relying on the TAMO report as the primary measure of access to rigorous coursework. Instead, more actionable indicators—such as Distance from Standard on CAASPP, rates of A–G course enrollment, and College and Career Indicator (CCI) preparedness—will be used to track improvement more effectively and responsively over time.

Informed by site-based collaboration and student outcome data, the district also expanded the scope of Goal 4 to include targeted supports for chronic absenteeism and instructional quality in alternative settings. These changes are reflected in two new actions:

**Student Outreach (Action 4.2):** This action supports intentional strategies to re-engage students who face barriers to consistent attendance. Outreach efforts will include personalized contact such as home visits, virtual check-ins, and proactive communication designed to reconnect students with school.

Instructional Design (Action 4.3): This action provides professional development and planning support for teachers to design instruction that is rigorous, relevant, and responsive to the unique needs of students in continuation settings—balancing academic expectations with flexible, supportive structures.

These adjustments also reflect a deepened understanding of the supports needed to elevate college and career readiness for historically underserved student groups, including English Learners, foster youth, and socioeconomically disadvantaged students. Rather than emphasizing gaps, the district is investing in practices that recognize the strengths of each learner and remove systemic barriers to meaningful participation in a broad course of study.

Together, these refinements aim to ensure that all students—regardless of setting—have access to the high-quality instruction, supportive relationships, and flexible pathways that lead to long-term success.

To more clearly identify metrics within an action lettering was used to differentiate between them (e.g., 4.1A, 4.1B)

**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	A-G Course Offerings	Ensure that all teaching staff at AUSD's two continuation high schools are appropriately credentialed and assigned to classes that match their qualifications. This will enhance the academic support available to unduplicated students in these alternative settings by providing opportunities for academic intervention as well as increased access to A-G coursework, resulting in higher graduation rates and improved college/career readiness.  40% PE Teacher at Alvord HS Music Teacher Buyback Period at Mission View	\$114,002.00	No
4.2	Student Outreach	This action supports intentional strategies to re-engage students who face barriers to consistent attendance. Outreach efforts will include personalized contact such as home visits, virtual check-ins, and proactive communication designed to reconnect students with school. We will use	\$21,156.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>the metrics of attendance and chronic absenteeism to measure effectiveness.</p> <p>Provide Mission View and Alvord HS with 4 additional hours per week for student outreach</p>		
<b>4.3</b>	Instructional Design	<p>This action sets aside funds to ensure professional development and planning support for teachers to design instruction that is rigorous, relevant, and responsive to the unique needs of students in continuation settings—balancing academic expectations with flexible, supportive structures. We will be using the DF rate at third quarter to measure this action.</p> <p>Contract with Elevated Achievement and West Ed &amp; Instructional materials</p>	\$171,349.00	No

# 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
\$\$67,611,301.00	\$\$8,440,510.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.066%	0.000%	\$0.00	37.066%

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
1.1	<p><b>Action:</b> Athletic Programs</p> <p><b>Need:</b> AUSD students from low-income backgrounds (85%), foster youth (0.6%), and English learners (20.9%) face unique challenges that can hinder their academic and social success in school. Historically, unduplicated students have been underrepresented in athletic programs.</p>	<p>Participation in athletics offers numerous benefits for unduplicated students' physical and mental well-being, providing access to physical activity that enhances overall health and reduces stress. Additionally, sports involvement fosters a sense of belonging and community among peers, contributing to social support and camaraderie. Success in sports also promotes a sense of achievement and boosts self-esteem, motivating students to excel in other areas of their lives. Furthermore, athletes often benefit from the</p>	<p>#/% of unduplicated students participating in athletics, monitor educational partner feedback</p>

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	<p>This is evident by all student group participation rate of 10.27% where as our English Learners group is 4.35%, Foster Youth is 4.49%, Homeless is 6.97%, Low Income is 10.02%.</p> <p>Feedback from surveys, DELAC, PAC meetings, and LCAP Advisory Committee discussions also highlighted this need.</p> <p><b>Scope:</b> LEA-wide</p>	<p>guidance and support of coaches and teammates, who serve as positive role models and mentors. Athletics can also facilitate parental involvement and engagement, strengthening the school community and support network as parents become actively involved in their children's sporting endeavors.</p> <p>Providing these athletic opportunities on an LEA-wide basis ensures that all unduplicated students across the district have equitable access to these benefits, regardless of the specific school they attend. This approach maximizes resource utilization, allowing the LEA to offer a broader range of sports programs and facilities that individual schools might not be able to support independently. Additionally, LEA-wide athletics promote inclusivity and diversity, fostering interactions among students from different backgrounds and schools, which enhances the social fabric of the entire district. This comprehensive strategy not only amplifies the positive impact on student well-being but also strengthens the overall educational environment within the LEA.</p>	
1.2	<p><b>Action:</b> Student Support Services</p> <p><b>Need:</b> Student and parent surveys and engagement metrics highlight the need to enhance the structures and personnel dedicated to promoting engagement and connection within the educational community.</p>	<p>Maintaining counselors and assistant principals addresses the need to enhance structures and personnel dedicated to promoting engagement and connection within the educational community. Providing these roles on an LEA-wide basis ensures consistent and equitable support for all students across the district, including unduplicated students who may have diverse and unique needs. This approach leverages resources efficiently and</p>	<p>CA dashboard - chronic absenteeism, suspension rate</p> <p>Aeries - participation in SEL lessons</p>

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
	<p>The following AUSD student groups achieved at the lowest performance level on the 2023 CA School Dashboard for suspension rate: Foster Youth and 2 or More Races.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard for suspension rate:</p> <ul style="list-style-type: none"> <li>English Learners at Villegas Middle School;</li> <li>Homeless Student Group at La Granada ES and Villegas MS;</li> <li>Students with Disabilities at Orrenmaa ES, Wells MS, and Villegas MS;</li> <li>African-American Student Group at Collett ES and McAuliffe ES</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>standardizes the quality of support services throughout the LEA.</p> <p>Counselors offer both direct and indirect student support, focusing on early intervention strategies for academic support and social-emotional learning. They provide group and individual lessons on stress management, conflict resolution, and healthy communication skills, which are crucial for student development. By maintaining counselors on an LEA-wide basis, every student has access to these essential services, promoting a cohesive and supportive learning environment district-wide.</p> <p>Assistant principals oversee behavior and engagement initiatives, ensuring a positive school climate. Their presence fosters student, parent, and community involvement, aligning with feedback from surveys and engagement metrics, which is essential to unduplicated student success. Implementing this support structure across the LEA ensures that all schools benefit from consistent leadership and engagement strategies, enhancing overall school climate and fostering a sense of community throughout the district. This comprehensive approach not only addresses immediate needs but also builds a stronger, more connected educational community for all students.</p>	
1.3	<p><b>Action:</b> Attendance</p> <p><b>Need:</b></p>	<p>Improving unduplicated student attendance and reducing chronic absenteeism rates through student and parent contacts, home visits, and resource support is crucial for enhancing educational outcomes. Providing these actions on</p>	<p>Dashboard Chronic Absenteeism data, parent and student surveys</p>

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
	<p>Feedback from educational partners suggests a need to eliminate various obstacles to school attendance and connection for students and families. These needs seem most pronounced among low-income (LI) families and vary based on student group and individual student and family circumstances.</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard for Chronic Absenteeism: Foster Youth.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard for Chronic Absenteeism are:</p> <ul style="list-style-type: none"> <li>All Students at La Granada ES</li> <li>English Learners at Collett ES, La Granada ES, Promenade ES, and Myra Linn ES;</li> <li>Hispanic Students at Foothill ES, La Granada, and Promenade;</li> <li>Homeless at Arizona MS, Arlanza ES, La Granada ES, Myra Linn ES, and Stokoe ES;</li> <li>SED at La Granada and Lake Hills ES</li> <li>Students with Disabilities at Arizona MS, Lake Hills ES, Myra Linn ES, Promenade ES, and Stokoe ES</li> <li>African American at Villegas</li> <li>White at Lake Hills ES, McAuliffe ES, RMK ES, and Stokoe ES;</li> <li>2 or More Races at Villegas MS</li> </ul> <p>~On the Fall 2023 Dashboard, the “all students” group reported a chronic absenteeism rate of 26.4% (Medium status</p>	<p>an LEA-wide basis ensures consistent and equitable support across all schools in the district, addressing the diverse needs of unduplicated students effectively. This approach allows for the efficient use of resources and the implementation of best practices district-wide, ensuring that no student or school is left behind.</p> <p>Identified attendance needs will be addressed by utilizing attendance data for trend analysis and identifying areas needing attention. Early intervention strategies involving campus supervisors, resource officers, and administrators will support students and families with attendance issues. A district-wide approach ensures all schools have access to these critical resources, promoting timely and effective interventions. Developing and maintaining student engagement initiatives, such as events and clubs, will foster a sense of belonging, creating a cohesive and inclusive environment that encourages regular attendance. Recognizing and rewarding good attendance with a standardized recognition system across the LEA ensures all students have equal opportunities to be acknowledged and motivated.</p> <p>Involving parents and the community in supporting student attendance through collaboration and awareness-raising efforts is essential. LEA-wide efforts promote a unified message and strengthen community ties, enhancing overall support for student attendance. Reviewing and clarifying attendance policies, and ensuring effective communication with students and families, results in consistent policies and communication across the LEA, ensuring all families understand the</p>	

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	<p>level), however the FY student group reported a chronic absenteeism rate of 33.8% (Very High status level).</p> <p><b>Scope:</b> LEA-wide</p>	<p>importance of regular attendance and the available support systems.</p> <p>Continuously monitoring program effectiveness and adjusting strategies as necessary, conducting follow-up meetings, and providing ongoing support will maintain attendance improvement. An LEA-wide monitoring system allows for the sharing of successful strategies and the timely adjustment of programs, ensuring sustained attendance improvement across the district. By implementing these actions on an LEA-wide basis, the district provides a cohesive, equitable, and effective approach to improving attendance and reducing chronic absenteeism, ultimately enhancing the educational experience for all unduplicated students.</p>	
1.4	<p><b>Action:</b> Family and Community Engagement</p> <p><b>Need:</b> Parent input via parent groups, surveys, and the LCAP engagement process indicates a need for a structured and supported process for activities that promote family engagement. A parent engagement coordinator oversees multiple parent groups and advisory committees across the district. Specifically, various educational opportunities are provided to parents and families of low-income (LI), English learner (EL), and foster youth (FY) students, including workshops, conferences, and meetings.</p>	<p>Input from educational partners underscores the need to enhance communication structures, prompting the creation of a unified communication system that improves the quality and accessibility of information between schools and parents. Providing these actions on an LEA-wide basis ensures that all schools within the district can benefit from consistent and effective communication practices. This approach prioritizes essential content from district and school-level communications, ensuring that every family receives the necessary information in a timely and accessible manner.</p> <p>A Family Engagement Coordinator will oversee multiple parent groups and advisory committees across the district, ensuring that efforts to engage families are standardized and effective throughout</p>	<p>Parent Square usage reports, student/parent surveys, parent group feedback, parent participation in educational partner Input/Processes</p> <p>Number of active district advisory/action committees managed by the coordinator, Number of coordinated events (conferences, workshops, meetings), Number of parents/guardians attending one or more district-sponsored events</p>

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	<p>Input from educational partners indicates a need for ongoing efforts to enhance communication structures, aiming to create a unified communication system for all families. This ongoing feedback/input has identified a need to improve the quality and accessibility of communication between schools and parents. Additionally, educational partners (community, parents, and staff) have emphasized the challenge posed by using multiple communication platforms and underscored the importance of prioritizing content from district and school-level communications.</p> <p><b>Scope:</b> LEA-wide</p>	<p>the LEA. This coordinator will provide educational opportunities to parents and families of low-income, English learner, and foster youth students, including workshops, conferences, and meetings. By doing so, the district can increase parental involvement in school activities and decision-making, as measured by participation rates and feedback effectiveness. Improved communication and understanding between families and school personnel will lead to more supportive relationships and enhanced student support. Additionally, enhancing cultural responsiveness and inclusivity across the district promotes a more welcoming environment for all families.</p> <p>Maintaining Parent Square and other communication software addresses identified needs by emphasizing engagement and connection within the school and district. Utilizing clear channels for regular updates and encouraging two-way communication ensures that families stay informed and can actively participate in their children's education. Highlighting engagement opportunities and community building while promoting collaboration helps create a more connected and supportive educational community.</p> <p>Providing these communication improvements on an LEA-wide basis ensures that all educational partners feel informed and empowered to contribute to student success. This comprehensive approach fosters a supportive environment across the entire district, enhancing the overall educational experience for students and their families.</p>	

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1.5	<p><b>Action:</b> Culturally Responsive Empowerment Initiative for African American/Black Students</p> <p><b>Need:</b> Input from various educational partnership groups during the LCAP process, coupled with collaboration across departments, underscored the necessity of implementing culturally relevant practices tailored to our African-American unduplicated student group. These practices aim to bolster the local indicator of fostering mutual understanding by recognizing and celebrating each other's strengths, cultures, languages, and aspirations.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In response to the Riverside County African American Achievement Initiative and the Blueprint for Action, Alvord Unified School District recognizes the need for a comprehensive support program tailored to African American/Black (AA/B) students beyond traditional classroom settings. The development of this action reflects a crucial need to address the unique challenges and aspirations of African American/Black unduplicated students within the district. This action item seeks to:</p> <p><b>Foster Community and Support:</b> There is a recognized need for a sense of belonging and community among AA/B students within AUSD. Many students may benefit from additional support systems beyond the classroom environment to thrive academically and socially.</p> <p><b>Provide Culturally Responsive Activities:</b> AUSD acknowledges the importance of culturally responsive programming to effectively engage AA/B students. Traditional academic approaches may not fully resonate with their diverse cultural backgrounds and experiences.</p> <p><b>Facilitate Personal Growth and Connection:</b> AA/B students require opportunities to explore their identities, interests, and talents in a safe and supportive environment. Building connections with peers who share similar backgrounds and experiences can enhance students' sense of self-esteem and belonging.</p> <p><b>Promote Maximum Greatness:</b> AUSD recognizes the potential for all unduplicated students,</p>	<p>Participating student attendance and academic achievement. Attendance at events.</p>

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		<p>including AA/B students, to achieve greatness. However, achieving this potential requires holistic support that addresses students' academic, social, and emotional needs beyond the confines of traditional education.</p> <p>In response to these identified needs, this LEA-wide action aims to provide a platform for AA/B students to thrive, connect, and reach their maximum potential. Through culturally responsive activities, mentorship opportunities, and a supportive community, this action strives to empower AA/B students to excel ultimately contributing to their overall success and well-being.</p>	
1.6	<p><b>Action:</b> Health and Wellness</p> <p><b>Need:</b> The district is experiencing a rise in various health conditions among students, including ADHD, diabetes, life-threatening allergies, G-tube care needs, and heart murmurs, among others. These conditions require regular monitoring and continuous communication with healthcare providers by qualified RNs and LVNs to ensure that appropriate health plans are established, allowing students to attend school consistently.</p> <p>Furthermore, access to medical support and services poses a challenge in certain parts of the district, particularly in the northern regions. This limited access primarily affects low-income students and their families,</p>	<p>Integrating health services into the school environment and leveraging the expertise of nurses and assistants on an LEA-wide basis will enhance school connectedness, attendance, and graduation rates, specifically for unduplicated students. Providing these actions district-wide ensures that all students, regardless of their specific school, have consistent access to essential health services. This comprehensive approach promotes equity and allows for efficient resource utilization across the district.</p> <p>Fostering a collaborative approach to student wellness, where healthcare professionals work alongside educators, promotes holistic development and academic success. This integrated strategy offers a wrap-around approach to health and wellness, addressing physical, mental, and social-emotional needs. Given that the chronic absenteeism rate in California was 24.3%</p>	Attendance and Graduation Rates

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	<p>exacerbating disparities in healthcare availability.</p> <p><b>Scope:</b> LEA-wide</p>	<p>in 2023, and AUSD experienced a slightly higher rate at 26.4%, these wrap-around services are crucial.</p> <p>By focusing on the overall well-being of unduplicated students, these actions aim to ensure that they attend school daily and are attentive both mentally and socially. Providing these services on an LEA-wide basis ensures that all students benefit from a supportive environment that prioritizes their health and wellness, ultimately enhancing their educational experience and promoting better attendance and academic outcomes across the entire district.</p>	
1.7	<p><b>Action:</b> Student Engagement</p> <p><b>Need:</b> Based on the CALPADS 3.8 report, participation of unduplicated student groups in extracurricular activities has been below that of the general student population. Additionally, the involvement of unduplicated students in VAPA programs has also been lower compared to the general student population.</p> <p>Percentage of high school students taking at least one Visual Performance Arts class. 2023-24 CALPADS 3.8 report - High School VAPA</p> <p>All Students: 19.86%</p> <p>English Learners: 16.15%</p> <p>Foster Youth: 18.52%</p> <p>Homeless: 15.02%</p> <p>Low Income: 19.32%</p>	<p>Participation in Visual and Performing Arts (VAPA) programs addresses the needs of unduplicated students districtwide by fostering inclusivity, creativity, and personal growth. Providing these programs on an LEA-wide basis ensures that all students, regardless of their specific school, have access to high-quality arts education and the opportunity to thrive. This district-wide approach promotes equity and allows for the efficient use of resources, ensuring consistent program quality across the entire district.</p> <p>VAPA programs provide a platform for students from diverse backgrounds to express themselves, develop essential skills, and cultivate a sense of belonging. By engaging in VAPA activities, unduplicated students gain opportunities for self-expression, confidence-building, and social-emotional development, which are critical for their overall academic success and well-being. These programs enrich their educational experience and</p>	<p>VAPA Course Offerings and UPP student participation, Attendance to school events</p>

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	<p>Students with Disabilities: 24.49%</p> <p>Percentage of middle school students taking at least one Visual Performance Arts class. 2023-24 CALPADS 3.8 report - Middle School VAPA</p> <p>All Students: 27.19%</p> <p>English Learners: 14.94%</p> <p>Foster Youth: 26.32%</p> <p>Homeless: 17.68%</p> <p>Low Income: 26.36%</p> <p>Students with Disabilities: 29.39%</p> <p><b>Scope:</b> LEA-wide</p>	<p>promote diversity within the district, ensuring that all students benefit from a supportive and inclusive environment.</p> <p>To further ensure access and engagement, ASB cards will be distributed to students, facilitating their attendance at extracurricular events, fostering school pride, and enhancing their sense of connection and engagement with the school community. By implementing these actions on an LEA-wide basis, the district ensures that all students, especially unduplicated students, have the opportunity to participate fully in the arts, promoting a well-rounded and equitable educational experience.</p>	
1.8	<p><b>Action:</b> School Safety</p> <p><b>Need:</b> School safety is vital for unduplicated students, who face distinct challenges such as neighborhood violence and socioeconomic instability. Feeling insecure at school can heighten their stress levels and hinder their ability to learn and engage. Perceptions of school safety among students in AUSD have shown a consistent decline based on the Spring 2023 California Healthy Kids Survey (AUSD 72%, State 81%).</p> <p>These declines are particularly notable at the middle school level with 45% of students</p>	<p>Ensuring the safety of unduplicated students districtwide, school resource officers, campus supervisors/bike riders, Raptor, crossing guards, school transportation, trauma kits, and AEDs collectively provide a multi-layered approach to address their safety needs in various settings across all campuses.</p> <p>These safety measures are provided on an LEA-wide basis to ensure consistent support and protection for all unduplicated students across the district. School resource officers play a crucial role in maintaining a safe school environment by providing security, responding to emergencies, and fostering positive relationships with students. Their presence not only deters potential threats but also enhances the overall sense of safety for</p>	Student and Parent School Climate Surveys

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	<p>reporting perceived school safety, a 15% drop from 2022. However, this remains an area of concern across all grade spans necessitating additional security and safety support during the school day.</p> <p>Parent results from the Spring 2023 California Parent Survey: when responding to - Is this a safe place for my child? - 82% of parents responded agree or strongly agree. (Elementary parents 89%, Middle School 73%, High School 71%).</p> <p>Educational partners have indicated that this increased need for security and safety measures is largely attributed to observed changes in student behaviors and the impact of local and national news reporting on school violence.</p> <p><b>Scope:</b> LEA-wide</p>	<p>unduplicated students, who may be disproportionately affected by external factors.</p> <p>Campus supervisors and bike riders contribute to safety by monitoring school grounds, ensuring orderly conduct, and promptly addressing any issues. Their visibility and proactive approach help create a secure atmosphere where unduplicated students feel supported and protected.</p> <p>Raptor, a visitor management system, enhances school security by screening visitors and volunteers before granting access to campus. By verifying the identity of individuals and checking for any potential risks, Raptor helps prevent unauthorized entry and safeguard unduplicated students from potential threats.</p> <p>Crossing guards play a vital role in ensuring the safe passage of students to and from school, especially in areas with heavy traffic or hazardous conditions. By assisting students in navigating roadways and intersections, crossing guards help mitigate safety risks for unduplicated students, who may face challenges related to transportation and pedestrian safety.</p> <p>School transportation services ensure that unduplicated students have access to safe and reliable transportation to and from school. By adhering to safety protocols, maintaining well-maintained vehicles, and providing trained drivers, school transportation services help mitigate risks associated with commuting, particularly for students from low-income families who rely on these services.</p>	

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		<p>Trauma kits and AEDs are essential emergency resources that can save lives in critical situations. By equipping schools with these medical supplies and ensuring staff are trained in their use, unduplicated students can receive prompt medical assistance in emergencies, thereby enhancing their safety and well-being on campus. Providing these safety measures on an LEA-wide basis ensures that all students, regardless of their school, benefit from a comprehensive approach to safety and well-being.</p>	
2.1	<p><b>Action:</b> Inclusion &amp; Optimal Learning Environment</p> <p><b>Need:</b> Unduplicated pupils belong to historically marginalized and underperforming student groups, including students with disabilities, English language learners, and socioeconomically disadvantaged students, all of whom may face unique educational challenges. According to our CA Dashboard data, Students with Disabilities and English Learners performed lowest in ELA, labeled RED, followed by Socioeconomically Disadvantaged Students in ORANGE. In Math, the pattern continued, with Students with Disabilities, English Learners, and Homeless students in the RED level, and Socioeconomically Disadvantaged Students at ORANGE.</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA</p>	<p>To ensure equitable access to quality education and opportunities for academic success, addressing the needs of unduplicated pupils requires providing targeted support and resources on an LEA-wide basis. By allocating additional staffing to unduplicated students receiving specialized instruction, all unduplicated students benefit from increased time for adult-to-student interactions, enhancing optimal learning opportunities.</p> <p>Identified needs for class size reduction aim to enhance individualized attention and instruction for students, leading to improved academic outcomes and a more supportive learning environment. Smaller class sizes allow teachers to better address the diverse needs of students, provide personalized feedback, facilitate meaningful student-teacher interactions, and create opportunities for collaborative learning. This approach can lead to increased student engagement, improved academic performance,</p>	Dashboard Data in ELA and Math

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	<p>School Dashboard in English Language Arts: English Learners, Homeless, and Student Disabilities.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts are:</p> <p>All Students at Foothill ES, LA Granada ES, Myra Linn ES, Wells MS, and Mission View HS;</p> <p>English Learners at Arizona MS, Foothill ES, La Granada ES, Myra Linn ES, Norte Vista HS, Stokoe ES, Valley View ES, and Wells MS;</p> <p>Hispanic Students at Foothill ES, La Granada ES, Mission View HS, Myra Linn ES, and Wells MS;</p> <p>SED at Foothill ES, La Granada ES, Myra Linn ES, Wells MS, Mission View HS;</p> <p>Homeless at Arizona MS, Loma Vista MS, Wells MS, and Villegas MS;</p> <p>Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Stokoe ES, Promenade ES, RMK ES, Twinhill ES, Valley View ES, Wells MS, and Villegas MS;</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in Math: English Learners, Homeless, and Student Disabilities.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in Math are:</p>	<p>and a more positive overall learning experience for students across grade levels.</p> <p>Class size reduction significantly enhances student achievement for unduplicated students in several ways:</p> <p>A. Increased Individualized Attention: With fewer students in the classroom, teachers can provide more individualized attention and support to each student. Unduplicated students, who may require additional assistance due to various factors like language barriers or learning differences, benefit from personalized instruction tailored to their needs.</p> <p>B. Improved Engagement: Smaller class sizes foster a more interactive and participatory learning environment. Unduplicated students, who may feel marginalized or overlooked in larger classes, are more likely to actively engage in discussions, ask questions, and collaborate with their peers, leading to increased academic achievement.</p> <p>C. Enhanced Relationships: Smaller class sizes allow teachers to build stronger relationships with their students. Unduplicated students, who may face social-emotional challenges or feel disconnected from school, benefit from the supportive relationships formed with teachers, which can positively impact their motivation, self-esteem, and overall academic performance.</p> <p>D. Better Classroom Management: With fewer students to manage, teachers can maintain a more conducive learning environment with fewer</p>	

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	<p>All Students at Mission View HS and Norte Vista HS  African American at Arizona MS  English Learners at Arizona MS, Foothill ES, Hillcrest HS, La Sierra HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Wells MS, and Villegas MS;  Hispanic Students at Norte Vista HS, and Mission View HS;  SED at Norte Vista HS, and Mission View HS;  Homeless at Arizona MS, and Wells MS;  Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, La Sierra HS, Myra Linn ES, Promenade ES, Twinhill ES, and, Wells MS;  White at Loma Vista MS</p> <p><b>Scope:</b> LEA-wide</p>	<p>disruptions. Unduplicated students, who may be disproportionately affected by classroom distractions or behavioral issues, benefit from a more focused and orderly classroom environment that promotes learning.</p> <p>E. Increased Participation in Activities: Smaller class sizes enable schools to offer more extracurricular activities and enrichment programs. Unduplicated students, who may have limited access to such opportunities outside of school, can benefit from participating in clubs, sports teams, and academic competitions, which can enhance their skills, interests, and overall academic achievement. Providing these benefits on an LEA-wide basis ensures that all unduplicated students receive the support they need to succeed academically and thrive in school.</p>	
2.2	<p><b>Action:</b>  Multi-Tiered System of Supports (MTSS)</p> <p><b>Need:</b>  Again, unduplicated pupils belong to historically underperforming student groups. According to our CA Dashboard, unduplicated student groups, including English Learners, homeless students, and those with disabilities, performed at the lowest level, RED, in Math and English Language Arts. Socio-economically disadvantaged students</p>	<p>Establishing and refining a comprehensive Multi-Tiered System of Supports (MTSS) framework districtwide ensures that the diverse needs of unduplicated students are addressed at every school site across the district on an LEA-wide basis. By providing a tiered system of supports, MTSS guarantees that all students, including English Learners, homeless students, students with disabilities, and socio-economically disadvantaged students, receive rigorous and effective first, best instruction (Tier I), as well as appropriate interventions (Tier II and Tier III) and resources needed to succeed academically and social-emotionally.</p>	CA Dashboard indicators for ELA and Math, and ELPI

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
	<p>performed at the YELLOW level in Math and at the ORANGE level in English Language Arts, while Foster youth (guardian scholars) performed at the ORANGE level in Math.</p> <p>AUSD is dedicated to fostering a thriving learning environment through the development of our Multi-Tiered System of Supports (MTSS), guaranteeing equitable access to education and removing barriers for unduplicated student groups.</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts: English Learners, Homeless, and Student Disabilities.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts are:</p> <p>All Students at Foothill ES, LA Granada ES, Myra Linn ES, Wells MS, and Mission View HS;</p> <p>English Learners at Arizona MS, Foothill ES, La Granada ES, Myra Linn ES, Norte Vista HS, Stokoe ES, Valley View ES, and Wells MS;</p> <p>Hispanic Students at Foothill ES, La Granada ES, Mission View HS, Myra Linn ES, and Wells MS;</p> <p>SED at Foothill ES, La Granada ES, Myra Linn ES, Wells MS, Mission View HS;</p> <p>Homeless at Arizona MS, Loma Vista MS, Wells MS, and Villegas MS;</p>	<p>Through proactive identification of student needs, personalized instruction, and targeted interventions, MTSS aims to eliminate achievement gaps and create an inclusive learning environment where every student can thrive. By implementing MTSS districtwide, coherence is established among district systems, prioritizing equity and access and promoting collaboration among educators, families, and community stakeholders to support the holistic development of unduplicated students. This ensures that all students, regardless of their school or background, benefit from a consistent and effective approach to addressing their individual needs and promoting their academic and social-emotional success.</p>	

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
	<p>Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Stokoe ES, Promenade ES, RMK ES, Twinhill ES, Valley View ES, Wells MS, and Villegas MS;</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in Math: English Learners, Homeless, and Student Disabilities.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in Math are:</p> <p>All Students at Mission View HS and Norte Vista HS</p> <p>African American at Arizona MS</p> <p>English Learners at Arizona MS, Foothill ES, Hillcrest HS, La Sierra HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Wells MS, and Villegas MS;</p> <p>Hispanic Students at Norte Vista HS, and Mission View HS;</p> <p>SED at Norte Vista HS, and Mission View HS;</p> <p>Homeless at Arizona MS, and Wells MS;</p> <p>Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, La Sierra HS, Myra Linn ES, Promenade ES, Twinhill ES, and, Wells MS;</p> <p>White at Loma Vista MS</p> <p>The following sites achieved at the lowest performance level on the 2023 CA School Dashboard for English Learner Progress:</p>		

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
	<p>McAuliffe ES; Myra Linn ES, Valley View ES, Wells MS, and Norte Vista HS.</p> <p><b>Scope:</b> LEA-wide</p>		
2.3	<p><b>Action:</b> Instructional Response to MTSS</p> <p><b>Need:</b> Based on CA Dashboard data, unduplicated student groups in Math and English Language Arts performed at the lowest level, RED, with specific groups such as English Learners, homeless students, and those with disabilities showing the greatest need.</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts: English Learners, Homeless, and Student Disabilities.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts are: All Students at Foothill ES, LA Granada ES, Myra Linn ES, Wells MS, and Mission View HS; English Learners at Arizona MS, Foothill ES, La Granada ES, Myra Linn ES, Norte Vista HS, Stokoe ES, Valley View ES, and Wells MS;</p>	<p>AUSD prioritizes creating an environment where every student can thrive by developing our Multi-Tiered System of Supports (MTSS) on an LEA-wide basis. Ensuring teachers have sufficient planning time is crucial to effectively addressing all students' needs. Providing districtwide weekly early release time enables teachers to analyze student data and adjust instruction, promoting ownership of data at each site and aligning with the district's mission of meeting students' social, emotional, and academic needs while preparing them for future success.</p> <p>Specifically, this action targets the need to ensure unduplicated students receive instruction tailored to their level, supporting their ongoing personal growth journey. By implementing this strategy districtwide, AUSD ensures that all schools benefit from consistent planning time, allowing teachers to effectively analyze student data and adjust instruction to meet the diverse needs of all students. This approach promotes equity and ensures that unduplicated students receive the support they need to thrive academically and socially across the district.</p>	<p>CA Dashboard indicators for ELA and Math, and ELPI</p>

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
	<p>Hispanic Students at Foothill ES, La Granada ES, Mission View HS, Myra Linn ES, and Wells MS;</p> <p>SED at Foothill ES, La Granada ES, Myra Linn ES, Wells MS, Mission View HS;</p> <p>Homeless at Arizona MS, Loma Vista MS, Wells MS, and Villegas MS;</p> <p>Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Stokoe ES, Promenade ES, RMK ES, Twinhill ES, Valley View ES, Wells MS, and Villegas MS;</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in Math: English Learners, Homeless, and Student Disabilities.</p> <p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in Math are:</p> <p>All Students at Mission View HS and Norte Vista HS</p> <p>African American at Arizona MS</p> <p>English Learners at Arizona MS, Foothill ES, Hillcrest HS, La Sierra HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Wells MS, and Villegas MS;</p> <p>Hispanic Students at Norte Vista HS, and Mission View HS;</p> <p>SED at Norte Vista HS, and Mission View HS;</p> <p>Homeless at Arizona MS, and Wells MS;</p> <p>Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, La Sierra HS, Myra Linn ES, Promenade ES, Twinhill ES, and, Wells MS;</p>		

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
	<p>White at Loma Vista MS</p> <p><b>Scope:</b> LEA-wide</p>		
2.4	<p><b>Action:</b> Instructional Technology</p> <p><b>Need:</b> Based on site and district needs assessment feedback from parents, there is a clear and ongoing need for instructional technology resources to support the needs of unduplicated students. This need is further supported by 368 requests by families of unduplicated students for mobile hotspots across the district in the 2023-24 school year, highlighting the necessity for students to have reliable internet access at home. The digital divide for unduplicated students created by the lack of access impedes students' ability to complete assignments, participate in online learning, and access digital instructional resources, placing them at a significant disadvantage compared to their peers. Utilizing digital learning platforms and instructional resources is essential for delivering differentiated and personalized learning experiences. These tools can significantly enhance academic support for our unduplicated students.</p>	<p>This action is provided districtwide to ensure that all unduplicated students have the resources they need to be successful, specifically in the following areas:</p> <p>Enhanced Learning Opportunities: Technology offers students access to a wealth of resources and learning opportunities beyond the confines of traditional textbooks and classrooms. Online educational platforms, multimedia tools, and interactive simulations can engage students in dynamic and personalized learning experiences that cater to diverse student backgrounds, learning styles, and abilities.</p> <p>Global Connectivity: Technology enables students to connect with peers, experts, and resources from around the world, fostering cross-cultural understanding and collaboration. Through digital communication tools and online platforms, unduplicated students can engage in global dialogues, participate in virtual exchanges, and access diverse perspectives, enriching their learning experiences and preparing them for global citizenship.</p> <p>Critical Thinking and Problem-Solving Skills: Technology provides unduplicated students with</p>	CAASPP Participation Rate; Student access to internet at home; monitor educational partner feedback

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
	<p><b>Scope:</b> LEA-wide</p>	<p>opportunities to analyze information critically, evaluate sources, and solve complex problems in real-world contexts. By engaging with digital tools and resources, students develop essential skills such as information literacy, digital literacy, and computational thinking, which are increasingly valued in today's knowledge-based economy.</p> <p><b>Equity and Access:</b> Access to technology is essential for ensuring equity in education, as it provides all unduplicated students, regardless of background or socioeconomic status, with equal opportunities to learn and succeed. Closing the digital divide and providing access to technology resources and infrastructure is crucial for promoting equity and inclusivity in education. By implementing this action districtwide, the LEA ensures that all unduplicated students have equal access to technology resources, fostering a more inclusive and equitable learning environment across the district.</p>	
2.6	<p><b>Action:</b> Libraries</p> <p><b>Need:</b> In the 2023-2024 school year, AUSD created universal screeners to help screen students three times per year to have consistent and reliable data to increase student achievement at the site and district level. For this action item, AUSD strives to increase student performance at the LEA level using our universal screener in ELA for grades K-12. According to our CAASPP results, 36% of AUSD students are at or above proficiency in</p>	<p>Unduplicated students, including those from low-income families, foster youth, and English learners, often face limited access to enriching reading materials, hindering their literacy development and perpetuating a literacy gap. To address this, our action aims to improve unduplicated student proficiency in ELA by providing access to school libraries district-wide. This initiative serves as a community hub, offering:</p> <ul style="list-style-type: none"> <li>Access to research and resources in a safe, welcoming environment. Students can explore at their own pace, find culturally relevant materials, and check</li> </ul>	Local ELA 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
	<p>ELA. 33% of our socio-economically disadvantaged students scored at or above proficiency; 7.94% of English learners scored at or above proficiency, 22.72 % of homeless students performed at or above proficiency, and 17.65% of our foster (guardian scholars) scored at or above proficiency. There is a significant need to promote literacy and lifelong learning for our unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>out books to enhance literacy and comprehension skills.</p> <ul style="list-style-type: none"> <li>• Diverse collections representing different perspectives, cultures, and experiences to enrich students' lives and promote empathy and inclusivity.</li> <li>• Access to books and resources featuring diverse characters, authors, and topics to foster empathy, understanding, and inclusivity among students.</li> </ul> <p>Providing this action district-wide ensures that all unduplicated TK-12 students have equal access to libraries, supporting academic success, promoting literacy, and fostering an inclusive environment for unduplicated students to thrive. This initiative aligns with AUSD's vision of creating a safe learning environment that meets students' academic, social, and emotional needs, helping every student find success in life. Additionally, it connects to action item 2.4 by providing access to computers, internet connectivity, and digital resources to develop essential literacy and technology skills for the 21st century.</p>	
2.7	<p><b>Action:</b> Dual Language Immersion (DLI)</p> <p><b>Need:</b> The 2022-2023 CA Dashboard data has revealed a concerning gap in student outcomes between all students and English learners. Only 36.31% of all students scored met or exceeded on the ELA CAASPP, while 7.94% of English learners achieved the same level of proficiency. Similarly, in Math, the</p>	<p>Research consistently demonstrates the effectiveness of dual language immersion (DLI) programs in promoting academic achievement, bilingualism, and biliteracy among students, particularly English learners. By providing instruction in both English and a target language, DLI programs support English learners in mastering academic content while nurturing proficiency in both languages.</p>	State and local ELA and Math metrics

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
	<p>results indicate that 22.0% of all students and only 5.77% of English learners scored met or exceeded expectations.</p> <p>This data underscores the critical need to address the academic disparities faced by English learners. Educational partner feedback further emphasizes the importance of maintaining Dual Language Immersion (DLI) opportunities for students, particularly for English learners.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Given the proven benefits of DLI and the clear need to improve outcomes for English learners, it is essential to prioritize and maintain DLI opportunities on a schoolwide basis. Doing so ensures that all students, especially English learners, have equitable access to high-quality education and opportunities for achievement. Providing DLI programs schoolwide supports academic success and linguistic development, contributing to a more inclusive and supportive learning environment for all students.</p>	
2.8	<p><b>Action:</b> Alternate Course of Study</p> <p><b>Need:</b> The number of credit-deficient and other youth vulnerable to dropping out before completing the minimum requirements for a regular high school diploma and the feedback from the students in the Student Advisory Committee indicated a need for alternative school settings. English learners, Hispanic, and Socioeconomically Disadvantaged students scored at the lowest performance (VERY LOW) on our College/Career Indicator.</p> <p>The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard on the College and Career Indicator: Students with Disabilities.</p>	<p>Recognizing the imperative to provide alternative settings to support unduplicated pupils, AUSD operates two continuation high schools, offering significantly lower class sizes compared to the three comprehensive high schools within the district.</p> <p>Ensuring lower class sizes in these alternative settings is vital to providing unduplicated students with personalized learning experiences. With reduced class sizes, students receive increased attention from teachers, enhanced instructional support, and access to necessary materials.</p> <p>To effectively meet the diverse needs of unduplicated students, these smaller class settings will incorporate research-based small-group interventions, enrichment activities, opportunities for increased oral production, and overall progress tracking toward mastery. By prioritizing smaller</p>	<p>Credit Deficient Data, Enrollment in Alternative Settings, and credit recovery/graduation rates</p>

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
	<p>The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard on the College and Career Indicator are:</p> <p>All Students at Mission View HS and Alvord HS;      English Learners at Mission View HS and Alvord HS      Hispanic Students at Mission View HS and Alvord HS      SED at Mission View HS and Alvord HS      Students with Disabilities at La Sierra HS, and Norte Vista HS</p> <p><b>Scope:</b>      Schoolwide</p>	<p>class sizes in alternative settings, AUSD aims to create an environment where unduplicated students can thrive academically and receive the tailored support necessary for their success on a schoolwide basis.</p>	
3.1	<p><b>Action:</b>      AVID</p> <p><b>Need:</b>      2022-2023 CA Dashboard data indicates unduplicated student groups in Math and English Language Arts performed at the lowest level, Red, with specific groups such as English Learners, homeless students, and those with disabilities showing the greatest need. LI, EL, and FY students require targeted support to bolster their academic performance, foster a college-going culture, and enhance organizational and preparation skills to ensure their success.</p>	<p>AUSD is investing in AVID to support unduplicated students on an LEA-wide basis because it recognizes the critical need to address disparities in academic achievement among groups such as English Learners, homeless students, and those with disabilities. By prioritizing the development of scholarly skills through AVID courses, strategies, and tutors, the district aims to provide targeted support and empower these students to improve their current achievement outcomes and be better prepared for college and career success. This investment reflects the district's commitment to cultivating an environment where every student can thrive academically and fulfill their potential, regardless of background or circumstance.</p>	<p>CA Dashboard and local indicators for ELA and Math</p>

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
	<b>Scope:</b> LEA-wide		
3.2	<b>Action:</b> College Readiness Courses  <b>Need:</b> On the 2022-2023, 33.7% of AUSD students placed in the "Prepared" level on the College/Career Indicator. 10.2% lower than the State (43.9%). Furthermore, unduplicated students and students with disabilities placed in the "Not Prepared" (Very Low or Low) levels. Unduplicated students require access to rigorous and comprehensive IB courses to challenge them academically and prepare them for post-secondary opportunities. Additionally, they need programs like the Puente Program known to increase the number of unduplicated students who enroll in four-year colleges and universities and earn college degrees.  <b>Scope:</b> Schoolwide	This comprehensive action ensures that our unduplicated student population receives equitable opportunities to excel and pursue higher education on a schoolwide basis. IB and Puente programs address the needs of unduplicated students by offering rigorous academic challenges, fostering a supportive learning environment, providing college preparation and access support, and delivering culturally relevant curriculum. Through participation in these programs, unduplicated students are empowered to excel academically, pursue higher education, and realize their full potential.	College/Career Indicator
3.3	<b>Action:</b> Career & Technical Education (CTE)  <b>Need:</b> Community input and data analysis have highlighted the need for increased Career and Technical Education (CTE) course offerings to	To address this gap, there is a pressing need to integrate academic and vocational training for our students, particularly those with the highest need, on an LEA-wide basis. By implementing project-based learning, contextualized learning, labs, work-based learning experiences, and leadership development initiatives within CTE pathways, we	State and Local College/Career Indicator CTE Enrollment and Completer metrics

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
	<p>better equip our unduplicated students with the skills necessary for success in post-secondary opportunities. Furthermore, the data from the 2023 CA School Dashboard indicates a lower percentage of unduplicated students successfully completing CTE sequences.</p> <p>All Students: 221 (14.6%)            English Learners: 56 (13.4%)            Foster Youth: 1 (7.1%)            Homeless: 11 (8.4%)            Socioeconomically Disadvantaged: 200 (14.7%)            Students with Disabilities: 30 (13.6%)</p> <p><b>Scope:</b>            LEA-wide</p>	<p>can provide additional opportunities for our students to expand their options beyond graduation.</p> <p>Collaboration with county partners, certificated staff, management, and outreach liaisons will be essential in ensuring that our unduplicated student population has equitable access to a diverse range of career and technical pathways. Through these concerted efforts, we aim to improve state and local college and career indicators, empowering our unduplicated students with the skills and knowledge necessary to pursue successful careers and thrive in their chosen fields.</p>	
3.4	<p><b>Action:</b>            College Admission</p> <p><b>Need:</b>            It is imperative to maintain registrars at high schools to provide essential services that ensure all students have equitable access to enroll in a comprehensive course of study, including courses required for graduation and A-G completion. This need is particularly critical for students who require additional support, such as those identified as foster youth, English learners, homeless, and/or low-income students.</p> <p>Specifically, foster youth and newcomer students face unique challenges related to their educational histories, including</p>	<p>By ensuring that high schools maintain registrars who are equipped to address the diverse needs of students, including foster youth and newcomer students, we demonstrate our commitment to providing a supportive and inclusive educational environment on an LEA-wide basis. This ensures that all students have the opportunity to thrive academically and achieve their full potential.</p>	Graduation and A-G local and state metrics

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
	<p>transferring within districts, and from out of state or out of country. These students require knowledgeable registrars who can effectively evaluate and interpret their transcripts to ensure appropriate credit transfer and course placement. Without adequate support from skilled registrars, these students may encounter barriers that hinder their academic progress and overall success.</p> <p><b>Scope:</b> LEA-wide</p>		

## **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	<p><b>Action:</b> Improve Outcomes for English Learners</p> <p><b>Need:</b> According to the CA Dashboard, in the areas of English Language Arts and Math, EL students performed in the lowest performance band (Red). AUSD prides itself on creating a learning environment where students thrive. Our commitment to developing our multi-tiered system of supports will ensure that English Learners have equitable access to a broad</p>	<p>Addressing EL needs requires a district-wide cohesive approach to instruction and intervention at all tiers in the MTSS model with ongoing data analysis that drives instructional decisions and professional development for teachers and administrators. Educational Services Directors, Instructional Specialists, and staff will address the needs by supporting and ensuring:</p> <ul style="list-style-type: none"> <li>*culturally responsive teaching practices,</li> <li>*designated and integrated ELD,</li> <li>*access to language support services,</li> <li>*ongoing and timely progress monitoring</li> </ul>	<p>ELPI, state and local ELA and Math assessment measures, reclassification rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>course of study while eliminating the barriers that ELs may encounter.</p> <p>AUSD 2022-2023 CA Dashboard Data indicates the following:</p> <p>English Learner Progress (ELPI): 44.1 making progress toward English language proficiency, maintained 0%</p> <p>English Language Arts: All - 38.5 points below standard maintained -2 points EL- 77.2 points below standard, declined by 13.5 points</p> <p>Mathematics: All - 80.0 points below standard increased by 3.9 points EL- 112 points below standard, declined by 3.7 points</p> <p>College/Career: All 33.7% prepared (Low) EL 10.9% (Low) 413 students</p> <p>The following sites achieved at the lowest performance level on the 2023 CA School Dashboard for English Learner Progress: McAuliffe ES; Myra Linn ES, Valley View ES, Wells MS, and Norte Vista HS.</p> <p>Winter Administration of New Universal Screening Measures PELI (TK), Acadience Reading / DIBELS 8 (Grades K-5), STAR Reading (6-12) Percent Overall at Tier 1: 42.4% Percent of ELs at Tier 1: 15.6%</p>	<p>*professional development for teachers and administrators, *involvement of parents and communities in the language they are most comfortable with, and *equitable access to resources and opportunities for ELs.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>CALPADS EOY Percentage of student Reclassified Fluent English Proficient (RFEP): 8.25%</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

## Additional Concentration Grant Funding

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

At Alvord Unified School District (AUSD), all schools have a high concentration (above 55 percent) of foster youth, English learners, and low-income students. Therefore, the additional concentration grant add-on funding in the AUSD LCAP plan for 2024-2027 is an LEA-wide initiative to support our most vulnerable student population. This support is embedded in the LCAP plan and is mainly identified in the actions listed below, along with the staff required for implementation.

1.2 Student Support Services by expanding the roles of school counselors and assistant principals to better address students' academic and social-emotional needs. This action aims to create a more supportive, inclusive, and engaging school environment that fosters unduplicated student success and well-being. The additional concentration grant add-on funding will allow for the positions of assistant principals and counselors at the elementary level and one assistant principal at the secondary level to lead school engagement and to enhance counseling services.

1.3 Attendance by supporting/creating a positive school environment conducive to student success. The additional concentration will be utilized to fund an Alternative to Suspension Teacher.

1.6 Health and Wellness by integrating health services into the school environment and leveraging the expertise of nurses and assistants, this action aims to enhance school connectedness and engagement by supporting students' physical, mental, and emotional well-being. The positions that will be funded to provide direct services to students are Health Services Assistants at 21 school sites, six nurses, and Bilingual Health Assistants. In addition, for mental health outreach, the positions that will be funded to provide direct services to students are a Mental Health Coordinator and a Mental Health Unit Teacher.

1.7 Student Engagement by broadening students' social networks and honing leadership abilities. These endeavors primarily target our unduplicated students, providing opportunities that may not otherwise occur beyond the school setting. To achieve this action, the concentration grant will provide funding for Activities Directors at each of the three comprehensive high schools, three ASB Senior Account Clerks, and additional hours to support field trips and other activities outside the school day.

2.1 Inclusion & Optimal Learning Environment by providing additional educational supports, unduplicated students identified with specific needs will receive more attention from the teacher, engage in academic discourse, and become more connected with their peers. The concentration funding will provide for additional certificated personnel to ensure smaller teacher-student ratios and optimal learning environments.

In addition, to ensure the unduplicated students with disabilities can benefit from the best learning environment possible, these positions will also provide direct services to students: Special Education Instructional Assistants and Special Education Resource teachers.

2.6 Libraries - this service will equip schools with qualified teacher librarians and library assistants in providing research-based literacy support by developing inclusive collections that celebrate diverse experiences and provide opportunities to empower our unduplicated students as effective users and creators of information and ideas.

3.1 AVID Advancement Via Individual Determination (AVID) provides students with an added advantage and aids in closing the opportunity gap by providing unduplicated students with college and career preparation. To achieve this action, concentration funds will be principally allocated to support our unduplicated students with additional hours for AVID tutors.

3.3 Career and Technical Education (CTE) through certificated staff, our unduplicated student count will have increased opportunities for a variety of career and technical pathways.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1:42
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

## 2025-26 Total Planned Expenditures Table

LCAP Year		1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)										
Totals		\$182,407,299.00	\$67,611,301.00	37.066%	0.000%	37.066%										
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel								
Totals		\$67,611,301.00	\$12,265,706.00	\$0.00	\$957,127.00	\$80,834,134.00	\$63,387,481.00	\$17,446,653.00								
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	Athletic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	ongoing	\$1,667,107 .00	\$1,831,858.00	\$3,498,965.00				\$3,498,965.00	
1	1.2	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$11,509,07 2.00	\$0.00	\$9,565,886.00	\$1,943,186.00			\$11,509,072.00	
1	1.3	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$717,420.0 0	\$343,097.00	\$1,060,517.00				\$1,060,517.00	
1	1.4	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$221,223.0 0	\$57,212.00	\$278,435.00				\$278,435.00	
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$10,578.00	\$193,894.00	\$204,472.00				\$204,472.00	
1	1.6	Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$6,057,984 .00	\$416,825.00	\$6,037,865.00	\$436,944.00			\$6,474,809.00	
1	1.7	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$6,862,751 .00	\$2,123,942.00	\$4,845,417.00	\$4,141,276.00			\$8,986,693.00	
1	1.8	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$2,002,216 .00	\$2,280,219.00	\$3,640,325.00	\$642,110.00			\$4,282,435.00	

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
2	2.1	Inclusion & Optimal Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$8,559,507.00	\$1,216,159.00	\$9,775,666.00				\$9,775,666.00	
2	2.2	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,990,554.00	\$1,725,082.00	\$2,379,732.00	\$4,335,904.00			\$6,715,636.00	
2	2.3	Instructional Response to MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$621,238.00	\$1,426,409.00	\$2,047,647.00				\$2,047,647.00	
2	2.4	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,080,681.00	\$2,213,697.00	\$3,294,378.00				\$3,294,378.00	
2	2.5	Saturday Academy	All	No			All Schools	ongoing	\$94,779.00	\$0.00		\$94,779.00			\$94,779.00	
2	2.6	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$1,986,038.00	\$149,921.00	\$2,135,959.00				\$2,135,959.00	
2	2.7	Dual Language Immersion (DLI)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Terrace ES, Valley View ES, Loma Vista MS, La Sierra HS K-11	ongoing	\$5,348,262.00	\$362,020.00	\$5,710,282.00				\$5,710,282.00	
2	2.8	Alternate Course of Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alvord High School and Misison View High School 10-12	ongoing	\$3,318,715.00	\$221,441.00	\$3,540,156.00				\$3,540,156.00	
2	2.9	Improve Outcomes for English Learners	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools TK-12	ongoing	\$3,567,572.00	\$596,807.00	\$2,907,252.00	\$300,000.00			\$957,127.00	\$4,164,379.00

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
					Student Group(s)											
2	2.10	Improve Outcomes for LTELs	Long Term English Learners (LTELs)	No			All Schools 6-12	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$1,235,938 .00	\$547,149.00	\$1,783,087.00				\$1,783,087.00	
3	3.2	College Readiness Courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista HS 9-12	ongoing	\$1,338,922 .00	\$179,413.00	\$1,453,335.00	\$65,000.00			\$1,518,335.00	
3	3.3	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary grade spans	ongoing	\$1,615,857 .00	\$1,330,216.00	\$2,946,073.00				\$2,946,073.00	
3	3.4	College Admission	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$453,294.0 0	\$52,558.00	\$505,852.00				\$505,852 .00	
4	4.1	A-G Course Offerings	All	No			Specific Schools: Alvord High School and Mission View High School 10-12	Ongoing	\$107,773.0 0	\$6,229.00		\$114,002.00			\$114,002 .00	
4	4.2	Student Outreach	All	No			Specific Schools: Alvord High School & Mission View High School 10-12	Ongoing	\$20,000.00	\$1,156.00		\$21,156.00			\$21,156.00	

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	4.3	Instructional Design	All	No			Specific Schools: Alvord High School & Mission View High School 10-12	Ongoing	\$0.00	\$171,349.00		\$171,349.00			\$171,349.00	

# 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
\$182,407,299.00	\$67,611,301.00	37.066%	0.000%	37.066%	\$67,611,301.00	0.000%	37.066 %	Total:	\$67,611,301.00
								LEA-wide Total:	\$54,000,276.00
								Limited Total:	\$2,907,252.00
								Schoolwide Total:	\$10,703,773.00

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	1.1	Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$3,498,965.00	
1	1.2	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$9,565,886.00	
1	1.3	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$1,060,517.00	
1	1.4	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$278,435.00	
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$204,472.00	
1	1.6	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$6,037,865.00	

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	1.7	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,845,417.00	
1	1.8	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$3,640,325.00	
2	2.1	Inclusion & Optimal Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,775,666.00	
2	2.2	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,379,732.00	
2	2.3	Instructional Response to MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,047,647.00	
2	2.4	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,294,378.00	
2	2.6	Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$2,135,959.00	
2	2.7	Dual Language Immersion (DLI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Terrace ES, Valley View ES, Loma Vista MS, La Sierra HS K-11	\$5,710,282.00	
2	2.8	Alternate Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High School and Misison View High School 10-12	\$3,540,156.00	
2	2.9	Improve Outcomes for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12	\$2,907,252.00	
3	3.1	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$1,783,087.00	

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 (%)
3	3.2	College Readiness Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista HS 9-12	\$1,453,335.00	
3	3.3	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary grade spans	\$2,946,073.00	
3	3.4	College Admission	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$505,852.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$81,830,255.00	\$84,085,209.00

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	Athletic Programs	Yes	\$4,218,439.00	\$4,557,371.00
1	1.2	Student Support Services	Yes	\$12,650,305.00	\$12,957,433.00
1	1.3	Attendance	Yes	\$1,057,044.00	\$1,075,767.00
1	1.4	Family and Community Engagement	Yes	\$272,405.00	\$278,054.00
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	\$230,609.00	\$136,042.00
1	1.6	Health and Wellness	Yes	\$8,731,272.00	\$8,959,446.00
1	1.7	Student Engagement	Yes	\$6,630,041.00	\$6,547,926.00
1	1.8	School Safety	Yes	\$4,477,863.00	\$4,319,622.00
2	2.1	Inclusion & Optimal Learning Environment	Yes	\$9,781,759.00	\$11,415,942.00
2	2.2	Multi-Tiered System of Supports (MTSS)	Yes	\$4,561,556.00	\$5,022,708.00
2	2.3	Instructional Response to MTSS	Yes	\$2,352,212.00	\$2,138,982.00

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)
2	2.4	Instructional Technology	Yes	\$3,397,682.00	\$3,390,840.00
2	2.5	Saturday Academy	No	\$60,000.00	\$106,538.00
2	2.6	Libraries	Yes	\$2,181,876.00	\$2,167,992.00
2	2.7	Dual Language Immersion (DLI)	Yes	\$5,690,809.00	\$5,726,730.00
2	2.8	Alternate Course of Study	Yes	\$4,280,225.00	\$4,421,018.00
2	2.9	Improve Outcomes for English Learners	Yes	\$3,821,899.00	\$3,818,995.00
2	2.10	Improve Outcomes for LTELs	No	\$0.00	\$0.00
3	3.1	AVID	Yes	\$1,869,422.00	\$1,844,104.00
3	3.2	College Readiness Courses	Yes	\$1,692,900.00	\$1,715,814.00
3	3.3	Career & Technical Education (CTE)	Yes	\$2,846,668.00	\$2,862,763.00
3	3.4	College Admission	Yes	\$511,595.00	\$516,272.00
4	4.1	A-G Course Offerings	No	\$513,674.00	\$104,850.00

# 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)
\$67,814,346.00	\$67,165,840.00	\$68,687,481.00	(\$1,521,641.00)	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	Athletic Programs	Yes	\$4,128,439.00	\$4,557,371.00		
1	1.2	Student Support Services	Yes	\$9,461,181.00	\$9,236,132.00		
1	1.3	Attendance	Yes	\$1,057,044.00	\$1,075,767.00		
1	1.4	Family and Community Engagement	Yes	\$272,405.00	\$278,054.00		
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	\$230,609.00	\$136,042.00		
1	1.6	Health and Wellness	Yes	\$6,185,950.00	\$6,174,569.00		
1	1.7	Student Engagement	Yes	\$4,006,774.00	\$3,943,452.00		
1	1.8	School Safety	Yes	\$3,855,077.00	\$3,741,749.00		
2	2.1	Inclusion & Optimal Learning Environment	Yes	\$9,781,759.00	\$11,415,942.00		
2	2.2	Multi-Tiered System of Supports (MTSS)	Yes	\$1,567,488.00	\$1,565,348.00		
2	2.3	Instructional Response to MTSS	Yes	\$2,352,212.00	\$2,138,982.00		
2	2.4	Instructional Technology	Yes	\$3,397,682.00	\$3,390,840.00		

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)
2	2.6	Libraries	Yes	\$2,181,876.00	\$2,167,992.00		
2	2.7	Dual Language Immersion (DLI)	Yes	\$5,690,809.00	\$5,726,730.00		
2	2.8	Alternate Course of Study	Yes	\$3,719,193.00	\$3,960,461.00		
2	2.9	Improve Outcomes for English Learners	Yes	\$2,421,757.00	\$2,327,889.00		
3	3.1	AVID	Yes	\$1,869,422.00	\$1,844,104.00		
3	3.2	College Readiness Courses	Yes	\$1,627,900.00	\$1,627,022.00		
3	3.3	Career & Technical Education (CTE)	Yes	\$2,846,668.00	\$2,862,763.00		
3	3.4	College Admission	Yes	\$511,595.00	\$516,272.00		

# 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)
\$181,725,790.00	\$67,814,346.00	0.000%	37.317%	\$68,687,481.00	0.000%	37.797%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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, Statutes 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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:

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### **Required Descriptions:**

##### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

##### **Identified Need(s)**

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

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

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

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

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

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

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

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

## **Contributing Actions Table**

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

## **Annual Update Table**

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

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

## **Contributing Actions Annual Update Table**

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

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

## **LCFF Carryover Table**

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

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

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

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

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

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