



2025/2026 LCAP



# BUDGET OVERVIEW FOR PARENTS

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alum Rock Union Elementary School District

CDS Code: 43693690000000

School Year: 2025-26

LEA contact information:

Kiela Jimenez, Ed. D.

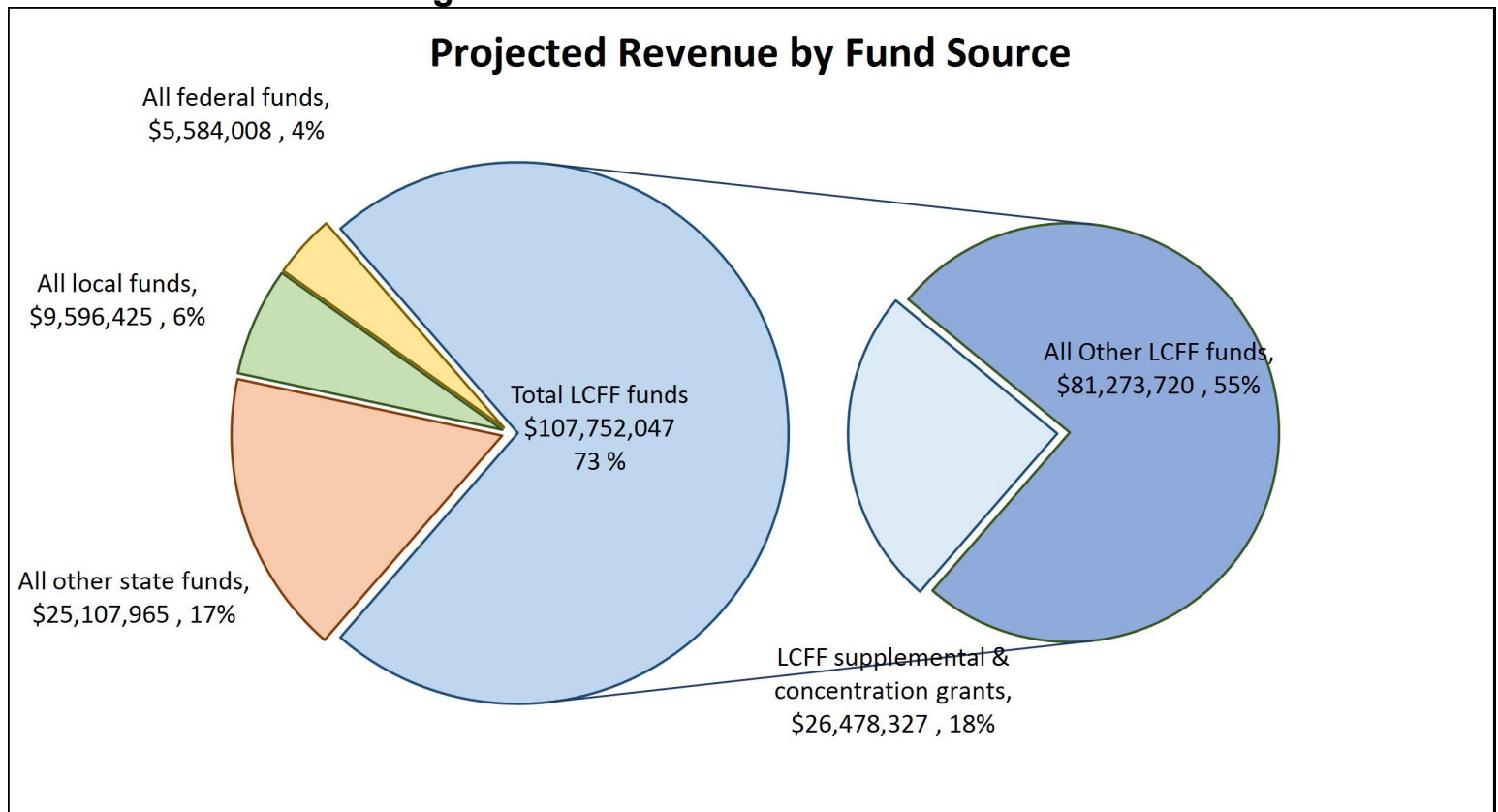
Director of Student Support Services

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(408) 928-6935

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

## Budget Overview for the 2025-26 School Year

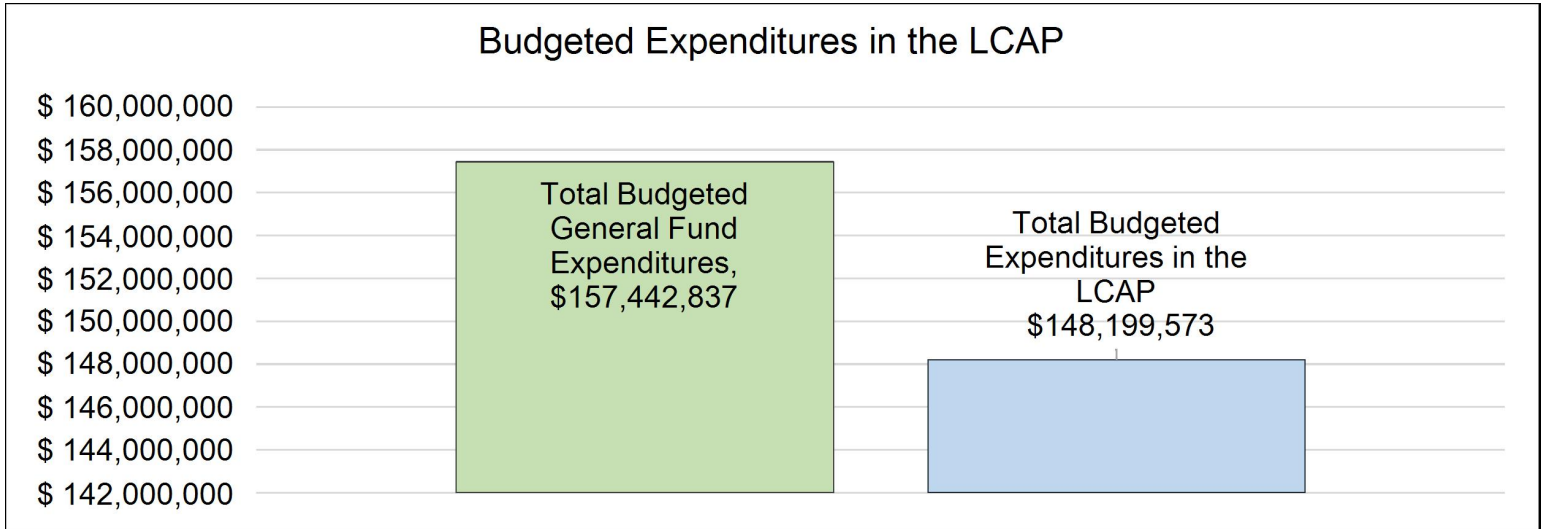


This chart shows the total general purpose revenue Alum Rock Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alum Rock Union Elementary School District is \$148,040,445, of which \$107,752,047 is Local Control Funding Formula (LCFF), \$25,107,965 is other state funds, \$9,596,425 is local funds, and \$5,584,008 is federal funds. Of the \$107,752,047 in LCFF Funds, \$26,478,327 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 Alum Rock Union Elementary 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: Alum Rock Union Elementary School District plans to spend \$157,442,837 for the 2025-26 school year. Of that amount, \$148,199,573 is tied to actions/services in the LCAP and \$9,243,264 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures not included in the LCAP are STRS on Behalf and a few restricted local grants.

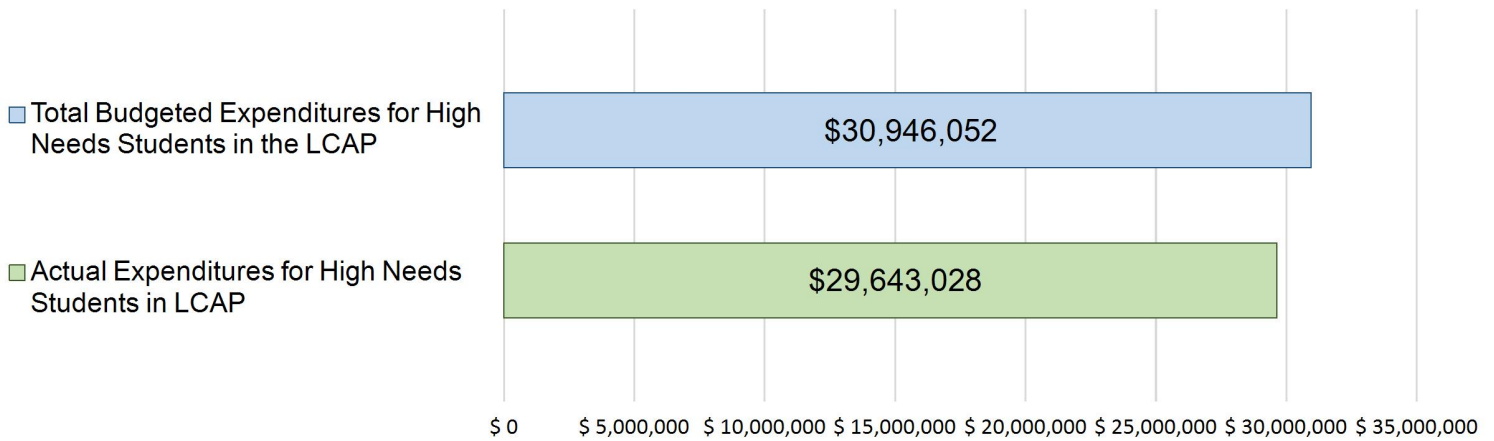
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Alum Rock Union Elementary School District is projecting it will receive \$26,478,327 based on the enrollment of foster youth, English learner, and low-income students. Alum Rock Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alum Rock Union Elementary School District plans to spend \$27,888,558 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 Alum Rock Union Elementary 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 Alum Rock Union Elementary 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, Alum Rock Union Elementary School District's LCAP budgeted \$30,946,052 for planned actions to increase or improve services for high needs students. Alum Rock Union Elementary School District actually spent \$29,643,028 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,303,024 had the following impact on Alum Rock Union Elementary School District's ability to increase or improve services for high needs students:

In 2024-25, Alum Rock Union Elementary School District budgeted \$30,946,052 for actions to increase or improve services for high-needs students and expended \$29,643,028 a difference of \$1,303,024. While this represents a notable variance, the impact on services was minimal due to strategic reallocations, vacancies, and use of alternate funding sources. Many planned services were implemented through capacity-building, internal resources and grants.

# 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
Alum Rock Union Elementary School District	Kiela Jimenez, Ed. D. Director of Student Support Services	kiela.jimenez@arUSD.org (408) 928-6935

## 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.

At Alum Rock, our staff holds high expectations for all students and is dedicated to delivering impactful instruction that drives strong academic outcomes. This commitment is grounded in our five core values: service, perseverance, love, trust, and equity.

Alum Rock Union School District (ARUSD) proudly serves 7,367 students from Transitional Kindergarten through eighth grade, representing the vibrant and resilient communities of East San José. As reported on the 2024 California Dashboard, ARUSD’s student population is 79% Hispanic/Latino, 10.7% Asian, 5% Filipino, 1.8% White, 1% African American, 0.5% Pacific Islander, 0.2% American Indian, and 1.8% identifying as two or more races. The district serves a linguistically rich and socioeconomically diverse population—45.4% of students are English Language Learners, 78.6% come from low-income households, 13% are students with disabilities, and 0.2% are foster youth.

For the 2024–2025 school year, Alum Rock Union Elementary School District operates 22 school sites, including a mix of elementary, middle, and K–8 configurations. These schools serve the diverse and dynamic communities of East San José.

The district currently includes thirteen elementary schools (K–5): A.J. Dorsa Elementary, Ben Painter Elementary, Cesar Chavez Elementary–Early Learning Center, Donald J. Meyer Elementary, Horace Cureton Elementary, Linda Vista Elementary, L.U.C.H.A. – Learning in an Urban Community with High Achievement, Lyndale Elementary, Millard McCollam Elementary, Russo/McEntee Academy, San Antonio Elementary, Sylvia Cassell Elementary, and Thomas P. Ryan Elementary.

In addition, five standalone middle schools (6–8) are in operation: Joseph George Middle School, Ocala Middle School, Renaissance

Academy at Fischer, Renaissance Academy at Mathson, and William Sheppard Middle School.

The district also operates four K–8 schools: Adelante Dual Language Academy, Adelante II Dual Language Academy, Aptitud Community Academy @ Goss, and O.S. Hubbard Elementary.

As part of a districtwide consolidation and reconfiguration plan, the number of schools will decrease from 22 to 15 beginning in the 2025–2026 school year. The following schools will close at the end of the 2024–2025 school year: Cesar Chavez Elementary–Early Learning Center, Horace Cureton Elementary, Sylvia Cassell Elementary, Joseph George Middle School, Donald J. Meyer Elementary, Renaissance Academy at Fischer, and A.J. Dorsa Elementary.

L.U.C.H.A. will consolidate with San Antonio Elementary, and Ben Painter Elementary will consolidate with William Sheppard Middle School as part of a restructured campus model. Additionally, Aptitud Community Academy @ Goss and O.S. Hubbard Elementary will be reconfigured to serve grades K–5 only, shifting away from their current K–8 structure.

This consolidation effort is a strategic move to ensure long-term sustainability, equitable resource distribution, and consistent delivery of high-quality educational services for all students in Alum Rock.

#### VISION STATEMENT

All Alum Rock students will be ready for the future in a diverse and competitive world.

#### MISSION STATEMENT

Together with educational partners, we provide Alum Rock students with high-quality twenty-first-century learning that builds upon our culturally diverse community to prepare our students to be lifelong learners and compete for the careers of the future.

#### CORE VALUES

Trust Perseverance Service Equity Love

The Alum Rock Strategic Plan was developed and approved by the Board of Trustees in June 2022. Implementation of the plan began in the 2022/2023 school year with a three year rollout. The following Strategic Plan Priorities are woven through the LCAP Goals, Actions and Services:

- \*Early and Expanded Learning
- \*Multicultural and Multilingual Education
- \*Whole Child, Whole Family Development

ARUSD schools have been recognized for a variety of school awards and recognitions including the following:

#### CALIFORNIA GOLD RIBBON AWARD

- Joseph George Middle School (2015)
- Adelante Dual Language Academy (2016)
- L.U.C.H.A Elementary (2016)

- Renaissance Academy @ Fischer (2017)
- Renaissance Academy @ Mathson (2017)

#### CALIFORNIA GOLD BELL AWARD

- Ocala STEAM Academy (2019)

#### SANTA CLARA COUNTY SCHOOL BOARDS ASSOCIATION HOFFMAN AWARD FOR EXEMPLARY SCHOOL PROGRAMS

- Adelante Dual Language Academy (2015)
- William Sheppard Middle School (2017)
- Ryan STEAM Academy (2018)

#### CALIFORNIA PBIS SILVER RECOGNITION

- Ocala STEAM Academy (2016)

#### PBIS GOLD SEAL AWARD

Cesar Chavez Elementary School (2018)

Russo/McEntee was redesigned in 2021 as an alternative school with a focus on Environmental Justice and Sustainability. That year, Russo/McEntee was awarded a \$700,000 grant from the California Parks and Recreation Department for 4 years to provide access to nature area trips for our students and community. The grant funding also enabled the school to provide quality Environmental Justice and Sustainability programming. In addition to the grant funding, the district has supported the creation of a therapeutic garden and outdoor classroom. In the next 3 years of the LCAP, Russo/McEntee looks forward to expanding its program into middle school, thereby creating elective pathways and a seamless transition for students.

Based on the California Department of Education's 2024–2025 Differentiated Assistance data, Alum Rock Union Elementary School District has been identified for support in the following areas:

Homeless Students: Performance in English Language Arts; Chronic Absenteeism

Students with Disabilities: Performance in English Language Arts; Chronic Absenteeism

Foster Youth: Chronic Absenteeism; Suspension

Alum Rock Union Elementary School District received “Red” performance ratings on the 2024 California School Dashboard in the following areas and student groups:

ELA:

Homeless Youth

Students with Disabilities

MATH:

African American

Suspension Rates:  
Foster Youth

Chronic Absenteeism:  
All Students  
English Learners  
Foster Youth  
Filipino  
Homeless Youth  
Long-Term English Learners  
Socioeconomically Disadvantaged  
Students with Disabilities  
African American  
Hispanic/Latino  
Native Hawaiian or Pacific Islander  
White

During the 2024–2025 school year, nine schools in the Alum Rock Union Elementary School District were identified for Comprehensive Support and Improvement (CSI). All of these schools have successfully met the criteria for exit, with the exception of Cesar Chavez Elementary–Early Learning Center. However, Cesar Chavez is scheduled to close effective July 1, 2025. As a result, for the 2025–2026 school year, Alum Rock will have no schools identified under CSI status. Additionally, for the 25/26 school year the following schools were identified for Targeted Support and Improvement (TSI): Lyndale Elementary, Russo/McEntee Academy, Thomas P. Ryan Elementary, and San Antonio Elementary. Additionally, Linda Vista Elementary was identified as Additional Targeted Support(ATSI). The district remains focused on continuous improvement efforts across all campuses to support student achievement and equity.

With the closure of Cesar Chavez Early Learning Center for the 2025/2026 school year, no schools in the LEA will receive the Equity Multiplier Funding.

## Reflections: Annual Performance

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

The 2023 California Dashboard reflects the performance for the Alum Rock School District in the areas of Academic Performance, Academic Engagement and Conditions and Climate.

Per state requirements, any indicators that received a “Red” performance level on the 2023 California School Dashboard must be addressed in the LCAP for the full three-year cycle (2024–2027). Alum Rock Union School District has identified these lowest-performing indicators across multiple student groups and state priorities, including English Language Arts, Mathematics, Chronic Absenteeism, Suspension Rate, and English Learner Progress. A comprehensive summary of these “Red” indicators by school site and student group is included in Appendix

A, which outlines overall performance levels, distance from standard data, and areas requiring targeted support and intervention. This appendix serves as a key reference to ensure alignment between identified needs and the actions included in the LCAP.

The 2024 California Dashboard reflects the performance for the Alum Rock School District in the areas of Academic Performance, Academic Engagement and Conditions and Climate.

## Academic Performance

### English Language Arts (ELA)

Overall, districtwide performance in English Language Arts is at the "yellow" level (low), showing an improvement of 3.8 points compared to the 2022–23 Dashboard. Several student groups demonstrated growth, though most continue to perform below standard. English Learners improved by 11 points and Long-Term English Learners by 11.7 points, yet both groups remain in the "orange" (very low) performance level. Socioeconomically Disadvantaged students increased by 5.5 points, African American students by 8.4 points, and Hispanic students by 3.8 points—yet all three groups remain "orange" (very low). Homeless students showed no significant change and remain in the "red" (very low) range at -119.4 points below standard. Students with Disabilities also maintained their status in the "red" range at -128.8 points. White students declined by 15 points and are now performing at -41.6, placing them in the "orange" (low) level. Students identifying as Two or More Races improved by 4.8 points and are currently at the "yellow" (low) level. On the other end of the spectrum, Asian and Filipino students showed strong progress—Asian students improved by 9.3 points and are now in the "green" (high) category, while Filipino students improved by 11.7 points and are in the "green" (medium) range. Despite gains, large achievement gaps persist, especially for student groups with very low performance levels.

### Mathematics

In Mathematics, districtwide performance also falls within the "yellow" (low) level, with an overall improvement of 3 points since the 2022–23 Dashboard. English Learners improved by 9 points and Long-Term English Learners by 12 points, yet both groups remain "orange" (very low). Homeless students improved by 10 points, and Socioeconomically Disadvantaged students by 5 points, but both remain in the "orange" range as well. Students with Disabilities improved by 4 points but continue to perform "orange" (very low) at -145.3 points below standard. A significant decline was seen among African American students, who dropped 19 points and are now in the "red" (very low) category. Hispanic students improved by 4 points and remain "orange" (very low), while White students declined by 10 points to -65.5 and remain "orange" (low). Students identifying as Two or More Races declined by 8 points, maintaining "orange" (low) status. Filipino students improved by 5 points and are now in the "yellow" (low) category, while Asian students increased by 9 points and remain in the "green" (high) category. Although many student groups experienced growth, persistent disparities remain—particularly among African American students, English Learners, and Students with Disabilities—highlighting the need for continued and focused intervention efforts.

According to the 2023–24 English Language Arts Indicator Report, Alum Rock Union Elementary, Renaissance Academy, Renaissance at Mathson, Adelante Dual Language Academy II, Ben Painter Elementary, Horace Cureton Elementary, Aptitud Community Academy at Goss, William Sheppard Middle School, and Ocala Middle School are performing at the Yellow (low) level. Community with High Achievement (L.U.C.H.A.), Adelante Dual Language Academy, Russo/McEntee Academy, Donald J. Meyer Elementary, Linda Vista Elementary, Millard McCollam Elementary, O. S. Hubbard Elementary, San Antonio Elementary, and Sylvia Cassell Elementary are at the Orange (low) performance level. A. J. Dorsa Elementary, Lyndale Elementary, Thomas P. Ryan Elementary, and Joseph George Middle School are in the Red (very low) category.

In Mathematics, performance levels across district schools show a wide range of outcomes, with the majority falling in the Yellow or Orange categories. Alum Rock Union Elementary, Learning in an Urban Community with High Achievement (L.U.C.H.A.), Renaissance Academy, Ben Painter Elementary, Horace Cureton Elementary, Aptitud Community Academy at Goss, Millard McCollam Elementary, San Antonio Elementary, and Sylvia Cassell Elementary are performing at the Yellow (low) level. Adelante Dual Language Academy, Russo/McEntee Academy, A. J. Dorsa Elementary, Donald J. Meyer Elementary, Linda Vista Elementary, Lyndale Elementary, Thomas P. Ryan Elementary, William Sheppard Middle School, Joseph George Middle School, and Ocala Middle School fall into the Orange (low) performance level. Renaissance at Mathson, Adelante Dual Language Academy II, and O. S. Hubbard Elementary are identified in the Red (very low) performance level.

Analysis of student performance on local benchmark assessments (i-Ready Diagnostic #2) reveals that significant academic gaps remain in both English Language Arts and Mathematics, though some gains have been made since the first diagnostic. In Reading, only 23.7% of students are performing on or above grade level—10.4% Mid or Above Grade Level and 13.2% Early On Grade Level. This is an improvement from 13% on or above grade level in Diagnostic #1. The number of students scoring three or more grade levels below dropped from 1,885 to 1,537, reflecting movement in the right direction. Still, nearly 76.3% of students remain below grade level, with 30.4% one grade level behind and 18.4% two grade levels behind. Middle school students continue to show the greatest need, with 46% performing three or more grade levels below in reading. In Mathematics, student performance is even more concerning. Just 17.2% of students are on or above grade level—6.1% Mid or Above Grade Level and 11.1% Early On Grade Level—though this is up from only 6.8% combined in Diagnostic #1. The percentage of students three or more grade levels below dropped from 1,828 to 1,405, but more than 75% of students are still below grade level, including 39.5% one grade level behind and 18.2% two grade levels behind. Middle school math remains an area of significant concern, with 43% of students still three or more grade levels below. While the district has transitioned from FASTbridge to the i-Ready suite to allow for more precise diagnostics and personalized learning paths, these results clearly indicate an urgent need to accelerate foundational skills in both ELA and Math through intensive supports, consistent progress monitoring, and expanded intervention strategies.

Another critical area of focus continues to be English Learner (EL) performance. According to the 2023–24 California Dashboard, English Learners remain significantly behind their peers in both English Language Arts and Mathematics. In ELA, English Learners scored 104.7 points below standard, compared to 83 points below standard for all students. In Math, the gap persists with English Learners performing 98.4 points below standard, again underperforming compared to the overall student average of 83 points below. While the district showed overall improvement in both subjects—ELA improved by 3.8 points and Math by 3 points—English Learners improved by 11 points in ELA and 9 points in Math, demonstrating encouraging growth but still remaining in the Orange (very low) performance level for both indicators. Progress in English language acquisition, as reported by the English Learner Progress Indicator (ELPI), shows that 44.1% of English Learners made progress toward English proficiency in 2023–24, up from 40.9% in the previous year. Despite this growth, the district's ELPI status remains at the Orange level, having declined from "Yellow" in the prior year. While this indicates some gains in language development, it also highlights the continued need for targeted interventions to accelerate progress, particularly for Long-Term English Learners, who remain at -161.3 points from standard in ELA.

The dashboard also identifies several schools where English Learners are performing at the Red (very low) level in ELA or Math, including Donald J. Meyer Elementary, San Antonio Elementary, O. S. Hubbard Elementary, Renaissance at Mathson, and Adelante Dual Language Academy II. These schools will require direct support and focused instructional strategies to address persistent underperformance. Additional attention will also be given to schools like Ocala Middle, Sheppard Middle, A.J. Dorsa Elementary, and Thomas P. Ryan Elementary, which—although scoring higher in ELPI—still reflect overall low academic outcomes for ELs on other state indicators. Taken together, these results

confirm that English Learners remain a high-priority student group for the district. Continued monitoring through multiple measures—including Dashboard indicators and site-level progress monitoring tools—will be essential to ensure consistent academic and language development growth aligned to state standards and long-term student success.

Students with Disabilities (SWD) continue to face the most significant academic challenges across the district. According to the 2023–24 California School Dashboard, in English Language Arts, SWD scored 128.8 points below standard, maintaining the same performance level from the previous year. In Mathematics, they scored 145.3 points below standard, showing a minimal improvement of only 4 points from 2022–23. In both subjects, SWD remain in the Red (very low) performance level—indicating that despite slight gains in Math, achievement for this student group is persistently and significantly below grade-level expectations. In comparison, all students in the district are performing 60.4 points below standard in ELA and 83 points below standard in Math—placing SWD roughly 68 points behind the general population in ELA and over 62 points behind in Math. This wide and consistent achievement gap underscores the critical need for more intensive academic and behavioral interventions aligned with students' Individualized Education Plans (IEPs). The persistent red-level performance across both content areas suggests that the current supports may not be sufficient or fully aligned to meet the needs of our SWD population. Schools with large populations of students receiving special education services—particularly those also serving other high-need groups (e.g., ELs, Foster Youth, Homeless)—will require stronger coordination between general and special education staff, dedicated resource time for Tier 2 and Tier 3 interventions, and increased access to scaffolded, standards-based instruction. Given the stagnation in growth for ELA and only modest gains in Math, SWD will remain a high-need student group for LCAP goal alignment and Differentiated Assistance efforts. The district will continue to monitor progress through formative assessments, IEP goal reviews, and state indicators, while ensuring that instructional practices and resources are being targeted to accelerate growth and reduce chronic underperformance.

### Academic Engagement

Chronic absenteeism remains an important area of focus for the district. According to the 2023–24 California School Dashboard, 24.3% of students were identified as chronically absent—an increase of 2.8 percentage points from the previous year. While this rise mirrors statewide trends post-pandemic, it highlights the need for continued investment in proactive attendance strategies and supportive school environments. All student groups remain in the “Very High” or “High” performance bands. Groups with the highest rates include Foster Youth (52.0%), Homeless Students (43.6%), and Students with Disabilities (33.5%). Encouragingly, some student groups are showing stability or modest growth. For example, Long-Term English Learners increased slightly to 30.1%, and African American students decreased from 32.0% to 27.1%, reflecting focused outreach efforts and family engagement strategies that may be leveraged across other groups. Notably, Filipino students experienced a larger increase of 4.6 percentage points, which will be monitored to ensure appropriate supports are in place.

At the school level, the majority of sites remain in the “Red” (Very High) or “Orange” (High) status levels. However, many schools are showing improvement or holding steady as targeted efforts begin to take root:

Sites with significant gains include:

Ben Painter Elementary, which improved by 11.7 points to 21.2%.

Millard McCollam Elementary, with a 6.1-point improvement to 20.8%.

Lyndale Elementary increased by 7.8 points but remains a key area for continued focus at 33.0%.

Russo/McEntee Academy and Renaissance at Mathson both improved by over 1.5 points.

Schools maintaining lower rates include:

Renaissance Academy at 18.8% and LCUHA at 18.6%, which are in the “Yellow” (High) and “Orange” (High) ranges, respectively. Adelante Dual Language Academy II at 12.7%, showing steady attendance patterns.

These trends reflect both the challenges and opportunities ahead. While chronic absenteeism remains a complex issue influenced by a variety of factors, the data shows that with consistent, site-based attendance practices and continued focus on student engagement, progress is possible. The district will continue to build on effective strategies, monitor growth, and collaborate with families and school staff to ensure every student is supported in showing up, staying connected, and thriving.

In regards to Local Indicator 7: All students have access to a broad course of study for all grades and all populations. We use eSchoolPlus to monitor and measure students' enrollment and access in a broad course of study.

### Conditions and Climate

Overall, in student Suspension, our district's performance level is "green" (very low), declining to 1.8% since last reported on the 2023 Dashboard. This performance area reports the percentage of students who have been suspended for at least one aggregate day in a given school year. ARUSD will continue to work on alternatives to suspension in addition to providing proper support to affected students in these student groups.

In regard to Local Indicator 1: Highly Qualified Teachers, Instructional Materials, Facilities at all school sites, the 2023 Dashboard reports that 91.1 % of ARUSD teachers have a clear credential or are considered "highly qualified". 100% of Students have access to their own copy of standards-aligned instructional materials for use at school and at home. In regard to facilities, there were 24 instances where facilities do not meet the "Good Repair" standard as reported on the 2023 Dashboard local indicator.

In regards to Local Indicator 3: Parent and Family Engagement, parents in the Alum Rock community feel welcomed, respected and encouraged to be partners in their child’s education. Our annual parent survey reports that 96% of parents responded favorably to “feeling welcomed to participate in my child’s school,” and 95% of parents responded favorably to “school staff welcomes my suggestions,” which is a strong indicator of parents feeling supported to participate in trainings and advocate for their needs.

### Local Indicator 1: Appropriately Assigned Teachers, Access to Instructional Materials, and Facilities

As reported on the 2023 California School Dashboard, 91.1% of ARUSD teachers hold a clear credential or are otherwise considered “highly qualified.” Additionally, 100% of students have access to standards-aligned instructional materials both at school and at home. Facilities across all school sites were rated as “Good” according to the Facility Inspection Tool (FIT), indicating that the district continues to meet baseline requirements for safe and functional learning environments.

### Local Indicator 3: Parent and Family Engagement

Parent feedback continues to reflect a positive perception of school engagement. According to the annual district survey, 98% of parents reported feeling welcomed to participate in their child’s school, and 95.6% felt that school staff are open to their suggestions. These results reflect a strong foundation for ongoing parent partnership and participation in school-level decision-making and capacity-building efforts.

### Local Indicator 6: School Climate

ARUSD administers the Panorama climate surveys twice per year to gather feedback from students, staff, and families on safety and connectedness. Spring 2025 results indicate that 97% of parents believe schools are safe, and 96% feel their child is welcomed by school staff, maintaining consistently high levels of parent confidence. In contrast, student perceptions showed mixed results when compared to the previous year. Among elementary students, 64% reported feeling safe at school—a five-point decrease from Spring 2024—while middle school student safety perceptions increased by two points to 62%. In terms of school connectedness, 72% of elementary students and 59% of middle school students reported a sense of belonging. This reflects a two-point decline for elementary students and no change for middle schoolers from the prior year. Additionally, only 66% of elementary and 65% of middle school students reported “feeling close to people at school,” highlighting a continued need to build stronger peer and adult-student relationships. While student comments and ratings suggest growing concern around bullying and school connectedness, staff perceptions were more positive: 83% of staff reported that bullying and harassment are not significant issues at their sites.

ARUSD does not have any unexpended LRBEG Funding.

## Reflections: Technical Assistance

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

During the 2024–2025 school year, Alum Rock Union Elementary School District was identified for Differentiated Assistance based on the performance of three student groups—Foster Youth, Homeless students, and Students with Disabilities—who received “Red” performance levels on the California School Dashboard. These outcomes triggered state Differentiated Assistance and have become a central focus of the district’s continuous improvement efforts.

Homeless students scored 119.4 points below standard in English Language Arts (ELA), compared to 60.4 points below standard for all students. While this group maintained their performance within -0.9 points from the previous year, the substantial gap highlights the need for sustained academic interventions and targeted supports.

Students with Disabilities showed performance 128.8 points below standard in ELA, also compared to the overall district performance of 60.4 points below standard. Although they maintained their prior year performance with a slight gain of +0.8 points, the achievement gap remains significant.

The district’s Differentiated Assistance designation was driven by multiple indicators across several student groups: Homeless students and Students with Disabilities were identified due to low academic performance in ELA. Homeless students, Students with Disabilities, and Foster Youth were identified due to high rates of chronic absenteeism. Foster Youth were additionally flagged based on elevated suspension rates.

These trends were validated through multiple data sources, including 2024 Spring Panorama survey results, SBAC assessments, local benchmarks, and real-time attendance records.

In partnership with the Santa Clara County Office of Education, ARUSD implemented several targeted improvement strategies anchored in the continuous improvement cycle. These efforts included in-depth data analysis, identification of problems of practice, empathy interviews with stakeholders, and process mapping to isolate root causes and determine high-leverage actions.

One identified school implemented a focused cycle of inquiry addressing chronic absenteeism among homeless students. As part of this work, the school piloted a 2x10 check-in strategy, where every staff member was assigned two students to engage with individually for 10 consecutive school days. This relational approach yielded a noticeable increase in student attendance and engagement. As a result, ARUSD is expanding the 2x10 check-in model districtwide in 2024–2025. Complementing this strategy, the district also strengthened the role of community liaisons, who now provide more direct outreach to families, offering personalized support, resources, and connections to reduce barriers to regular school attendance.

A parallel districtwide inquiry focused on academic improvement for Homeless students and Students with Disabilities, with a specific emphasis on early literacy. ARUSD prioritized the adoption and implementation of the Heggerty phonemic awareness curriculum in grades K–2, aligned with the Science of Reading framework. Student progress was closely monitored using i-Ready Diagnostic assessments to identify growth and inform instruction. To support consistent implementation, district and site leaders conducted classroom walkthroughs and observations, using collected data to guide professional development and coaching cycles. These efforts will be strengthened and scaled during the 2025–2026 school year to ensure a robust Tier 1 instructional foundation that supports the academic success of all learners.

## 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.

For the 2024–2025 school year, no schools in ARUSD are identified for Comprehensive Support and Improvement. While Cesar Chavez Early Learning Center was initially identified, the school is scheduled to close on June 30, 2024, and will not be in operation during the 2025–2026 academic year.

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

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

N/A

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

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Alum Rock Educator's Association (AREA)	Leaders from the Alum Rock Educators Association (AREA) were invited to an input session on March 25, 2025 to provide input to the new LCAP. The association President and other designated association representatives were invited to attend.
California School Employee Association (CSEA)	Leaders from the California School Employee Association (CSEA) were invited to an input session on March 25, 2025 to provide input to the new LCAP. The association President and other designated association representatives were invited to attend.
Teamsters	Leaders from the Teamsters Union were invited to an input session on March 25, 2025 to provide input to the new LCAP. The association President and other designated association representatives were invited to attend.
Site Staff (certificated and classified)	<p>All schools held input sessions for their staff, parents, and community during March 2025. Community Liaisons provided interpretation support in Spanish and/or Vietnamese for each school's LCAP session.</p> <p>Staff participated in an on-line Climate Survey to gather their input (March 2025)</p>
Parents/Community	ARUSD held four input sessions called LCAP Community Forums. These forums were held at a school in each of the four district quadrants on March 11, March 12, March 18, and March 19, 2025 and were open to any member of the ARUSD Community. The

Educational Partner(s)	Process for Engagement
	<p>Community Forum dates and times were posted on the district website, informational flyers inviting parents were sent to all parents, and automated text messages via Parent Square were sent out to all families. All printed information and phone communication were provided in English, Spanish and Vietnamese prior to each Community Forum. Community Forums were also advertised via school newsletters and announcements at school parent meetings and at DAC/DELAC meetings.</p> <p>Parents participated in an on-line Family Survey in English and Spanish (March 2025)</p>
Students	<p>Conducted an LCAP information and input session for the Student Advisory Committee (SAC)  3rd - 8th grade students participated in an on-line Student Survey in English and Spanish (March 2025)</p>
Advisory groups	<p>Conducted LCAP information and input sessions for both advisory groups  *District Advisory Committee (DAC) - March 3, 2025  *District English Learner Advisory Committee (DELAC) - March 17, 2025</p>
SELPA	<p>The SELPA Director/team provided resources on 4/23/25 related to SWDs, compliance monitoring, and high leverage practices aligned to specific targeted areas.</p>
Focus groups	<p>Virtual listening sessions were held for targeted student groups: African American students/parents, Foster and Homeless students/parents, Parents of Students with Special Needs on March 4, 2025</p>
Public Hearing	<p>A public hearing will be held on June 12, 2025 at a regularly scheduled board meeting to gather input on the proposed LCAP</p>
Cesar Chavez Early Learning Center Parents	<p>Parents were provided an opportunity to give input to the actions/services supported with the Equity Multiplier funding during School Site Council and ELAC Meetings as part of our needs assessment process on March 18, 2025</p>

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

As Alum Rock Union School District enters the second year of its three-year LCAP cycle, the work continues to be guided by the key themes identified during the initial engagement process with educational partners. Through a combination of input sessions and climate surveys, the District identified four major areas of focus: strengthening academic supports, expanding family and community engagement, creating safe and inclusive school environments, and improving student attendance and engagement.

The 2025–2026 LCAP updates reflect a continued commitment to these key priorities. The following focus areas will be sustained and further expanded this year:

Academic Supports:

- \* Continue implementing a structured foundational skills curriculum aligned with the Science of Reading.
- \* Expand professional development in ELA and math to support teachers in unpacking standards, developing common assessments, and establishing baseline achievement data at each grade level.
- \* Continue providing targeted after-school tutoring and intervention programs to address students' academic needs.

Safe and Inclusive Environments:

- \* Continue expanding Multi-Tiered Systems of Support (MTSS) across all sites, with additional staff training focused on 504/SST processes and procedures, positive behavior interventions, and social-emotional learning (SEL) strategies.

Student Attendance and Engagement:

- \* Continue conducting home visits for families of students experiencing chronic absenteeism or at risk of disengagement.
- \* Continue implementing early identification and case management systems to monitor and support at-risk students.
- \* Launch attendance incentive programs, expand social worker support, and develop an attendance and instructional recovery program to strengthen student connectedness, re-engage learners, and address lost instructional time.

Building on these priorities, the District remains focused on expanding intervention services in ELA and Math, strengthening Multi-Tiered Systems of Support (MTSS), enhancing staff and parent engagement opportunities, and promoting culturally responsive practices through the development of an ethnic studies curriculum. Additionally, efforts to ensure academic consistency have been reinforced through the collaborative work of unpacking standards, developing common assessments, and establishing grade-level baseline expectations for all students.

Cesar Chavez Early Learning Center will not receive an Equity Multiplier allocation for the 2025–2026 school year, as the school will be closing on June 30, 2025, and will not operate during the upcoming academic year. Despite the planned closure of Cesar Chavez Early Learning Center, parents were provided opportunities through School Site Council and ELAC meetings to give input on Equity Multiplier-funded actions, provide feedback on 2024–2025 services, and make recommendations for future supports.

The 2025–2026 LCAP reflects Alum Rock Union School District's continued commitment to the priorities identified by our educational partners, ensuring that all goals and actions remain aligned with the evolving needs of the ARUSD community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Promote equitable and inclusive conditions of learning by ensuring that students have access to highly qualified staff, well-maintained and developmentally appropriate facilities, social and emotional support, as well as comprehensive standards-aligned instruction, materials and resources.	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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

ARUSD continues its commitment to address the challenges resulting from the global pandemic. While the pandemic is largely in our past, the effects continue to play a large role in student performance and overall well-being. This goal is a result of the needs surfacing in our district's needs assessment, climate surveys, and input sessions with our educational partners. The actions and services supporting this goal will ensure the appropriate conditions of learning for students to thrive and meet performance goals. We will continue to use metrics to inform our progress towards meeting this goal.

The data from the 2023 California Dashboard places our District in the Orange (low) performance level for "all students" in the areas of English Language Arts and Math. Overall, students in our district declined 8 points in ELA and maintained status in Math.

The 2023 California Dashboard data reflect the following performance levels in English Language Arts and Math for student groups. In English Language Arts, English Learners, Hispanic, Homeless youth, Socioeconomically Disadvantaged youth, and students with disabilities have a Red (very low) performance level. Additionally, African American, Filipino, Two or More races and White students have an Orange (low) performance level. Asian students have a Yellow (medium) performance level. American Indian, Foster Youth and Pacific Islander students did not receive a performance level due to the size of this student group. In Mathematics, English Learners, Hispanic, Homeless youth, and Socioeconomically Disadvantaged youth have a Red (very low) performance level. Additionally, African American, Two or More races, Students with Disabilities and White students have an Orange (low) performance level. Filipino students have a Yellow (medium) performance level. Asian students have a Green (high) performance level. American Indian, Foster Youth and Pacific Islander students did not receive a performance level due to the size of this student group.

According to the English Language Arts Indicator Report, one (1) Alum Rock School falls in the Green (high) performance level, one (1) Alum Rock School falls in the Yellow (medium) performance level, ten (10) Alum Rock Schools fall in the Orange (low) performance level and

eight (8) Alum Rock Schools fall in the Red (very low) performance level.. Similarly, on the Mathematics Indicator Report, two (2) Alum Rock Schools fall in the Green (high) performance level, five (5) Alum Rock Schools fall in the Yellow (medium) performance level, seven (7) Alum Rock Schools fall in the Orange (low) performance level and six (6) Alum Rock Schools fall in the Red (very low) performance level.

ARUSD utilizes the Fastbridge formative assessment platform to monitor student progress. Students take three benchmark tests during the school year. Analysis of student performance on local benchmark assessments shows the following: in the area of English Language Arts, overall 36.32% (36% in 2022) of students are on/above grade level. In the area of Mathematics, overall 35.89% (36% in 2022) of students are on/above grade level. This data has remained stagnant since the end-of-year FASTbridge data for 2021. For the 2023/2024 school year we will need to focus our attention on accelerating growth for students in both academic areas

Another important data point and an area for Differentiated Assistance is English Learner progress. According to the 2022 California Dashboard, 40.9% of English Learners are making progress towards English proficiency; however, they continue to lag behind the "overall" student performance (123.3 points below standard in English Language Arts compared to 48.3 for English Only students; 130.5 points below standard in Mathematics compared to 73 points for English Only students). Our overall performance level dropped 7.4 points from Yellow (medium) to Orange (low). In regards to progress monitoring with FASTbridge this Spring, ELs scored 9.2% in ELA (11% in 2023) and 16% in Math (16% in 2023) on the End of Year benchmark. Furthermore, the following schools have a performance level Red (very low) for their English Learner student group: Painter, Hubbard, Ocala, Dorsa, Cureton, Renaissance @ Mathson, Ryan and Sheppard. These schools will need targeted support to improve in this area. Considering the information from data points available to us, English Learners continue to be a focus student group and progress will be monitored for consistent growth using specific metrics.

Students with disabilities continue to lag behind in all academic areas. Students with Disabilities' performance is 129.5 points below standard in English Language Arts, compared to 64.2 points below standard for all students. This student group of students has declined 3.4 points in ELA. In addition, the 2022/2023 SBAC results show that 15.75% of Students with Disabilities met or exceeded standards, while 12.26% of Students with Disabilities met or exceeded standards in Math. On the end-of-year FASTbridge benchmark test, SPED students scored 8% on/above grade level for ELA and 12% on/above grade level for Math. We will continue to focus on the needs of students with disabilities to support growth in all academic areas.

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff have developed Appendix A as a way to organize the actions and services by school, student group, and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Dashboard - Local Indicator 1-	During the 2023/2024 school year, 100% of students had access to	During the of the 2024/2025 school year, 100% of		By June 2027, we will maintain 100% of students having	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards Aligned Instructional Materials	standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1		access to standards-aligned instructional materials (including technology) as assessed through Local Indicator 1	
1.2	California Dashboard - Local Indicator 1- Facility Inspection Tool (FIT)	During the 2022/2023 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)	During the 2023/2024 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)		By June 2027, 100% of schools will maintain an overall rating of "Good" on the Facility Inspection Tool (FIT)	No Difference
1.3	California Dashboard - Local Indicator 1- Highly Qualified Teachers	During the 2021/2022 school year, 79.7% of teachers were "appropriately assigned" based on Local Indicator 1 of the California Dashboard	During the 2022/2023 school year, 73.7% of teachers were "appropriately assigned" based on Local Indicator 1 of the California Dashboard		By June 2027, 85% of teachers will be "appropriately assigned" based on Local Indicator 1 of the California Dashboard	6% Decrease
1.4	SBAC results for 3rd grade students in ELA/Math	According to the Spring 2023 SBAC data, the following are the overall student results for 3rd grade:  3rd grade students attending T4/TK: ELA - 29.75% met or exceeded	According to the Spring 2024 SBAC data, the following are the overall student results for 3rd grade students who Met/Exceeded Standards:		Based on June 2026 SBAC results, we will see the following student growth for 3rd grade students:  3rd grade students attending T4/TK:	3rd Graders who attended T4/TK: ELA: 5.25% Increase Math: 7.9% Decrease  3rd grade students attending T4/TK who are also SED:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Math - 39.87% met or exceeded</p> <p>3rd grade students attending T4/TK who are also SED:            ELA - 19.49% met or exceeded            Math - 33.9% met or exceeded</p> <p>3rd grade students attending T4/TK who are also ELs:            ELA - 10.45% met or exceeded            Math - 23.88% met or exceeded</p> <p>3rd grade students attending T4/TK who are also SpEd            ELA - 5.88% met or exceeded            Math - 17.65% met or exceeded</p> <p>-----            -----</p> <p>3rd grade students not attending T4/TK            ELA - 21.73% met or exceeded            Math - 28.85% met or exceeded</p>	<p>3rd Graders who attended T4/TK:            ELA - 35% Met or Exceeded            Math - 30% Met or Exceeded</p> <p>3rd grade students attending T4/TK who are also SED:            ELA - 26% Met or Exceeded            Math - 26% Met or Exceeded</p> <p>3rd grade students attending T4/TK who are also ELs:            ELA - 4.55% Met or Exceeded            Math - 9.09% Met or Exceeded</p> <p>3rd grade students attending T4/TK who are also SpEd            ELA - 12.5% Met or Exceeded            Math - 20.83% Met or Exceeded</p> <p>-----            -----            -----</p>		<p>ELA - 35% meeting or exceeding            Math - 45% meeting or exceeding</p> <p>3rd grade students attending T4/TK who are also SED:            ELA - 25% met or exceeded            Math - 39% met or exceeded</p> <p>3rd grade students attending T4/TK who are also ELs:            ELA - 16% met or exceeded            Math - 29% met or exceeded</p> <p>3rd grade students attending T4/TK who are also SpEd            ELA - 12% met or exceeded            Math - 24% met or exceeded</p> <p>-----            -----            -----</p>	<p>ELA : 6.51% Increase            Math: 7.9% Decrease</p> <p>3rd grade students attending T4/TK who are also ELs:            ELA: 5.9% Decrease            Math: 14.79% Decrease</p> <p>3rd grade students attending T4/TK who are also SpEd            ELA: 6.62% Increase            Math: 3.18% Increase</p> <p>-----            -----            -----</p> <p>3rd grade students not attending T4/TK            ELA: 6.27% Increase            Math: 7.85% Decrease</p> <p>3rd grade students not attending T4/TK who are also SED</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>3rd grade students not attending T4/TK who are also SED            ELA - 14.69% met or exceeded            Math - 23.35% met or exceeded</p> <p>3rd grade students not attending T4/TK who are also EL            ELA - 7.58% met or exceeded            Math - 16.14% met or exceeded</p> <p>3rd grade students not attending T4/TK who are also SpEd            ELA - 4.29% met or exceeded            Math - 7.14% met or exceeded</p>	<p>3rd grade students not attending T4/TK            ELA - 28% Met or Exceeded            Math - 21% Met or Exceeded</p> <p>3rd grade students not attending T4/TK who are also SED            ELA - 23% Met or Exceeded            Math - 17% Met or Exceeded</p> <p>3rd grade students not attending T4/TK who are also EL            ELA - 3.28% Met or Exceeded            Math - 5.42% Met or Exceeded</p> <p>3rd grade students not attending T4/TK who are also SpEd            ELA -3.94% Met or Exceeded            Math - 5.51% Met or Exceeded</p>		<p>3rd grade students not attending T4/TK            ELA - 27% meeting or exceeding            Math - 34% meeting or exceeding</p> <p>3rd grade students not attending T4/TK who are also SED            ELA - 20% met or exceeded            Math - 29% met or exceeded</p> <p>3rd grade students not attending T4/TK who are also ELs            ELA - 13% met or exceeded            Math - 22% met or exceeded</p> <p>3rd grade students not attending T4/TK who are also SpEd            ELA -10% met or exceeded            Math - 13% met or exceeded</p>	<p>ELA: 8.31% Increase            Math: 6.35% Decrease</p> <p>3rd grade students not attending T4/TK who are also EL            ELA: 4.5% Decrease            Math: 10.72% Decrease</p> <p>3rd grade students not attending T4/TK who are also SpEd            ELA: .35% Decrease            Math: 1.6% Decrease</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Student Panorama Survey	<p>On the 2023/2024 Spring survey, the favorability rate for all students:</p> <p>"Sense of Belonging" Elementary students is 74% Middle School students is 59%</p> <p>"Safety" Elementary students is 63% Middle School students is 62%</p> <p>More specifically, 77% of 3rd graders responded favorably on "Sense of Belonging"</p>	<p>On the 2024/2025 Spring survey, the favorability rate for all students:</p> <p>"Sense of Belonging" Elementary students is 72% Middle School students is 62%</p> <p>"Safety" Elementary students is 73% Middle School students is 75%</p> <p>More specifically, 62% of 3rd graders responded favorably on "Sense of Belonging"</p>		<p>By Spring 2027, the favorability rate for all students will show the following improvement:</p> <p>"Sense of Belonging" Elementary students is 80% Middle School students is 70%</p> <p>"Safety" Elementary students is 70% Middle School students is 70%</p> <p>More specifically, 80% or higher of 3rd grade students will respond favorably on "Sense of Belonging"</p>	<p>"Sense of Belonging" Elementary students is a 2% Decrease Middle School students is a 3% Increase</p> <p>"Safety" Elementary students is a 10% Increase Middle School Students is a 13% Increase</p> <p>More specifically, a 15% Decrease of 3rd graders responded favorably on "Sense of Belonging"</p>
1.6	Students have access to and are enrolled in a broad course of study. Priority 7: Access to a Broad Course of Study	<p>100% of students in gradesTK-5 are enrolled in a self-contained classroom.</p> <p>100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and</p>	<p>100% of students in gradesTK-5 are enrolled in a self-contained classroom.</p> <p>100% of students in grades 6-8 are enrolled in English, Social Science,</p>		<p>100% of students in gradesTK-5 are enrolled in a self-contained classroom.</p> <p>100% of students in grades 6-8 are enrolled in English, Social Science,</p>	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	Mathematics, and Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives.  EL students take a supplemental designated ELD class.		Mathematics, and Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	
1.7	End of Year UPK Survey	On end of year Early Learning survey for the 2023/2024 school year, 85% of teachers responded favorably that they had access to the professional learning services that they required	On the end of the year, Early Learning survey for the 2024/2025 school year, 92% of teachers responded favorably that they had access to the professional learning services that they required		By June 2027, we will maintain 85% or more of teachers responding favorably that programming and professional learning offerings meet their needs	7% Increase
1.8	IEP referrals	During the 2023/2024 school year, there was a total of 4.75% IEP referrals districtwide (97 referrals)	During the 2024/2025 school year, there was a total of 10.72% IEP referrals districtwide (219 referrals)		By June 2027, the number of IEP referrals will drop to 2% districtwide	+5.97% (+122 referrals)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	UPK (expanded PK-3) Program- Unduplicated student enrollment	In the 2023/2024 school year, we had a total of 3,797 students enrolled in PK-3rd grade. Of these, 89.9% were unduplicated students.	In the 2024/2025 school year, we had a total of 3,571 students enrolled in PK-3rd grade. Of these, 85.9% were unduplicated students.		By June 2027, Increase the population of unduplicated students served through UPK (expanded PK-3) Program by 1% (90.9%)	4% Decrease
1.10	Parent Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all parents was:  After School Programs- 97%  Safety- 92%  Sense of Belonging- 96%	On the 2024/2025 Spring survey, the favorability rate for all parents was:  After School Programs- 98%  Safety- 96% Sense of Belonging- 97%		By Spring 2027, the favorability rate for all parents will show the following improvement:  After School Programs- 98%  Safety- 93%  Sense of Belonging- 97%	After School Programs increased by 1%  Safety rose 4%  Sense of Belonging improved 1%
1.11	Student support logs	During the 2023/2024 school year, 70% of our enrolled students districtwide have been supported by school counseling staff.  87% are high needs students (i.e. Foster Youth, English Learners, Socioeconomically Disadvantages, Homeless Youth and	During the 2024/2025 academic year, 66% (4,840) of ARUSD enrolled students have been supported by school counseling staff. 85% of ARUSD enrolled students who were supported by school counseling were identified as		By June 2027, the number of high needs students (i.e. Foster Youth, English Learners, Socioeconomically Disadvantages, Homeless Youth and Students with Special Needs) supported by school counseling staff will increase to 90% of the total	-4% difference between baseline and current academic year in terms of the number of students served districtwide. Additionally, there was a -2% difference between baseline and current academic year in terms of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Special Needs)	high needs students (Foster Youth, English Learner, Socioeconomically Disadvantaged, Homeless Youth, and Students with Disabilities)		number of students receiving counseling services.	the number of high needs students that were supported via counseling. This can be accounted for via the loss of 2 FTE School Counselor positions that served 4 elementary school sites. Students had a decrease in access to counseling services by 1-2 days weekly.
1.12	Professional Development Survey Tool	For the 2023/2024 school year, 53% of staff surveyed responded favorably that professional development supported their classroom instruction/area of work  Baseline will be set in June 2025 to determine if professional development Meets Learning Needs, focused on Positive Conditions of Learning Standards	For the 2024/2025 school year, 44% of staff who responded to the survey responded favorably that professional development supported their classroom instruction/area of work.		By June 2027, 70% of participants will respond that the specific PD "helped support my classroom instruction/area of work"  In addition, 80% or more of participants will respond favorably that professional development met Learning Needs, Focused on Positive Conditions	9% Decrease  Baseline will be established in the 2025/2026 school year for the Positive Condition of Learning Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					of Learning Standards	
1.13	Classroom Implementation Tool	Tool on the Positive Conditions of Learning Standards focused on Climate & Culture will be developed during the 2024/2025 school year and a baseline will be established	The Classroom Implementation Tool for Action 1.7 (Ethnic Studies) was planned for 2024–2025 but has been postponed to 2025–2026 to align with ongoing course development and ensure stakeholder input informs its design and baseline.		By June 2027, 80% of districtwide classrooms, will meet the Positive Conditions of Learning Standards	Baseline will be established during the 2025/26 school year.
1.14	Dashboard Suspension and Expulsion Rate	<p>According to the 2023 CA Dashboard, the district Suspension rate is 2.7% with zero expulsions</p> <p>Student groups have the following suspension rate based on the California Dashboard:</p> <p>African American Students (7.6%)  Pacific Islander Students (4.7%)  Students with Disabilities (3.5%)</p>	<p>According to the 2024 CA Dashboard, the district Suspension rate is 2.6% with zero expulsions</p> <p>Student groups have the following suspension rate based on the California Dashboard:</p> <p>African American (7%)  Pacific Islander (2.6%)</p>		<p>Based on the 2026 CA Dashboard, the district Suspension rate will drop to 1.7% with zero expulsions</p> <p>Targeted student groups will see an improvement of Dashboard performance levels based on the California Dashboard:</p> <p>African American Students (5.9%)</p>	<p>All Students: 0.1 Decrease</p> <p>African American: 0.6% Decrease</p> <p>Pacific Islander: 2.1% Decrease</p> <p>Students with Disabilities: No Difference</p> <p>Homeless Youth: 0.2% Decrease</p> <p>English Learners: 1.2% Decrease</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth (4.5%) EL Students (2.6%) SED Students (3%)	Students with Disabilities (3.5%) Homeless Youth (4.3%) English Learners (1.4%) SED Students (2.8%)		Pacific Islander Students (3%) Students with Disabilities (1.8%) Homeless Youth (2.8%) EL Students (.9) SED Students (1.3%)	SED Students: 0.2% Decrease
1.15	ELPAC growth (ELPI)	According to the 2023 CA Dashboard, 40.9% of ELs are making progress towards English language proficiency.	According to the 2024 CA Dashboard, 47.6% of ELs are making progress towards English language proficiency.		Based on the 2026 California Dashboard, 60% of all ELs will make progress towards English Language Proficiency based on the California Dashboard	6.7% more ELs made progress toward English Language Proficiency on the 2024 Dashboard
1.16	Reclassification Rate	During the 2023/2024 school year, 225 students were reclassified	During the 2024/2025 school year, 294 students were reclassified		By June 2027, we will maintain the number of students reclassified annually (225 students)	69 more students were reclassified during the 2024/2025 school year.
1.17	Staff Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all staff was:  Sense of Belonging- 83% *This school is a supportive and inviting place to work - 91%	On the 2024/2025 Spring survey, the favorability rate for all staff was:  Sense of Belonging- 83%		By Spring 2027, the favorability rate for all staff will show the following improvement:  Sense of Belonging- 86% *This school is a supportive and	Sense of Belonging - No difference  "This school is a supportive and inviting place to work" saw a slight decrease by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*This school promotes trust and collegiality among staff - 89%	*This school is a supportive and inviting place to work - 90% *This school promotes trust and collegiality among staff - 88%		inviting place to work - 94% *This school promotes trust and collegiality among staff - 92%	"This school promotes trust and collegiality among staff" also experienced a minor dip by 1% .
1.18	iReady Growth Goals	Baseline will be established in 2024/2025 school year  2025 Spring Results - Baseline  Percentage of Students that me Stretch Goal:  Reading Elementary: 8% Middle School: 16%  Math Elementary: 4% Middle School: 11%	N/A		By June 2027, 50% of all students (K-8) will meet their iReady stretch goal for ELA and Math	No Difference - Baseline established Spring 2025
1.19	Dashboard -SBAC results	According to the Spring 2023 SBAC data, the following are the student results:  ELA (OVERALL)- Average of 64.2 points below standard  English Learners-	According to the Spring 2024 SBAC data, the following are the student results:  ELA (OVERALL)- Average of 60.4 points below standard		Based on the Spring 2026 SBAC data, we will show the following growth:  ELA (OVERALL) - Increase average points from standard by 50	Based on the Spring 2024 SBAC data, we will show the following growth:  ELA (OVERALL): 3.8 point Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average of 102.5 points below standard	English Learners- Average of 91.5 points below standard		points (14 points below standard)	English Learners: 11 point Increase
		Hispanic/Latino- Average of 78.8 points below standard	Hispanic/Latino- Average of 75 points below standard		English Learners- Increase average points from standard by 50 points (52 points below standard)	Hispanic/Latino: 3.8 point Increase Homeless: 0.9 points Decrease
		Homeless- Average of 118.5 points below standard	Homeless- Average of 119.4 points below standard		Hispanic/Latino- Increase average points from standard by 50 points (28.8 points below standard)	Socioeconomically Disadvantaged: 5.5 point Increase Students with Disabilities: 0.7 Increase
		Socioeconomically Disadvantaged- Average of 78.6 points below standard	Socioeconomically Disadvantaged- Average of 73.1 points below standard		Homeless- Increase average points from standard by 50 points (68.5 points below standard)	Math (OVERALL): 3.3 point Increase English Learners: 9.4 point Increase
		Students with Disabilities- Average of 129.5 points below standard	Students with Disabilities- Average of 128.8 points below standard		Socioeconomically Disadvantaged- Increase average points from standard by 50 points (28.6 points below standard)	Hispanic/Latino: 4.2 point Increase Homeless: 9.7 point Increase
		Math (OVERALL)- Average of 86.3 points below standard	Math (OVERALL)- Average of 83 points below standard		Students with Disabilities- Increase average points from standard by 50	Socioeconomically Disadvantaged: 4.7 point Increase Students with Disabilities: 3.7 point Increase
		English Learners: Average of 114.1 points below standard	English Learners:			
		Hispanic/Latino- Average of 102.6 points below standard				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: Average of 149.7 points below standard	Average of 104.7 points below standard		points (79.5 points below standard)	Science (CAST) Overall - 3.51% Increase
		Socioeconomically Disadvantaged- Average of 101.1 points below standard	Hispanic/Latino- Average of 98.4 points below standard		Math (OVERALL)- Increase average points from standard by 50 points (36 points below standard)	
		Students with Disabilities- Average of 149 points below standard	Homeless- Average of 140 points below standard		English Learners- Increase average points from standard by 50 points (64 points below standard)	
		Science (CAST) - Overall - 16.43% Met/Exceeded Standard	Socioeconomically Disadvantaged- Average of 96.4 points below standard		Hispanic/Latino- Increase average points from standard by 50 points (52.6 points below standard)	
		Homeless- Average of 149.7 points below standard	Students with Disabilities- Average of 145.3 points below standard		Homeless- Increase average points from standard by 50 points (99.9 points below standard)	
		Science (CAST) - 16.43% meeting/exceeding	Science (CAST) - Overall - 19.94 Met/Exceeded Standard		Socioeconomically Disadvantaged- Increase average points from standard by 50	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>points (51.1 points below standard)</p> <p>Students with Disabilities- Increase average points from standard by 50 points (79 points below standard)</p> <p>Science (CAST) - increase to 25% meeting/exceeding standard</p>	
1.20	LAS Links assessment reports	According to the Spring 2024 LAS LINKS data, 5th Grade - 32% Proficient/Above 8th Grade 66% Proficient/Above	According to the Fall 2024 LAS LINKS data, 5th Grade - 38% Proficient/Above 8th Grade - 68% Proficient/Above		By June 2027, we will increase the number of 5th graders scoring proficient or above proficient to 35% and 70% for 8th graders.	5th Grade - 6% Increase 8th Grade - 2% Increase
1.21	Dashboard Data on Chronic Absenteeism	<p>According to the 2023 California Dashboard, 22.5% 1721/7,650 of students overall are chronically absent.</p> <p>Homeless: 42% Foster Youth: 22% English Learners: 22% Socioeconomically Disadvantaged: 24% Students with Special Needs: 31%</p>	<p>According to the 2024 CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023.</p> <p>Homeless: 43.6% Foster Youth: 52%</p>		<p>According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13%</p> <p>Homeless: 29% Foster Students: 9%</p>	<p>Overall: +1.8% Homeless: +1.6% Foster Youth - +30% English Learners - +1.6% Socioeconomically Disadvantaged +2.9% Students with Disabilities - +2.5%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 32% Hispanic Latino: 24% Pacific Islander: 37%	English Learners: 23.6% Socioeconomically Disadvantaged Youth: 26.9% Students with Disabilities: 33.5% Hispanic/Latino: 26.9% Pacific Islander: 39.1% African American: 27.1%		English Learners: 9% Socioeconomically Disadvantaged: 11% Students with Special Needs: 18% African American: 19% Hispanic Latino: 11% Pacific Islander: 24%	Hispanic/Latino - +2.9% Pacific Islander - 2.1% African American - -4.9%
1.22	IEP Placement Records	According to 2023/2024 IEP placement records,  55.4 percent of students with disabilities are in the general education setting for 80% or more of their school day.  25.5 percent of students with disabilities are in the general education setting for less than 40% of their day.	According to the 2024/2025 IEP placement records  52% of students with disabilities are in the general education setting for 80% or more of their school day.  29.8% of students with disabilities are in the general education setting for less than 40% of their day.		According to 2026/2027 IEP placement records,  65% of students with disabilities will be in the general education setting for 80% or more of their school day.  No more than 15% of students with disabilities will be in the general education setting for less than 40% of their day.	A decrease of 3.4% for 80% general education setting.  An increase of 4.3% to be in general education setting for less than 40% of their day.
1.23	SELPA Data Tracker	According to the 2023/2024 SELPA data tracker, 99.7 percent of	According to the 2024/2025 SELPA data tracker,		According to the 2026/2027 SELPA data tracker, 100%	0.1% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parents of students with disabilities indicated that they were involved in the IEP process and program	99.8% of parents of students with disabilities indicated that they were involved in the IEP process and program.		of parents of students with disabilities will indicate that they were involved in the IEP process and program.	
1.24	Professional Development Records	<p>For the 2023/2024 school year, 60% of ARUSD teachers participated in PD activities that support classroom instruction</p> <p>For the 2023/2024 school year, 46% of teachers participated in ELD-specific PD.</p>	<p>For the 2024/2025 school year, 80% of ARUSD teachers participated in PD activities that support classroom instruction</p> <p>For the 2024/2025 school year, 41% of teachers participated in ELD-specific PD</p>		<p>According to the 2026/2027 PD Records, 80% of ARUSD teachers will participate in PD activities that support their classroom instruction.</p> <p>According to the 2026/2027 PD Records, 70% of ARUSD teachers will participate in ELD specific PD.</p>	<p>20% increase of all staff partaking in professional development to support their classroom instruction.</p> <p>5% decrease in the number of teachers who participated in ELD-specific PD.</p>

## 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.

Overall, implementation of Goal 1 aligned closely with the district’s planned actions, though some shifts were necessary in response to staffing reductions, budget constraints, and strategic program refinements. The district made notable progress across all key focus areas: academic intervention, professional development, social-emotional learning (SEL), expanded learning, and instructional access. Despite structural and fiscal challenges, the actions taken under Goal 1 reflect a strong commitment to providing equitable and inclusive conditions of learning.

Academic interventions made a measurable impact. Over 1,900 targeted intervention cycles were completed by specialists, reaching approximately 15% of students. These efforts were concentrated on English Learners, foster youth, homeless students, and African American student groups identified as high need based on local and state data. i-Ready diagnostics from fall to winter showed significant growth: in English Language Arts, students performing two or more years below grade level dropped from 58% to 46%, while those meeting or exceeding standards increased from 5% to 13%. In math, students in the lowest band dropped from 61% to 45%, and the percentage one year below grade level rose from 35% to 47%. Notably, 4% of students moved into grade-level proficiency in math, where previously none had. While year-end data is still pending, these mid-year results demonstrate that intervention efforts were effective in closing achievement gaps and accelerating learning.

Site-based programs such as AVID and Dual Language Immersion (DLI) also showed strong results. At Ocala Middle School, AVID students demonstrated higher engagement, with a 96% attendance rate and a 3.3 GPA, both above the school-wide averages of 94% and 2.6, respectively. DLI schools outperformed district averages on SBAC ELA assessments, reinforcing the effectiveness of bilingual instructional models. Biliteracy assessment data provided additional insight, with 32% of 5th graders and 66% of 8th graders scoring proficient or above on the LAS Links in Spring 2024. These programs contributed to improved college readiness, academic confidence, and foundational biliteracy development across grade spans.

Professional development was a cornerstone of implementation. Sixty-five PD sessions were offered outside of contracted time, with site-specific training tied to i-Ready data analysis, Universal Design for Learning (UDL), SEL integration, and differentiated instruction. Thirty-three new teachers were supported through an induction model that emphasized biweekly coaching, classroom observation, and equity-based instructional practices aligned with the California Standards for the Teaching Profession. Special education staff received monthly PD and collaborative support aligned to LRE principles, SPED-specific curriculum walkthroughs, and IEP compliance expectations. Additionally, ELD-focused professional development reached over 150 teachers, with a reported 17% increase in the use of integrated ELD strategies across classrooms. The district maintained 100% compliance with the Williams Act and ensured timely access to instructional materials in all classrooms.

The district's SEL infrastructure reached scale during the year, with services extending across Tier I, II, and III supports. Approximately 66% of students received direct SEL services, and 85% of those served were identified as Foster Youth, English Learners, students with disabilities, or socioeconomically disadvantaged. Supports included guidance lessons, wellness activities, small group counseling, and 1:1 sessions. The district implemented the Kimochis SEL curriculum across TK–5 and expanded digital check-ins and SEL lessons through Sown to Grow at the middle school level. Additional partnerships, such as Paws to Share, introduced therapeutic animal support, adding another tier of responsiveness to mental health needs. Parent survey data from Spring 2025 reflected growing confidence in this work, with 98% favorability for after-school programs, 96% for school safety, and 97% for students' sense of belonging, an improvement across all indicators compared to the previous year.

Expanded Learning Programs (ELOP) experienced growth in both access and quality. Through after-school, summer, and intersession offerings, over 2,000 students were reached, with priority registration offered to Foster Youth, McKinney-Vento students, English Learners, and those performing below grade level. As of Spring 2025, participation among McKinney-Vento students rose to 57% and among foster youth to 39%, demonstrating improved cross-departmental coordination and targeted outreach. Summer programming expanded to include academic recovery, STEAM, arts, and career readiness, with offerings such as Springboard Collaborative, Elevate Math, Adelante Dual

Language Camps, and Intro to Engineering with San Jose City College. Monthly professional development for expanded learning staff focused on trauma-informed practices, inclusive instruction, and academic alignment with daytime curriculum.

Instructional access and infrastructure were maintained districtwide. All schools retained a "Good" rating on the Facility Inspection Tool (FIT), and 100% of students had access to standards-aligned instructional materials and technology per Local Indicator 1. Core programming remained compliant, supported by routine restricted maintenance, safety upgrades such as security cameras and VAPE detectors, and centralized textbook management.

Despite these successes, the district encountered key challenges. Due to budgetary constraints, most intervention specialist positions will be discontinued in the coming year, requiring a strategic pivot to teacher-led small group instruction and embedded intervention supported through enhanced professional learning. Some instructional platforms, including the Art of Education and Nearpod, were underutilized due to inconsistent training and awareness; while those who used them reported high satisfaction, widespread adoption lagged. Chronic absenteeism remains a critical area for intervention. Districtwide rates increased from 22.5% to 24.3%, with Foster Youth rising sharply to 52%, and increases also noted among English Learners, SED students, and SWD. However, the rate for African American students decreased from 32% to 27.1%, signaling some progress in student group-specific outreach.

In sum, the implementation of Goal 1 demonstrated strong alignment with the district's commitment to equity, access, and academic success. The district effectively maintained its instructional core, expanded whole-child supports, and increased access for vulnerable students. Looking ahead, the focus will shift to sustaining progress through smarter resource allocation, targeted capacity-building, and embedding successful strategies, such as standards-based differentiation and inclusive SEL systems, into daily instructional practice. A central next step will be the full development and implementation of Universal Course Expectations, which will establish consistent, standards-aligned learning targets and common assessments across grade levels to promote instructional coherence and close achievement gaps. These expectations will provide a foundation for differentiated instruction, data-informed planning, and targeted supports. In addition, the district is conducting a comprehensive Systems Study, which will inform 2025–26 action planning by identifying system-wide strengths and areas for improvement. The study's findings will guide resource alignment and strategic refinements to ensure future actions under Goal 1 remain responsive, equitable, and effective.

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

For Goal 1, which focuses on ensuring high-quality teaching and learning, the district demonstrated strong alignment between budgeted and actual expenditures, with a total planned budget of approximately \$144.5 million and estimated actual expenditures totaling about \$143.4 million a variance of less than 1%. However, there were several notable material differences across individual actions, driven primarily by programmatic adjustments, staffing changes, and expanded service scopes in response to evolving student needs. In many cases, these differences did not reflect inefficiencies but rather intentional reallocations of funds to preserve or enhance impact within a constrained fiscal environment.

One of the most significant shifts occurred under Action 1.1 (Targeted Intervention Supports). Due to budget reductions, the district eliminated most intervention specialist positions, resulting in lower-than-planned expenditures. These roles had been highly effective,

delivering over 1,900 intervention cycles and supporting academic growth among English Learners, foster youth, and students experiencing homelessness. In place of these positions, the district is shifting toward teacher-led small group instruction and embedded intervention practices, with one position retained to support newcomer students. This transition reflects a move from supplemental staffing to capacity-building within classrooms, and aligned professional development is planned for 2025–26 to support this strategy.

Action 1.2 (Recruitment and Retention) was also impacted by districtwide staffing reductions and hiring freezes. While the original plan included participation in multiple regional job fairs, only four local events were attended. Funds were reallocated to staff recognition and morale initiatives, such as the Welcome Back BBQ, Years of Service awards, and Employee of the Year celebrations. Though the delivery format changed, the intent to boost staff engagement and morale remained intact.

In contrast, Action 1.4 (i-Ready Implementation) experienced a slight increase in expenditures due to expanded professional development opportunities for teachers. The added investment supported deeper utilization of the platform, especially for diagnostic assessment, instructional planning, and alignment to ELD standards. The expansion of training to include differentiation and data analysis contributed to stronger classroom implementation and early academic gains in both ELA and Math.

Other actions had small but relevant differences. Action 1.6 (UPK/Expanded PK–3) underspent due to delays in hiring instructional aides and reduced material needs, as prior-year purchases had met many classroom demands. Action 1.8 (Expanded Learning Programming) exceeded its budget due to expanded offerings during breaks and weekends, driven by high student participation and a strategic push to address learning recovery.

Several actions remained close to budget but involved shifts in internal allocations. Action 1.7 (Ethnic Studies and UDL Implementation) maintained alignment with its financial plan but redirected funds to community partnerships, a refined trainer-of-trainers UDL model, and middle school pilot courses. Curriculum planning days were postponed due to school consolidations, but the program remains on track for 2025–26.

Under Action 1.9 (Positive School Climate and Culture), slightly lower costs were incurred than expected, due to decreased reliance on contracted services and event-related expenditures. Similarly, Action 1.11 (Supplemental Support for English Learners) reflected significant underspending, as staffing vacancies and centralization of services led to reduced site-level expenditures. Action 1.12 (ELPAC Assessment Support) also came in under budget after more site-based staff were trained to administer assessments, minimizing reliance on contracted proctors.

Action 1.13 (Biliteracy Pathway) was implemented as planned, with funds used for LAS Links assessments, curriculum support, and professional development. While full outcomes are pending year-end assessments, implementation fidelity was high. Adjustments for 2025–26 will be informed by i-Ready and spring LAS Links results.

Some digital tools, including Art of Education and Nearpod, saw underutilization despite licensing costs, contributing to minor underspending. While these variances were not large, they underscore the need for improved implementation and tracking. The district plans to increase visibility, training, and usage monitoring to ensure these platforms are effectively embedded in instruction.

Core infrastructure and safety-related actions were fully executed. Action 1.15 (Safe School Environment) and Action 1.16 (Routine Restricted Maintenance Repair) were implemented as budgeted. All school sites maintained a “Good” rating on the Facilities Inspection Tool (FIT), and students had continuous access to clean, safe learning environments and standards-aligned instructional materials. Action 1.17 (Core Program Support) also aligned precisely with budget expectations, sustaining essential services such as ELD, textbook access, and instructional leadership.

In summary, while some individual actions reflected under- or over-expenditures, these variances were primarily driven by real-time strategic decisions, not implementation failures. The district actively managed resources to preserve equity, quality, and impact, adjusting approaches to meet changing needs. The experiences from 2024–25 will guide more targeted budgeting and monitoring in 2025–26, particularly in areas where tool adoption lagged or where data suggests an opportunity for increased investment. Overall, the district remained committed to maximizing the effect of each dollar in service of student growth, access, and opportunity.

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

Overall, the actions implemented under Goal 1 have been largely effective in advancing the district’s commitment to equitable and inclusive conditions of learning. The data shows clear evidence of progress in academic achievement, instructional quality, and student support structures. Where effectiveness was strongest, actions were well-integrated with site-level systems, included consistent progress monitoring, and directly addressed student groups identified as most in need. In areas where implementation fell short, the district has already begun developing corrective actions or enhancements for the following year.

#### Action 1.1 – Targeted Academic Interventions:

This action was highly effective. Intervention specialists conducted over 1,900 targeted cycles during the 2024–25 school year, resulting in strong academic gains across high-need student groups. These supports were particularly impactful for English Learners, foster youth, homeless students, and students with disabilities. Midyear i-Ready data confirmed a 12% reduction in students performing two or more years below grade level in English Language Arts, and a 17% drop in the lowest band of math performance. The number of students reaching grade-level standards increased from 5% to 13% in ELA and from 0% to 4% in math. These outcomes also reflect a notable decrease in the number of students requiring Tier 2 and Tier 3 intervention, showing that more students are now meeting or approaching grade-level expectations. Despite these strong results, most intervention specialist positions will be discontinued in 2025–26 due to fiscal limitations. In response, the district will shift to a teacher-led model of embedded intervention, supported by professional development focused on differentiation, standards alignment, real-time progress monitoring, and formative assessment. A single specialist position will be retained to provide dedicated support for newcomer students.

#### Action 1.2 – Recruitment and Retention:

This action was moderately effective given the staffing constraints faced during the year. While initial plans included broader recruitment outreach, participation was ultimately limited to four local job fairs due to layoffs and a district-wide hiring freeze. Despite this, the district redirected efforts to promote retention and sustain staff morale through targeted recognition activities such as the Welcome Back BBQ, Years of Service awards, and the celebration of Classified and Certificated Employees of the Year. These efforts were important in maintaining engagement and a sense of value among staff during a time of budgetary reduction and uncertainty. Survey results from spring 2025 indicated that 95% of teachers reported having access to high-quality instructional materials, and 96% felt supported in their use,

demonstrating that systems of support for educators remained intact despite recruitment limitations. In 2025–26, the district will increase investment in professional development to retain staff by deepening training in culturally responsive instruction, Universal Design for Learning (UDL), and inclusive behavior strategies. These sessions will be aligned to the instructional and equity needs of students performing below standard, particularly those identified in the lowest performance bands. Teacher teams will also be provided structured release time to collaborate on standards-based planning, analyze student data, and address student group needs through a more targeted instructional lens, helping to stabilize staffing through stronger, shared instructional systems.

#### Action 1.3 – Professional Development and New Teacher Support:

This action was highly effective in advancing teacher capacity and ensuring equitable access to high-quality, standards-aligned instruction across the district. A total of 65 professional development sessions were delivered beyond contracted time, with a focus on high-leverage instructional strategies including Universal Design for Learning (UDL), culturally responsive teaching, formative assessment, and the use of i-Ready data to drive instructional decisions. These sessions were intentionally designed to build site-level capacity and support instructional coherence. Additionally, 33 new teachers participated in a structured induction program that included biweekly coaching, classroom observations, and mentorship aligned to the California Standards for the Teaching Profession. As a result, over 90% of participating teachers reported improvements in their practice. Midyear i-Ready results also showed measurable student impact, including a notable reduction in the number of students requiring Tier 2 and Tier 3 interventions and an increase in students meeting grade-level standards in both ELA and math. Access to instructional materials was consistently strong, with 95% of teachers confirming access to high-quality materials and 96% indicating they felt supported in using them effectively. These outcomes reflect the district’s commitment to building a sustainable professional learning culture and ensuring that every student is served by a highly qualified, well-equipped educator. Looking ahead to 2025–26, the district will expand site-based coaching, increase collaborative release time, and deepen training for staff serving student groups with the greatest academic and engagement needs. These refinements are aimed at closing persistent equity gaps and accelerating learning outcomes systemwide.

#### Action 1.4 – Instructional Platforms (i-Ready, Nearpod, Art of Education):

This action was moderately effective in supporting instructional decision-making and student engagement through district-adopted digital platforms. The i-Ready platform was widely and effectively implemented, with teachers using it for diagnostics, small-group planning, and progress monitoring. As a result, student growth in ELA and math was notable: from fall to winter, the number of students reading two or more years below grade level dropped by 12%, while the number of students at or above grade level increased by 8%. In math, the lowest-performing group shrank by 17%, and students reaching or exceeding grade-level expectations grew by 4%. These gains indicate that the diagnostic and personalized instruction components of i-Ready were used with fidelity and had a direct impact on academic growth, especially among English Learners, foster youth, and students with disabilities. However, the implementation of other instructional platforms, specifically Nearpod and Art of Education, was uneven. While some teachers reported strong results with Nearpod for student engagement and formative assessment, overall usage varied significantly by site, often due to limited awareness or training. In the case of Art of Education, adoption was minimal despite being available across sites. This limited implementation reduced the overall impact of the action and revealed a need for clearer expectations, stronger site-level accountability, and embedded coaching support. To address these gaps in 2025–26, the district will increase training focused on effective integration of instructional technology tools into daily lessons. Professional development will include real-time classroom application strategies, with site leaders receiving platform usage dashboards to monitor implementation and identify coaching needs. These refinements aim to ensure full utilization of district-funded tools and maximize their potential to enhance instruction, student engagement, and academic outcomes.

### Action 1.5 – Technology Infrastructure:

This action was effective in maintaining equitable access to digital tools and ensuring reliable technology infrastructure across the district. All students continued to have access to devices and internet connectivity, enabling uninterrupted participation in online assessments, digital instructional platforms, and intervention tools. The stability of the infrastructure allowed teachers to fully implement tools such as i-Ready, contributing to measurable student gains. The district effectively maintained backend systems and device management tools throughout the year and provided ongoing support to site technology leads to address real-time issues. Teachers reported improvements in platform functionality and integration with daily instruction, and nearly all sites were confirmed ready for online testing and digital instruction cycles. While the foundational infrastructure remained strong, the district recognizes the need to move beyond access toward instructional impact. Beginning in 2025–26, infrastructure planning will be more intentionally tied to teaching and learning. Site administrators and instructional coaches will receive additional support to ensure that digital tools are not only available but also effectively embedded into lesson design and instructional routines. The focus will shift toward increasing teacher fluency with technology integration, improving real-time data use, and enhancing student engagement, ultimately supporting equity and academic acceleration across classrooms.

### Action 1.6 – Universal Pre-Kindergarten (UPK):

This action was effective in expanding access to high-quality, developmentally appropriate instruction for early learners and building a vertically aligned system of support from preschool through third grade. The district funded a .5 FTE coordinator and a .75 FTE administrative assistant to lead the planning, enrollment, and implementation of the expanded PK–3 program. Priority registration was given to Foster Youth, English Learners, socioeconomically disadvantaged students, homeless youth, and students with disabilities, ensuring that early learning access was targeted to the district’s most vulnerable populations. As a result, the district successfully enrolled 29 additional children and expanded the T4/TK classroom model, maintaining a student-to-adult ratio that supported more responsive social-emotional and academic instruction. Throughout the year, teachers and early learning teams participated in professional development aligned to CDE’s Universal Pre-Kindergarten Framework, CLASS®, the DRDP, and standards-based planning from preschool through third grade. Focus areas included SEL development (in partnership with the district’s Kimochoi curriculum), early math and STEAM integration, and creating inclusive classroom environments. Monthly PLCs allowed staff to collaborate around lesson design, classroom quality, and vertical articulation of skills across grade spans. The program also supported implementation of the “Bridge to Kindergarten” summer program and expanded access to 9-hour school days, which increased engagement and preparation among transitional kindergarten students. The district’s early learning program laid a strong foundation for long-term academic success by addressing the indicators that contributed to low performance in primary grade outcomes. Sites with expanded early learning supports also showed progress in reducing the number of students entering kindergarten with significant social-emotional and academic readiness gaps. In 2025–26, the district will continue to expand alignment between classroom environments, standards, and assessments, and will deepen collaboration between general education and early childhood teams to ensure consistency across TK–3. Additional focus will be placed on teacher training for trauma-informed practices, language development strategies for ELs, and instructional pathways for T4 students. These refinements are designed to accelerate readiness, close achievement gaps before they widen, and ensure every child starts their academic journey on solid ground.

### Action 1.7 – Ethnic Studies and UDL:

This action demonstrated meaningful progress in establishing a foundation for culturally responsive teaching and inclusive school environments. Although the full implementation of an Ethnic Studies curriculum was paused due to school consolidation efforts and staffing transitions, planning and professional development activities advanced the district’s broader equity goals. The DEI Coordinator facilitated early curriculum design planning, led professional learning on anti-bias education, and collaborated with site teams to integrate identity-affirming practices across content areas. Improvements in school climate were evident in the 2024–25 Panorama Education survey results.

Student favorability in the area of “Sense of Belonging” increased from 96% to 97%, and “Perception of Safety” rose from 92% to 96%. These gains signal that efforts to build more inclusive and responsive environments are resonating with students, particularly those from historically underserved groups. In addition, staff reported increased confidence in implementing inclusive instructional strategies following district-wide equity PD. These developments align with the district’s long-term commitment to ensure all students feel safe, seen, and valued in their learning spaces. However, chronic absenteeism and suspension data revealed areas requiring deeper structural change. Chronic absenteeism increased districtwide from 22.5% to 24.3%, with significant disparities among African American students (rising to 27.1%) and foster youth (climbing to 52%). These trends reinforce the need to accelerate engagement strategies rooted in cultural affirmation and relationship-building, core components of both Ethnic Studies and broader DEI work. On the other hand, the district did see a reduction in suspension rates for African American students and students with disabilities, suggesting that restorative practices and inclusion-focused training are beginning to influence disciplinary systems in positive ways. Looking ahead to 2025–26, the district will resume development of Ethnic Studies courses through a pilot phase embedded within middle school English Language Arts classrooms. A teacher selection and curriculum design process will be co-led by the DEI Coordinator and the teachers’ union, with input from student and community stakeholders to ensure cultural relevance and academic rigor. Implementation will include structured feedback loops, monitoring of student engagement and belonging data, and integration of DEI principles into classroom practice. These refinements will not only support compliance with future Ethnic Studies mandates but are also expected to improve connectedness, reduce chronic absenteeism through deeper student engagement, and narrow disproportionality in behavioral outcomes. The district remains committed to aligning curriculum, instruction, and climate systems with a shared vision of equity, inclusion, and justice for all learners.

#### Action 1.8 – Expanded Learning Opportunity Program (ELOP):

This action was highly effective in expanding equitable access to academic, enrichment, and whole-child development programming across ARUSD schools. Over 2,000 students participated in ELOP programs, with strong representation from foster youth (39%) and McKinney-Vento students (57%). The district prioritized registration for high-need student groups, including English Learners, socioeconomically disadvantaged students, homeless youth, and students with disabilities. Programs included academic recovery, dual language enrichment, STEAM and VAPA offerings, career readiness activities, and bridge programs designed to support student transitions, such as Bridge to Kindergarten and Bridge to Middle School. These offerings were implemented across all sites, with support from site-level staff and collaboration between counselors, case managers, and family engagement teams to ensure outreach and equitable access. A notable strength was the depth and diversity of programming, including Springboard Collaborative for early literacy, Elevate Math and Envisioners for middle-grade acceleration, and after-school and intersession opportunities that addressed both academic and social-emotional development. Despite these strong outcomes, equity gaps in participation persist in certain neighborhoods and school sites with concentrated high-need student populations. To address this, the district will implement structured referral systems and build real-time tracking tools disaggregated by student group. Counselors and liaisons will receive additional training to ensure consistent outreach, and site leaders will collaborate more directly with expanded learning providers to align ELOP programming with core academic goals, particularly in math and literacy. These refinements are part of a broader effort to reduce chronic absenteeism, improve academic engagement, and ensure that every student, especially those furthest from opportunity, can access high-quality, extended learning experiences that reinforce day-school instruction and support long-term success.

#### Action 1.9 – Social Emotional Learning (SEL) and Mental Health Services:

This action was highly effective in supporting student well-being, promoting school connectedness, and expanding access to tiered mental health and social-emotional learning (SEL) services. The goal of this action is rooted in research that shows mentally healthy students are more likely to be ready to learn, engage actively in school life, and contribute to a positive campus climate. While all students were eligible to

receive services, priority was given to foster youth, English Learners, socioeconomically disadvantaged students, and homeless youth populations disproportionately impacted by trauma and chronic absenteeism. During the 2024–25 school year, 68% of ARUSD students, over 4,800 children, were supported by school counseling services. Among these, 85% of Tier II and Tier III supports were delivered to high-need student groups. All schools had access to school-based counselors or interns, and students could receive support for one to four days per week, depending on site configuration. Tier I supports included classroom SEL lessons, wellness check-ins using the Kimochis curriculum at the TK–5 level and Sown to Grow at the middle school level, as well as conflict mediation and community-building activities. Tier II supports included small group counseling focused on emotion regulation, restorative practices, and social skills. Tier III supports provided students with direct 1:1 counseling from school-based clinicians or interns and included partnerships with external providers such as Paws to Share for therapeutic animal support. The district also advanced its systemwide coordination of services, with the SEL department overseeing delivery, managing caseloads, and facilitating cross-department collaboration. Counselors, Wellness Center staff, and the SEL director provided real-time coaching and support to schools, ensuring alignment with tiered intervention systems and crisis response protocols. Classroom teachers were equipped with embedded SEL curriculum and weekly resources that could be flexibly implemented to support the social-emotional needs of their students. Effectiveness was reflected in both student and climate data. Panorama survey results showed continued improvement in students' sense of belonging and school safety, with favorability rates reaching 97% and 96%, respectively. Suspension rates among high-need students declined, and staff reported increased confidence in addressing student behavior proactively through relationship-building and SEL integration. However, the district's chronic absenteeism rate increased from 22.5% to 24.3%, signaling the need for deeper integration between SEL services and engagement-focused outreach, especially for foster youth and homeless students, whose rates climbed to 27.1% and 52%, respectively. For 2025–26, the district will adopt a mixed-method evaluation approach to better capture student voice, measure service impact, and identify equity gaps. New evaluation tools will include feedback surveys, SEL screeners, and service tracking dashboards disaggregated by student group and site. Additionally, the SEL and Attendance teams will partner more intentionally to implement early-warning systems and joint case management to reduce absenteeism tied to wellness needs. By strengthening these systems, the district aims to reinforce protective factors, improve access to support, and ensure that every student, particularly those with the highest needs, can thrive socially, emotionally, and academically.

#### Action 1.10 – Special Education Professional Learning and Inclusion Supports:

This action was effective in improving inclusive practices and IEP team decision-making aligned to the Least Restrictive Environment (LRE). Program Specialists completed trainer certification for core special education curricula (Language! Live, TransMath, ReadWell) and supported classroom implementation through walkthroughs and coaching. Monthly department meetings and newsletters ensured consistent communication on compliance, instruction, and updated LRE guidance. Over 95% of IEP teams were trained on revised protocols emphasizing the need to document general education interventions before recommending special education placement. This resulted in increased consistency in IEP documentation and contributed to a higher percentage of students with disabilities being served in general education for 80% or more of the school day. Additionally, behavior specialists expanded Therapeutic Crisis Intervention (TCI) supports, with two staff certified as Trainers of Trainers and biweekly case review meetings improving alignment of behavior strategies. These efforts strengthened collaboration across general and special education teams, improved pre-referral practices, and helped reduce unnecessary placements in more restrictive settings. For 2025–26, the district will continue to monitor LRE data, expand inclusion-focused training, and ensure IEPs consistently reflect interventions attempted prior to placement decisions.

#### Actions 1.11, 1.12, 1.13 – English Learner Support: ELD Professional Development, ELPAC Assessment, and Biliteracy Pathway

These three actions have been highly effective in strengthening the district's instructional and assessment systems for English Learners, leading to measurable academic growth, increased language proficiency, and expanded recognition of multilingualism as an asset. Targeted

professional development was implemented at 12 school sites, engaging over 150 teachers in training focused on the ELD Standards, Framework, and Roadmap, with a strong emphasis on both designated and integrated instruction. Each site designated an ELD lead to support site-based implementation and coaching. As a result, there was a 17% increase in teachers reporting consistent use of integrated ELD strategies in their classrooms. These efforts contributed to an 11-point increase in average Distance from Standard for English Learners on the 2024 SBAC in both English Language Arts and Math, clear evidence of instructional impact. The district also made notable progress in expanding and systematizing its biliteracy pathway. LAS Links was implemented across K–8 as the primary biliteracy assessment, with updated eligibility criteria aligned to the State Seal of Biliteracy. According to 2024 data (Metric 1.20), the percentage of 5th-grade students scoring proficient or above rose from 32% to 38%, while 8th-grade proficiency increased from 66% to 68%. These gains indicate stronger instruction in both English and partner languages and a deepening integration of biliteracy into the instructional day. Staff received release time and professional development to refine curriculum, design student pathways, and review multiple eligibility measures, including LAS Links and i-Ready. Additional supports were also provided to Vietnamese dual-language programs to ensure coherence in biliteracy instruction and recognition. According to the 2024 California School Dashboard, 47.6% of English Learners are now making progress toward English language proficiency, marking a significant improvement from previous years. These outcomes reflect the district’s intentional focus on quality instruction, equitable assessment, and meaningful recognition of language diversity. In summary, these actions have proven effective in advancing the district’s goals for English Learner achievement, and they have laid a strong foundation for continued progress. Plans for 2025–26 include expanded ELD coaching, refined implementation of LAS Links, and increased site-level access to dual-language and biliteracy programming, each aligned with the district’s broader equity commitments.

#### Action 1.14 – Student Health and Chronic Absenteeism Supports:

This action had mixed results. While social-emotional and health services were consistently provided across the district, chronic absenteeism increased among several high-need student groups, indicating the need for stronger integration of wellness supports and attendance interventions. The district prioritized services for Foster Youth, English Learners, socioeconomically disadvantaged students, homeless youth, and students with disabilities. Students received access to school-based services through collaboration among counselors, SEL specialists, nurses, liaisons, and community partners. Supports included Tier I SEL lessons, small group counseling, 1:1 therapeutic sessions, home visits, and partnerships with outside agencies. Programs such as Sown to Grow, Kimochis, and Paws to Share helped address emotional regulation, behavior, and trauma responses. Despite strong infrastructure, chronic absenteeism data reveal a widening engagement gap. The districtwide chronic absenteeism rate rose from 22.5% to 24.3%. Foster Youth absenteeism increased from 38.8% to 52.1%, McKinney-Vento students rose from 43.4% to 52.0%, socioeconomically disadvantaged students rose from 25.4% to 27.7%, and students with disabilities increased from 26.9% to 29.4%. These numbers indicate that while students may feel more supported emotionally, as evidenced by 97% reporting a sense of belonging and 96% reporting feeling safe at school in the Panorama survey, external barriers continue to prevent regular school attendance. Suspension rates showed improvement, with reductions noted among African American students and students with disabilities, suggesting progress in restorative practice implementation. In response, the district will expand its multi-agency strategy to reduce chronic absenteeism in 2025–26. This includes site-level case management teams, joint tracking systems across SEL and Attendance departments, and structured referral processes for students demonstrating early attendance concerns. Additional emphasis will be placed on connecting Expanded Learning, home visits, and family liaisons to attendance recovery strategies, especially in schools serving the highest-need populations. This action established critical support structures, but the rising absenteeism trends reinforce the need for early intervention, integrated monitoring, and deeper family engagement to ensure every student is present, connected, and learning.

#### Actions 1.15, 1.16, 1.17 – Safe Campus Environment, Facility Maintenance, and Core Program Support:

These actions were effective in maintaining the essential conditions for student learning, safety, and instructional continuity. The district invested in campus safety infrastructure, including vape detectors at all middle schools, AED systems, surveillance cameras, and vandalism mitigation tools. All schools received “Good” ratings on the Facility Inspection Tool (FIT), and Panorama survey data showed 96% of students reported feeling safe at school, reinforcing the impact of visible, proactive safety measures. Routine and preventative maintenance ensured facilities remained clean, functional, and compliant with Williams Act requirements, with no major disruptions reported. General fund allocations supported districtwide delivery of ELD and core academic programs, including textbook access and instructional material distribution. These foundational investments ensured that students across all sites had access to standards-aligned curriculum and fully resourced classrooms. In 2025–26, the district will continue to monitor facility conditions, safety trends, and program alignment to LCAP priorities and Dashboard performance data to guide resource allocation and maintain high-quality learning environments.

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.

As a result of a comprehensive implementation review, outcome data analysis, and stakeholder feedback from the 2024–25 school year, the district has made several strategic refinements under Goal 1 for the 2025–26 school year. While the overarching goal remains unchanged to promote equitable and inclusive conditions of learning, there are no changes to the planned actions. Instead, the district is now moving into the next phase of implementation, prioritizing the delivery, coherence, and effectiveness of these actions to ensure fidelity and measurable impact. Adjustments to associated metrics and implementation strategies reflect a stronger emphasis on sustainability and deeper alignment with California School Dashboard equity indicators.

A key component of this refinement is the development and implementation of Universal Course Expectations, which will include alignment to state standards, clearly defined grade-level course expectations, and common assessments. These expectations, collaboratively developed by grade-level teams, will establish a districtwide academic foundation that ensures instructional consistency and equitable access to rigorous content across all classrooms. This work is designed to accelerate learning and close achievement gaps, particularly for historically underserved student groups. The development of Universal Course Expectations will also serve as the cornerstone of a Core Instruction Framework that guides unit planning, daily instruction, formative assessment, and intervention. Professional development in 2025–26 will focus on building educator capacity to implement these expectations with fidelity, develop a shared understanding of proficiency, and strengthen progress monitoring systems.

The most significant shift in delivery is the transition from a specialist-led intervention model to a classroom-embedded system of differentiated instruction. Although intervention specialists were highly effective, completing over 1,900 intervention cycles and producing measurable academic gains in ELA and Math, budget constraints necessitate a reallocation of resources. Beginning in 2025–26, the district will emphasize teacher-led small group instruction supported by professional development in standards alignment, formative assessment, and real-time data use. One intervention specialist will be retained to support newcomer students, but all other support will be embedded within Tier I instruction. This change institutionalizes effective intervention practices across all classrooms and reduces reliance on externally staffed models.

Building on this instructional alignment effort, professional development will be expanded and differentiated to directly support the implementation of Universal Course Expectations and address the equity gaps identified in Dashboard performance data. As teachers

implement the newly defined learning targets and grade-level expectations, training will focus on culturally responsive pedagogy, inclusive behavior practices, and targeted supports for key student groups, including African American, Hispanic, English Learners, students with disabilities, foster youth, and McKinney-Vento students. Professional learning will be delivered through a combination of district-led workshops, co-designed sessions with external partners, and dedicated release time for collaborative planning and instructional refinement.

While no changes have been made to the planned metric or long-term target for Metric 1.3, the timeline for implementing the associated action has been adjusted based on reflection and alignment with broader instructional initiatives. Originally scheduled for development in 2024–25, the Classroom Implementation Tool, which will measure alignment with the Positive Conditions of Learning Standards, will now be created in the 2025–26 school year. This shift allows the tool to be developed in conjunction with the district’s Universal Course Expectations, ensuring coherence in instructional practice, consistency across classrooms, and a more meaningful baseline for monitoring progress.

In addition, the Ethnic Studies pilot, which is directly tied to this metric, was paused during the 2024–25 school year due to school consolidations but will resume in 2025–26. The DEI Coordinator will co-lead curriculum development and teacher selection in collaboration with the Teachers Association. Initial implementation will take place in middle school English Language Arts classrooms, with embedded feedback loops to inform future scaling. The Classroom Implementation Tool will also be used to monitor implementation of Ethnic Studies content and instructional practices, ensuring alignment with the Positive Conditions of Learning Standards. This initiative supports the district’s inclusive curriculum goals and is a key strategy to increase student engagement, foster belonging, and address chronic absenteeism among historically underserved groups.

Refinements to the district’s English Language Development (ELD) and biliteracy programming will continue based on strong 2024–25 outcomes. With 47.6% of English Learners making progress toward English proficiency, as reported on the 2024 California School Dashboard, the district will expand coaching support for both designated and integrated ELD instruction. Professional development will remain aligned to the ELD Framework and Roadmap, with a focus on practical strategies and site-based implementation. Biliteracy pathways will also be strengthened through the continued use of LAS Links and year-end assessments to determine Seal of Biliteracy eligibility, ensuring multiple reliable measures of readiness. Tailored support will continue for Dual Language Immersion programs (Vietnamese and Spanish) to ensure alignment, fidelity, and strong outcomes for multilingual learners.

Metric 1.12 – Professional Development Tool - While we originally planned to establish a new baseline for Positive Conditions of Learning using the professional development survey, we were unable to include this component due to the timing and focus of the Baseline System study conducted during the April and May of 204/2025 school year. As a result, we will revisit the addition of this metric in a future cycle.

The 2024–25 school year marked our first year implementing iReady as a districtwide diagnostic and progress monitoring tool. As a result, Metric 1.18 did not have an established baseline or consistent growth targets. The new baseline was established during the 2024/25 school year.

Expanded Learning Opportunity Programs (ELOP) will continue at all school sites and will expand to include before-school programming in addition to after-school and intersession offerings. During the 2024–25 school year, over 2,000 students participated in ELOP, including 39% of foster youth and 57% of McKinney-Vento students. However, participation varied across neighborhoods. To improve reach and impact, the district will implement real-time enrollment dashboards disaggregated by student group, structured referral systems, and stronger alignment

between ELOP activities and core instruction. Site leaders, counselors, and family liaisons will receive additional training to increase outreach in underserved communities, and ELOP providers will work closely with instructional teams to reinforce classroom learning.

To ensure continuous improvement, the district will implement mixed-method evaluation systems across major initiatives such as ELOP, SEL, and ELD. These systems will integrate academic and attendance data with input from students, families, and staff, allowing for more responsive and real-time progress monitoring. This approach will enable both site and district teams to adjust strategies proactively, ensuring that supports remain targeted, equitable, and effective.

In summary, while no changes have been made to the planned actions under Goal 1, the district is deepening implementation and strengthening delivery systems to ensure meaningful progress. These refinements reflect a sustained commitment to instructional coherence, equitable access to high-quality instruction, and systemic supports that close opportunity and achievement gaps. Goal 1 for 2025–26 will emphasize alignment, intentional delivery, and fidelity as drivers of improved learning conditions and academic outcomes for all students.

**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	Targeted support services and programming -school sites	Costs related to recruitment and retention of high quality staff Recognition of staff Additional stipends for retention of staff Professional Development for support staff	\$2,943,939.00	Yes
1.2	Recruit, retain, develop and celebrate employees	To increase and improve services for unduplicated students with supplemental materials and services that support the core program. Funds will support AVID programming, tutoring/Intervention programs, materials and training for site based dual language programs, site-based enrichment, academic field trips, parent/family engagement, technology and other activities that address the "red" California Dashboard indicators for the site. Maintain lower student:teacher ratio in order to provide rigorous instruction in all classrooms	\$7,575,164.15	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
1.3	Professional development and support to ensure high quality instruction	<p>Provide teachers and administrators professional development to deliver high quality instruction including the training that supports the implementation of board adopted curriculum (i.e., service contracts/conferences / trainings / workshop fees, registration and travel costs).</p> <p>Hire mentors and provide programming to support new teachers and administrators</p> <p>Lead monthly Professional Learning Communities for teachers in years one through three with an emphasis on improving outcomes for students in special education by honing best practices in case management, instruction, formative assessment, and IEP creation</p> <p>.75 FTE to coordinate textbook/material that supports classroom instruction and cost of Librarian of Record (SCCOE)</p> <p>1.0 FTE Coordinator to plan, manage ,train and implement ARUSD Ethnic Studies program</p> <p>Release time and/or extended duty to attend professional development</p> <p>Additional PD days to continue development of highly qualified staff</p> <p>Institute PLC structure for instructional teams focused on collaboration, professional growth and continuous evaluation and improvement</p> <p>Special Education teachers and support staff receive ongoing training around specific student learning needs</p>	\$2,997,967.07	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide anti-bias, anti-racist and culturally responsive teaching training that addresses the equity gap of our student groups in "red" (African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged)</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
<b>1.4</b>	Supplemental Educational Programs and Platforms	<p>Adopt a new student assessment and personalized instructional platform that provides a universal screener, diagnostic benchmarks, progress monitoring and individualized learning pathway for students</p> <p>Educational technology programs and platforms that support core subject areas and provide formative assessments</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>	\$378,000.00	Yes
<b>1.5</b>	Tech Support for Instructional Programming	<p>Costs related to Tech Support (i.e. licensing agreements, materials, supplies and support staff)</p> <p>Maintenance and upgrade of student and staff devices and related technology</p>	\$1,094,576.07	Yes
<b>1.6</b>	UPK (expanded PK - 3) Program	<p>.5 Coordinator to plan, manage, develop and implement ARUSD UPK (expanded PK -3) program (adjust title)</p> <p>.75 FTE Administrative Assistant to support ARUSD UPK (expanded PK - 3) program</p>	\$1,108,235.09	No

Action #	Title	Description	Total Funds	Contributing
		<p>Provide materials and supplies related to the implementation of the UPK (expanded PK -3) program</p> <p>Prioritize registration for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD).</p> <p>Provide services to T4 students until they become school age</p> <p>Create a vertical alignment of developmentally appropriate practice and standards aligned instruction and programming for Preschool through third grade.</p> <p>Develop a well prepared PK through 3rd grade workforce with ongoing professional development and professional learning communities (PLCs)</p> <p>Offer expanded learning opportunities (Bridge to Kindergarten summer program and high quality before and after school programs). Expand opportunities for a 9 hour day</p> <p>Increase adult-to-child ratios to best support responsive socio-emotional and academic instruction (classroom paraprofessional in each T4/TK classroom)</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
1.7	Implementation of Ethnic Studies	<p>Materials and supplies related to the implementation of the Ethnic Studies program</p> <p>In order to make sure that the Ethnic Studies curriculum designed is accessible to all students, we will train every Ethnic Studies teacher and lesson designer in Universal Design for Learning (UDL).</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Build sustainability through Trainer of Trainers model and Community of Practice to support learning and implementation</p> <p>Create Professional Learning Community (PLC) that consists of training, curriculum design and collaboration</p> <p>Hold monthly Community of Practice (COP) that consists of training and curriculum development</p> <p>Participate in additional Ethnic Studies networks to align best practices county and statewide.</p>		
1.8	Expanded Learning Programming	<p>Provide Expanded Learning Programs at all school sites. Prioritize registration for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD).</p> <p>Enrichment Programs</p> <p>Summer and Intersession Programs (i.e. Academic, Enrichment, Camps, VAPA programs, STEAM programs, Jazz and Mariachi programs)</p> <p>Summer bridge programs to support the transition to school (i.e. Bridge to Kindergarten, Bridge to Middle School)</p> <p>After School Sports Program</p> <p>MESA</p> <p>Homework/Tutoring Centers</p> <p>After School Intervention programs</p> <p>Additional staff costs related to providing Expanded Learning Programs (i.e. custodial, CNS, administrative, health assistants, etc.)</p>	\$11,982,933.02	No

Action #	Title	Description	Total Funds	Contributing
		Monthly opportunities for professional development for Expanded Learning professionals on program implementation and research-based differentiation techniques aimed at optimizing student learning time in special education		
<b>1.9</b>	Positive School Climate and Culture	<p>Administrative oversight for the department of Mental Health and Social Emotional Learning (i.e. Director, Coordinator, Administrative Assistant)</p> <p>Counselor and intern support at all school sites. Prioritize services for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD).</p> <p>Social Emotional learning support for students, families and staff (Tier 1 support)</p> <p>Alignment and implementation of SEL curriculum (Tier 1 support)</p> <p>Delivery and facilitation of professional development for staff</p> <p>Development and implementation of Crisis Response Plan and Team (Tier 1 support)</p> <p>Implementation and alignment of restorative practices for students, families and staff (Tier 1 support)</p>	\$1,989,649.07	Yes
<b>1.10</b>	Special Services for students	<p>Provide a free and appropriate public education for each student with an individualized education plan in the least restrictive environment available.</p> <p>Maintain the district-adopted ELA and math initiatives, including Sunday Reading System, Steps to Advance, Read Well, Language! Live, Read Well, Transmath, and Unique Learning System; moreover, include Language 4E into our 4-5 Special Day Classes</p>	\$32,910,961.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Engage a Language!/Read Well/Transmath consultant to do monthly walkthroughs of classrooms in order to support and help with data collecting and analysis for the goal of implementing the program effectively.</p> <p>Professional development for Program Specialists to further support classroom curricula-Read Well, Language! Live, and TransMath Trainer of Trainer</p> <p>Monthly staff meetings for special education to go over compliance updates and provide chances for professional growth. Special education teachers in Preschool, TK, and Kinder participate in monthly training with the learning department to align practices with general education teachers across the district.</p> <p>Maintain a monthly Special Education newsletter and department website so that all employees are informed of the most recent professional development opportunities, suggested behavior strategies, curriculum revisions, and compliance activities.</p> <p>Monthly Professional Learning Communities with an emphasis on improving outcomes for students in special education by honing best practices in case management, instruction, formative assessment, and IEP creation for teachers in years one through three.</p> <p>Supervision by district and school administrators to guarantee that when placing students with disabilities outside of the general education program, IEP teams take the least restrictive environment (LRE) into account.</p> <p>Expand the availability of behavior specialists. To provide staff training and certification in Therapeutic Crisis Intervention (TCI), the district behavior specialist took part in Cornell University's TCI Certificate Program. Organize team meetings for behavior specialists every two weeks to exchange and coordinate best practices</p>		

Action #	Title	Description	Total Funds	Contributing
		*This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
1.11	Supplemental Support for English Language Development	<p>Provide professional development opportunities for teachers and administrators for English Language Development of ELD Standards/Framework/Roadmap/Designated and Integrated ELD, Differentiation strategies/state adopted programs/Practitioners Guide for Educating English Learners with Disabilities (i.e. substitute costs, service contracts, conferences, trainings, workshop fees, registration and travel costs)</p> <p>Provide professional development for special education teachers and service providers specific to supporting English Learners with disabilities including understanding and applying IEP processes for EL state assessments.</p> <p>Understanding and applying accommodations, designated supports and universal tools.</p> <p>Provide parent workshops on strategies to support their student's second language acquisition.</p> <p>Provide expanded language acquisition opportunities through clubs, workshops, intersession programs, etc.</p> <p>Targeted support for Long Term English Learners</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>	\$21,413.96	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Support for English Language Proficiency Assessment to provide designated EL support	<p>Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window and interim assessments</p> <p>ELPAC testers collaborate with ELD Coordinator and other Academic Services administrators for testing coordination and other support</p> <p>Support testing administration requirements for all students classified as English learners particularly students with disabilities that are also identified as English learners (student test settings), schedule and test all English learners</p> <p>Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.</p>	\$177,263.36	No
1.13	Biliteracy Pathway Opportunities	<p>Provide opportunities for students to participate in biliteracy programs, develop their home language and/or meet criteria for biliteracy attainment</p> <p>Student assessment and learning platforms that support growth in biliteracy</p> <p>Costs related to professional development, program and curriculum planning (i.e. workshops and conferences)</p>	\$131,858.08	Yes
1.14	Support Services for Students	<p>All school sites receive services that provide an extra layer of support with student health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional materials to all students. These additional services allow our FY, EL and SED students extra support during the school day with specialized supports.</p> <p>Provide additional health support to schools (i.e., LVNs, RNs, contracted nursing agencies)</p> <p>Additional extended hours will be provided to support the special health needs of students, special events and programs</p>	\$4,923,283.94	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>School office assistants at every site provide support with improving rate of chronic absenteeism</p> <p>Maintain additional bus driver positions to support district-wide programs (i.e., field trips, extended learning programs, parent trainings, bus monitoring and tracking software)</p> <p>Transportation services including bus monitors to support student safety during transportation of students with disabilities (SPED)</p> <p>Library Technician- centralized support</p> <p>Additional custodial support</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
<b>1.15</b>	Maintaining a Safe School Environment	Resources, materials and services that promote and maintain a physically safe school environment for all (i.e. security cameras and monitoring at school sites, VAPE detectors, safety flags, campus patrol, AED service and vandalism remediation)	\$259,900.00	No
<b>1.16</b>	Routine Restricted Maintenance Repair	Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	\$4,722,633.00	No
<b>1.17</b>	Core Program Support	General fund allocation to provide the conditions of learning that support quality programming for all students in our district including Core subject areas and ELD programming.	\$64,018,425.70	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create and implement a Multi-Tiered System of Support (MTSS) across the district that ensures the well-being of staff, students, and their families. This asset-based approach will allow all members of the Alum Rock community appropriate access to tiered academic, behavioral, and social-emotional support.	Broad Goal

**State Priorities addressed by this goal.**

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

Our needs assessment highlighted the need for comprehensive and cohesive systems of support to maximize student success including strategies to increase student academic achievement, English Learner progress, attendance, suspension rates, and the prevention of inequitable practices. This goal was created to address the need to create systems maps, resources that align, and system protocols to ensure all students are getting the best educational experience possible.

During the needs assessment work, we looked at student groups and systems data that identified the need to create a strong MTSS structure for our students. These data points included Panorama surveys, suspension data, referrals to special education, newcomer, English Learner, Homeless, and Foster Youth student data.

The Spring 2024 Panorama survey showed that 37% of our elementary and 38% of our middle school students did not rate favorably for feeling safe at school. Additionally, 26% of elementary and 41% of our middle school students did not rate favorably for having a sense of belonging to their school. This data showed us that more systems need to be reinforced and created to support students' sense of a safe and welcoming school environment.

While suspensions have decreased overall in the last two years, we still see student groups being suspended and/or given referrals to the office disproportionately across the district. On the California Dashboard, the student performance level for the suspension indicator for our African American student population is rated “red.” In addition, the student performance level for the suspension indicator for homeless, two or more races, Pacific Islanders, and students with disabilities is rated “Orange.” During the 2023/2024 school year, 742 student behavior incidents were reported that resulted in a referral or suspension. Of the 742 incidents, 86.4% were reported on Hispanic or Latino students, while 11.19% were reported on Asian, 2.83 on two or more races, 2.02% on Filipino, 1.75 black or African American, and 1.21 Native Hawaiian or Pacific Islander.

When we looked at attendance, year-to-date for the 2023/2024 school year, 22.5% of our students are chronically absent, which was a 1% increase from the 2022/2023 school year. In 2022/2023, the California Dashboard shows that our chronic absenteeism rate was 21.5%,

which was an increase of 12.3% from the previous year. While we have been focusing on attendance strategies and teams through our differentiated assistance work, we recognize that systems need to be strengthened to address the immediate need, since this number continues to rise.

During the 2023/2024 school year, we had 453 newcomer students, which was an increase from 342 during the 2022/2023 school year. This increase demonstrates the need to incorporate systems to support newly enrolled students and support the families of our newcomer students. Additionally, during the 2022/2023 school year, the California Dashboard shows that we had 2,368 English Learners of which 40.9% made progress towards English proficiency. This was a decline of 7.4% making progress from the 2021/2022 school year.

Our unduplicated pupil numbers have also seen an increase, illustrating the need to focus on systems of support for these student populations. For example, in the 2022/2023 school year, the number of students who are in foster care have grown from 39 students in 2022/2023 to 55 students in 2023/2024. Similarly, we had 134 students reporting as homeless in 2022/2023 and it has grown to 253 students.

In the 2023/2024 school year, we had 346 students referred to special services, and out of those, 275 students qualified for special services and 71 did not qualify. Currently, 15% of our students are eligible for special services in our district.

Developing a goal to implement a districtwide multi-tiered system of supports (MTSS) will allow staff to focus on equity and ensuring that systems are structured and in place to meet the diverse needs of our population and mitigate the growing demographic disparities.

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff has developed Appendix A as a way to organize the actions and services by school, student group and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC results for 3rd grade students	According to the Spring 2023 SBAC data, the following are the overall student results for 3rd grade ELA:  21.73% of 3rd grade students met or	According to the Spring 2024 SBAC Data, the following are the overall student results for 3rd-grade ELA:  25.62% of 3rd grade students		Based on Spring 2026 SBAC data, ARUSD will see the following growth in overall student results for 3rd grade ELA:	3.89% (25.63%) increase in students meeting/exceeding grade level standards on overall 3rd grade SBAC ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Exceeded Standard for SBAC ELA	met or exceeded the standard for SBAC ELA, an increase of 3.89% of students meeting or exceeding the standard.  We are on track to meet or exceed the goal of 26.73% by Spring of 2026."		a 5% increase (26.73 %) in students meeting/exceeding grade level standards in 3rd grade SBAC ELA	
2.2	Student Panorama Survey	On the Spring 2024 Panorama Survey, 79% of 3rd grade students responded favorably to "Climate of Support for Academic Learning"	In Spring 2025, 70% of 3rd-grade students responded favorably to "Climate of Support for Academic Learning."		By Spring 2027, 83% or higher of 3rd grade students will respond favorably to "Climate of Support for Academic Learning" on the Spring Panorama Survey	9% decrease
2.3	Tiered Services Satisfaction Survey data	Staff will collaborate on the development of the Tiered Services Satisfaction Survey for students, parents, and staff. Baseline will be established in the 2024/2025 school year	The Tiered Services Satisfaction Survey for Action 2.4 was initially planned for the 2024–2025 school year but has been postponed to 2025–2026 to allow for the refinement of		By June 2027, 75% of respondents will respond favorably to the Tiered Services Satisfaction Survey.	Baseline will be established during the 2025/26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tiered Services definitions, alignment with revised MTSS structures, and development of a more targeted feedback tool based on evolving site-level implementation practices.			
2.4	ELPAC growth	Baseline for Newcomers will be established in 24/25 school year	Baseline data is being established during the 2024–2025 school year; no year-over-year differences will be available until Fall 2025 when the baseline is finalized.		Based on the 2026 ELPAC results, 60% of Newcomers will grow 1 band or more on the ELPAC	Baseline will be established during the 2025/26 school year.
2.5	SBAC results	<p>According to the Spring 2023 SBAC data, the following are the overall student results for:</p> <p>Homeless Students:            ELA: 8.25% met or exceeded            Math: 3.9% met or exceeded</p> <p>Foster Youth: no data available due to size of group</p>	<p>According to the Spring 2024 SBAC data, the following are the overall student results for:</p> <p>Homeless Students:            ELA: 11.54% met or exceeded            Math: 5.41% met or exceeded</p>		<p>Based on Spring 2026 SBAC results, ARUSD will see the following growth in overall student results for:</p> <p>Homeless Students:            ELA: 25% meet/exceed            Math: 20% meet/exceed</p>	<p>Since Spring of 2023 to Spring of 2024 SBAC</p> <p>Homeless Students:            ELA: increased 3.29% who met or exceeded standard            Math: increase 1.51% who met or exceeded standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners: ELA: 5.97% met or exceeded Math: 7.59% met or exceeded</p> <p>Socioeconomically Disadvantaged Youth: ELA: 20.86% met or exceeded Math: 15.47% met or exceeded</p> <p>Students with Special Needs: ELA: 15.75% met or exceeded Math: 12.26% met or exceeded</p>	<p>Foster Youth: no data available due to size of group</p> <p>English Learners: ELA: 6.31% met or exceeded Math: 7.55% met or exceeded</p> <p>Socioeconomically Disadvantaged Youth: ELA: 23.49% met or exceeded Math: 16.7% met or exceeded</p> <p>Students with Special Needs: ELA: 5.17% met or exceeded Math: 6.59% met or exceeded</p>		<p>Foster Youth: ELA: 25% meet/exceed Math: 20% meet/exceed</p> <p>English Learners: ELA: 20% meet/exceed Math: 25% meet/exceed</p> <p>Socioeconomically Disadvantaged Youth: ELA: 35% meet/exceed Math: 30% meet/exceed</p> <p>Students with Special Needs: ELA: 30% meet/exceed Math: 30% meet/exceed</p>	<p>Foster Youth: no data available due to size of group</p> <p>English Learners: ELA: increased 0.34% who met or exceeded standard Math: decreased 0.04% who met or exceeded standard</p> <p>Socioeconomically Disadvantaged Youth: ELA: increased 2.63% who met or exceeded standard Math: increased 1.23% who met or exceeded standard</p> <p>Students with Special Needs: ELA: decreased 10.58% who met or exceeded standard Math: decreased 5.67% who met or exceeded standard</p>
2.6	iReady results	This is a new assessment platform. Baseline Fall 2024	N/A		By June 2027, 60% of all K-8th students are meeting their	No Difference - Baseline was set during the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Baseline - % of students meeting their Stretch Growth Goals in i-Ready</p> <p>ELA Homeless Students: 8% Foster Youth: 9% English Learners: 7% Socioeconomically Disadvantaged Youth: 10% Students with Disabilities: 9%</p> <p>Math Homeless Students:7% Foster Youth:8% English Learners: 6% Socioeconomically Disadvantaged Youth: 7% Students with Disabilities: 7%</p>			stretch growth goals in i-Ready ELA and i-Ready Math	2024/2025 school year.
2.7	Dashboard Data on Chronic Absenteeism	<p>According to the 2023 California Dashboard, 22.5% 1,721/7,650 of students overall are chronically absent. Homeless students: 42% Foster Youth: 22% English Learners: 22%</p>	<p>According to the 2024 CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023.</p> <p>Homeless: 43.6% Foster Youth: 52%</p>		<p>According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13% Homeless students: 29% Foster Students: 9%</p>	<p>All Students +1.8% Homeless - +1.6% Foster Youth - +30% English Learners - +1.6% Socioeconomically Disadvantaged +2.9% Students with Disabilities - +2.5%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Youth: 24% Students with Disabilities: 31% Hispanic/Latino: 24% Pacific Islander: 37% African American: 32%	English Learners: 23.6% Socioeconomically Disadvantaged Youth: 26.9% Students with Disabilities: 33.5% Hispanic/Latino: 26.9% Pacific Islander: 39.1% African American: 27.1%		English Learners: 9% Socioeconomically Disadvantaged Youth: 11% Students with Disabilities: 18% Hispanic/Latino: 11% Pacific Islander: 24% African American: 19%	Hispanic/Latino - +2.9% Pacific Islander - 2.1% African American - -4.9%
2.8	SST Process and Documentation	During the 2023/2024 school year, 15% of students had an IEP	During the 2024/2025 school year, 16.9% of students had an IEP		By June 2027, the number of students with an IEP will drop to 12% or less districtwide	1.9% Increase
2.9	Parent Panorama Data	On the 2023/2024 Spring survey, the favorability rate for all parents was:  Sense of Belonging- 96% *Staff takes my concerns seriously - 94% *School staff responds to my child's needs- 95% *My child's background is valued at this school- 97%	On the 2024/2025 Spring survey, the favorability rate for all parents was:  Sense of Belonging- 97% *Staff takes my concerns seriously - 96% *School staff responds to my child's needs- 95% *My child's background is valued at this school- 98%		By Spring 2027, the favorability rate for all parents will show the following improvement:  Sense of Belonging- 97% *Staff takes my concerns seriously - 95% *School staff responds to my child's needs- 96% *My child's background is	Sense of Belonging increased by 1%  Staff takes my concerns seriously, increased by 2%  School staff responds to my child's needs - No Difference  My child's background is valued at this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					valued at this school-98%	school, increased by 1%
2.10	Professional Development	For the 2023/2024 school year, 53% of staff surveyed responded favorably that professional development supported their understanding of and work with tiered systems of support	For the 2024/2025 school year, 68.8% of staff surveyed responded favorably that professional development supported their understanding of and work with tiered systems of support		By June 2027, 70% of participants will respond that the specific professional development supported their understanding of and work with tiered systems of support	Increase of 15.8%
2.11	Participation rates for ELs and FY in ASES and summer programs	Based on June 2024 enrollment records,  21% of FY students attended summer school/enrichment programs  28% of EL students attended summer school/enrichment programs	Based on the May 2025 enrollment records,  25% of Foster Youth are enrolled in summer school/enrichment programs 20% of EL students are enrolled in summer school/enrichment programs		Based on June 2027 enrollment records,  30% of FY students will attend summer school/enrichment programs  35% of EL students will attend summer school/enrichment programs	Foster Youth: 5% increase English Learner: 8% decrease

## 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.

During the 2024–25 school year, Alum Rock Union School District (ARUSD) made significant strides in implementing Goal 2, which focuses on the creation and expansion of a district-wide Multi-Tiered System of Support (MTSS) framework to address academic, behavioral, and social-emotional needs. The district approached implementation through four major actions, each tailored to support key student populations and reinforce systemic capacity to deliver equitable, tiered services.

Under Action 2.1 (UPK/PK-3 Expanded Access), the district successfully created inclusive preschool to third-grade environments. A substantive adjustment was made to serve students with IEPs who had met their goals and were thus ineligible for extended school year (ESY) services. These students were instead enrolled in general education Bridge to Kindergarten (B2K) classrooms with enhanced support provided by State and Federal-funded Behavior Technicians. This unanticipated but strategic adaptation ensured continuity of services and family satisfaction, while also modeling inclusive early learning. Additionally, the district expanded developmental screenings and referrals through coordination with Santa Clara County behavioral health agencies.

Action 2.2 (Social-Emotional Learning and Wellness Infrastructure) saw the successful launch and operation of six Wellness Centers across the district. These centers provided tiered support to over 4,500 students by April 2025. Students benefited from Tier I services such as SEL lessons, mindfulness exercises, and support animal visits, as well as Tier II and III interventions, including small groups, crisis assessments, and individual regulation sessions. A notable challenge was the delayed rollout of the CARE Teams, originally planned for this year, which are now set to launch in Spring 2025. Despite this, the wellness infrastructure demonstrated strong student engagement and provided foundational support for future expansion of mental wellness services.

Action 2.3 (Support for Long-Term English Learners and Newcomers) focused on providing targeted interventions through specialists and the assignment of a dedicated TOSA. While most planned components, including winter ELD institutes, teacher training, and provision of supplemental materials, were successfully implemented, the development of a formalized newcomer intake process was not completed as scheduled. This remains a gap in the onboarding and support infrastructure for newly arrived students, highlighting an area for further system alignment in the upcoming year.

Action 2.4 (Supplemental Services for Designated Student Populations) supported over 4,180 students, 94% of whom were identified as unduplicated through counseling, case management, and access to expanded learning and basic needs resources. Services were provided through a coordinated effort between Student Services, SEL, and State and Federal Programs. However, the absence of a centralized tracking system limited the district's ability to monitor service participation and intervene in real time when students disengaged. In response, the district plans to implement a new data system and more intentional outreach strategies in the coming year, including leveraging community liaisons and strengthening trauma-informed practices across departments.

Across all actions, the district demonstrated adaptability in addressing emerging needs and refining implementation based on real-time data and stakeholder feedback. While some components, such as the CARE Team and Newcomer intake process, experienced delays, the overall effort marked a significant step toward institutionalizing a coherent, equity-driven MTSS framework districtwide. These efforts were

also supported by professional development aligned to MTSS principles, leading to a 15.8% increase in staff reporting that PD supported their understanding and application of tiered supports. This foundational work sets the stage for expanded system coherence and deeper impact in 2025–26.

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

For Goal 2, which focuses on implementing a Multi-Tiered System of Support (MTSS) to ensure students' academic, behavioral, and social-emotional needs are met, there were several material differences between budgeted and estimated actual expenditures. These differences were shaped by implementation adjustments, staffing availability, and capacity constraints. While the overall direction and equity focus of the goal were maintained, shifts in spending reflect both emerging needs and operational realities experienced during the 2024–25 school year.

One of the most substantial differences occurred under Action 2.1 (UPK/Expanded PK–3 MTSS Integration), where no funds were expended despite a \$30,000 budget allocation. This variance was the result of a late-year shift in program prioritization and the district's decision to repurpose existing early education resources to support inclusive summer learning. While the action was carried out through programmatic strategies, such as assigning Behavior Technicians to Bridge to Kindergarten classrooms and using ASQs for developmental screening, the funds were ultimately not drawn down, illustrating that implementation was supported through alternative fiscal avenues.

Action 2.2 (Positive School Culture: Wellness, Counseling, and SEL) was also significantly underspent, with actual expenditures totaling \$1.91 million compared to a planned \$5.21 million. This discrepancy was due in large part to staffing shortages in wellness and mental health positions. Several counselor and therapist roles remained unfilled throughout the year, despite strong demand for Tier I and II supports. Additionally, some contracted providers were unable to deliver the full scope of services due to scheduling conflicts and site-level constraints. Despite the funding gap, the implementation of this action yielded meaningful outcomes. Six Wellness Centers were launched across the district, serving over 4,500 students, and providing counseling services to 57% of all students, 94% of whom were unduplicated pupils. The underspending, therefore, reflects capacity limitations, not a lack of effort or strategic alignment.

Action 2.3 (Support for Long-Term English Learners and Newcomers) was planned at \$578,038.91 and ended the year at \$510,225.46. This modest underspending was attributed to a delay in onboarding key bilingual intervention personnel and reduced costs in supplemental materials. Nonetheless, the action was implemented with fidelity through newcomer pathway development, LTEL monitoring, and targeted professional development for designated staff.

Action 2.4 (Supplemental Services and Intervention for Designated Student Populations) had a smaller variance, with \$1.13 million budgeted and \$1.05 million expended. The difference was largely tied to variations in after-school intervention schedules and underutilization of online intervention platforms at certain school sites. In some cases, schools opted for in-person small-group support instead of online programs, leading to a redistribution of services within the same funding category.

Across Goal 2, while some contributing actions were impacted by staffing vacancies or delayed start-up timelines, the overall vision of an integrated, equity-driven MTSS system remained intact. The district adapted to implementation constraints by leveraging existing personnel, refining program delivery methods, and prioritizing the highest-need students when access was limited. The estimated actual percentage of

improved services was slightly below the planned percentage for some student groups, particularly foster youth and students with disabilities, due to the missed opportunity in fully deploying SEL and mental health supports. However, the district's strong foundational work, such as establishing Wellness Centers and improving early intervention systems, provides momentum for scaling up efforts in 2025–26.

In summary, material differences between budgeted and actual expenditures under Goal 2 reflect a combination of practical challenges and strategic adaptations. The district remains committed to expanding access to multi-tiered supports, with lessons learned in staffing, program uptake, and service delivery directly informing refinements in the upcoming cycle.

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

During the 2024–25 school year, Alum Rock Union School District made substantial progress toward Goal 2: implementing a Multi-Tiered System of Support (MTSS) that ensures the well-being of students, staff, and families through coordinated academic, behavioral, and social-emotional supports. The goal was advanced through four key actions, each addressing critical components of an equity-based, tiered support system.

Action 2.1, focused on early identification and intervention through the expansion of inclusive environments in preschool through third grade, was effective in building a foundational P–3 Multi-Tiered System of Support (MTSS). The district successfully placed eight preschool students with Individualized Education Programs (IEPs) who no longer qualified for Extended School Year (ESY) services into general education Bridge to Kindergarten classrooms. These students received direct behavioral support from State and Federal-funded Behavior Technicians (BTs), ensuring continuity of care and promoting inclusion. In coordination with Somos Mayfair, the Early Learning team also conducted Ages and Stages Questionnaire (ASQ) screenings for children aged 0–6. Of the nine families referred for additional evaluation, five were connected with Santa Clara County's KidConnection Behavioral Health Services, enhancing access to early intervention. Academic outcome data from iReady further supports the effectiveness of this action: from Fall 2024 to Winter 2025, the percentage of students performing on or above grade level in reading increased from 16% to 24% overall (+8%), with notable student group gains for Hispanic/Latino students (+6%), English Learners (+6.7%), and Socioeconomically Disadvantaged students (+8%). Math proficiency improved from 8% to 17% overall (+9%), including a +7% increase for Hispanic/Latino students and +6% for English Learners. These gains illustrate early academic progress that aligns with MTSS implementation at the foundational level. In terms of school climate, the Spring 2025 Panorama survey showed a favorable 97% parent rating for "sense of belonging" (up from 96%) and a 1% increase in the perception that "my child's background is valued at this school." However, the percentage of students with an IEP increased from 15% to 16.9%, signaling a continued need to refine Tier 1 and Tier 2 supports to mitigate overidentification and better meet students' needs within general education settings.

Action 2.2 established districtwide Wellness Centers and social-emotional learning (SEL) infrastructure that proved highly effective in supporting student well-being and advancing tiered systems of care. By April 2025, the six Wellness Centers had logged 4,511 student visits, offering a range of supports across Tiers I, II, and III. Specifically, 2,272 students participated in weekly SEL check-ins through Sown to Grow, which generated 12 follow-up interventions based on concerning responses. In addition, 1,374 students engaged in therapeutic support dog sessions through Paws to Share, 1,220 students received guided tours of regulation stations, and 42 students accessed the centers as self-directed drop-ins. Tier II small-group sessions reached 160 students with topics such as restorative practices and stress management, while 29 students received Tier III one-on-one therapeutic check-ins or crisis response support. Despite these successes, the launch of CARE Teams, designed to coordinate Tier II and III case management, was delayed and is now scheduled for Spring 2025. In the

interim, the SEL department provided extensive professional development, contributing to a 15.8 percentage point increase in staff reporting that PD supported their understanding of MTSS (rising from 53% in 2023–24 to 68.8% in 2024–25). Family engagement data was also strong: the Spring 2025 Panorama survey showed 97% of parents reported a favorable “sense of belonging,” 96% felt that staff responded to their concerns, and 95% believed their child’s background was valued at school. However, the percentage of 3rd-grade students reporting a favorable academic climate declined from 79% in 2024 to 70% in 2025, indicating the need to strengthen Tier I classroom SEL practices. Overall, this action laid a strong foundation for wellness-centered MTSS, while also identifying key areas for continued improvement.

Action 2.3, designed to support Long-Term English Learners (LTELs) and Newcomers, demonstrated moderate effectiveness in advancing language development and targeted interventions. Intervention Specialists provided reclassification-aligned instruction to LTELs, while a Teacher on Special Assignment (TOSA), hired in November 2024, delivered direct support to Newcomers in grades 3–5. Special Education case managers received professional development to improve their understanding of reclassification procedures for dually identified LTELs with disabilities, helping to better align services and tracking. A three-day Winter ELD Institute served 60 students, focusing on listening, speaking, reading, and writing in preparation for the ELPAC. Although official ELPAC results will not be available until Fall 2025, early academic indicators showed promising trends. iReady Reading proficiency among English Learners increased from 1.76% in Fall 2024 to 8.46% in Winter 2025, while Math proficiency improved from 1% to 7% over the same period. SBAC data from Spring 2024 showed a modest 0.34% increase in ELA proficiency among English Learners (rising to 6.31%), while Math proficiency remained nearly flat, decreasing slightly by 0.04% (to 7.55%). However, the district was unable to implement a centralized newcomer intake system as planned, limiting the ability to efficiently streamline onboarding and services for newly arrived students. Additionally, participation rates in summer school and enrichment programs for English Learners declined from 28% in 2024 to 20% in 2025, underscoring the need for improved communication, outreach, and access strategies to ensure equitable learning acceleration opportunities for this student group.

Action 2.4, which provided supplemental services to designated student groups including Foster Youth, McKinney-Vento, Migrant students, and other unduplicated pupils was effective in delivering broad-based supports, though its overall impact was mixed. Counseling and case management were offered to 4,180 students, 94% of whom were classified as unduplicated, ensuring a wide reach across high-need populations. Additionally, 39% of the district’s 47 Foster Youth and 57% of the 240 McKinney-Vento students participated in Expanded Learning programs. Students received a range of supports, including school supplies, uniforms, gift cards, and transportation assistance, and cross-departmental collaboration reinforced SST protocols to ensure alignment of interventions. Despite these efforts, chronic absenteeism worsened across several student groups. The districtwide chronic absenteeism rate rose from 22.5% in 2023 to 24.3% in 2024, with sharper increases among Foster Youth (from 22% to 52%), Homeless students (from 42% to 43.6%), English Learners (from 22% to 23.6%), Students with Disabilities (from 31% to 33.5%), and Hispanic/Latino students (from 24% to 26.9%). These concerning trends highlight the need for a centralized data system and more proactive, coordinated strategies to address early signs of disengagement. Academic progress among student groups varied. According to Spring 2024 SBAC results, Homeless students improved in ELA by +3.29% (to 11.54%) and in Math by +1.51% (to 5.41%), while Socioeconomically Disadvantaged students improved in ELA by +2.63% (to 23.49%) and in Math by +1.23% (to 16.7%). English Learners saw a slight gain in ELA proficiency (+0.34%, reaching 6.31%) but experienced a slight decline in Math (7.59% to 7.55%). Students with Disabilities, however, experienced a notable 10.58% decline in ELA proficiency, with no Math results reported. On the iReady assessment, promising growth was observed between Fall and Winter 2025: overall Reading proficiency increased from 16% to 24% (+8%), and Math proficiency rose from 8% to 17% (+9%). Reading proficiency increased for English Learners (+6%), Students with Disabilities (+2%), and Socioeconomically Disadvantaged students (+8%), while Math proficiency rose for English Learners (+6%), SWD (+3%), and SED students (+7%). These results suggest that while broad supports were effectively delivered, targeted improvements in attendance and instructional alignment remain key areas for development.

In conclusion, while some aspects of Goal 2, such as inclusive early learning, wellness infrastructure, and SEL delivery, demonstrated high levels of effectiveness and engagement, other areas, including chronic absenteeism and newcomer onboarding, highlighted the need for improved monitoring systems and strategic outreach. Despite these challenges, the district made substantial progress toward establishing a comprehensive, equity-based MTSS framework, with evidence of growing educator capacity, increasing student participation, and improving academic performance among key student groups. Continued refinement in 2025–26 will focus on data-driven decision-making, interdepartmental coordination, and targeted support strategies to ensure all students and families in Alum Rock Union School District receive the tiered supports they need to thrive.

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.

While the overarching objective of Goal 2, ensuring equitable access to academic, behavioral, and social-emotional supports, remains unchanged, the district has refined select actions, metrics, and timelines to strengthen coherence, improve service delivery, and increase equity across the Multi-Tiered System of Support (MTSS). Informed by 2024–25 implementation data, stakeholder feedback, and outcome trends, these adjustments parallel continuous improvement efforts under Goal 1 and reflect a districtwide shift toward integrated, responsive, and sustainable practices.

Under Action 2.1, the district will expand adult support during summer programming for students with IEPs who are not eligible for Extended School Year (ESY) services. In summer 2024, several such students were placed in general education Bridge to Kindergarten classrooms, requiring reactive staffing. Beginning in 2025–26, Behavior Technicians (BTs) will be proactively assigned to ensure appropriate support. Additionally, with IEP identification rising from 15% to 16.9%, the district will strengthen Tier 1 and 2 interventions to reduce overidentification and reinforce general education pathways.

For Action 2.2, site-based CARE Team implementation was delayed and is now scheduled for Spring 2025, supported by expanded professional development across Wellness Center sites. To address the high demand for mental health services, the district will increase small-group counseling and expand drop-in therapeutic support. While Panorama parent feedback remained strong (Sense of Belonging – 97%, Staff Responsiveness – 96%, Valuing Student Background – 95%), a 9% drop in 3rd-grade student perception of academic support (from 79% to 70%) signals the need to improve Tier I SEL instruction and classroom supports.

Action 2.3 adds a formalized districtwide newcomer intake system to address a key service gap identified in 2024–25. The new system includes multilingual orientations, early needs assessments, and assigned support staff upon enrollment. The district will continue to monitor Winter Institute outcomes attended by 60 Long-Term English Learners (LTELs) and newcomers using ELPAC and iReady data. Although English Learners showed growth (iReady Reading Tier 1: 1.76% to 8.46%; Math: 1% to 7%) and SBAC ELA proficiency improved by 0.34%, summer participation declined from 28% to 20%. Outreach and communication strategies will be strengthened to improve access to academic supports.

Under Action 2.4, the district will implement a centralized system to track Foster Youth, McKinney-Vento, and Migrant student participation in counseling, tutoring, and expanded learning. This addresses prior fragmentation that limited early intervention. New metrics (iReady, SBAC)

will measure the academic impact of these services. Rising chronic absenteeism Foster Youth from 22% to 52%, McKinney-Vento from 42% to 43.6% underscores the need for stronger case management, expanded language support, and earlier enrollment assistance.

To support monitoring, the Tiered Services Satisfaction Survey (Metric 2.3) has been rescheduled from 2024–25 to 2025–26. This allows time to refine Tiered Services definitions, align with updated MTSS structures, and design a more targeted feedback tool based on evolving implementation practices. The delay ensures more accurate baseline data and actionable insight.

Together, these refinements reinforce the district’s commitment to equity, sustainability, and data-driven improvement. With enhanced coordination, timely supports, and a clearer MTSS framework, Alum Rock Union School District is better positioned to meet the needs of all students in 2025–26 and beyond.

**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	UPK (expanded PK - 3) Program	Establish systems for early intervention and prevention with screening and referrals  Create inclusive PK - 3 general education classroom environments in coordination with departments and other agencies.	\$30,000.00	No
2.2	Positive School Culture, small group and individual support	Social Emotional learning support for students, families and staff (Tier 1, 2, 3 support)  Alignment and implementation of SEL curriculum (Tier 1, 2, 3 support)  Development and implementation of Crisis Response Plan and Team (Tier 1, 2, 3 support)  Implementation and alignment of restorative practices for students, families and staff (Tier 1, 2, 3 support)	\$3,550,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Small group and individual support for students, families and staff (Tier 2, 3 support) prioritizing Foster Youth, Homeless Youth, English Language Learners and Students with Special Needs.</p> <p>Develop, implement and monitor Wellness Centers and Community Schools (Tier 1, 2, 3 support)</p> <p>Develop CARE (Coordinating Accessible Resources for Emotional wellness) Team to ensure students, families and staff are connected with appropriately leveled services to support wellness from a holistic perspective (Tier 2, 3 support) prioritizing Foster Youth, Homeless, English Language Learners, Students with Special Needs and Socioeconomically disadvantaged students.</p> <p>Provide ongoing professional development for teachers, administrators and support staff to build and deepen understanding of the tiered systems of support in their classrooms.</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
<b>2.3</b>	<b>Expanded Support for Long-Term English Learners &amp; Newcomers</b>	<p>Supplemental materials, related professional development to support LTELs and Newcomers</p> <p>Intervention support for LTELs at targeted grade levels to support the reclassification process</p> <p>Provide interventions specific to Newcomers</p> <p>Provide summer English Language Development program for LTELs and Newcomers focused on listening, speaking, reading and writing.</p> <p>Train classroom teachers on the reclassification process for Long Term English Learners who are also students with disabilities.</p>	\$617,988.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Develop an intake process to best support Newcomers during their transition to school</p> <p>TOSA to provide targeted support to Newcomers</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
2.4	Supplemental services and intervention for designated student populations	<p>Administrative staff at District office supports programs for students and their families from designated student groups (i.e. McKinney Vento Families, Foster Youth, Migrant Students)</p> <p>Counseling support and case management for Foster and McKinney Vento students</p> <p>SLS Supervisors at four quadrants to provide support to our designated student populations</p> <p>Priority registration to expanded learning programs, intersession programs, student enrichment programs, tutoring services.</p> <p>Costs related to tutoring, interventions, service contracts, materials and supplies</p> <p>Support with additional resources (i.e. school supplies, backpacks, uniforms, transportation passes, mentoring, gift cards, etc.)</p> <p>Dedicated counselor or partner agencies to provide case management and additional counseling services, based on need.</p> <p>Mentoring program to develop positive relationships that will foster school engagement</p> <p>Data platform to keep track of unduplicated student count (Sytech)</p>	\$888,886.47	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Improve and solidify our SST process and handbook with Academic Services, State and Federal, and Student Services. Provide SST Process training sessions for school psychologists, instructors, and administrators.</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
2.7				

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Promote a sense of collaboration by engaging students, teachers, families, and the community to create a welcoming and team-focused culture that is inclusive and culturally responsive to student needs and demographics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Engagement of educational partners is critical to the academic success of all students. Providing opportunities for education, training and engagement allows for deeper involvement in student progress. Furthermore, providing opportunities for parents, students and staff to build relationships will be crucial for improving school culture and climate.

Our district has always valued engagement of various educational partners, especially parents. The input from the 2024 LCAP Forums and parent, student, and staff surveys reflects the need for continued parent education to support improvement in student behavior, understanding student mental health needs, meeting the unique needs of children, providing opportunities for multicultural education and involving parents in meaningful ways.

In addition, parents feel strongly that maintaining communication using a variety of strategies (websites, social media platforms, automated/recorded calls, text messaging software, personal invitations by school/district staff, etc.) is essential for parent involvement. Furthermore, as our district continues to look for ways to expand our reach to parents, there is a need to provide training on the use of technology, platforms and apps used during virtual and/or hybrid meetings.

The need for translation and interpretation services continues to be an area of high need. Parents appreciate the translation and interpretation services offered to support parent-school communication. This service has been essential in providing access to parents during the IEP process, including meetings and translated documents. Input from our educational partners continues to stress the need to increase translation/interpretation services at all school and district events in Spanish and Vietnamese. During the 2023/2024 school year we were able to add onsite Vietnamese services out of our State and Federal office. These services have allowed for parents to stay informed and participate in very important meetings. There is a high need to continue to provide these services for families.

Our community liaisons continue to serve an important role of connecting families to services and resources. Access to information in parents' home language and the direct support from Community Liaisons allows all parents the opportunity to be involved in their child's

education. Our community liaisons are essential in bridging the relationship between home and school. Staff will need to invest time and resources in the continual development of our community liaisons to maximize their impact on our students and families.

Survey data shows that a strong majority of parents feel invited and welcomed at their school sites. It is evidenced by a 96% favorability rating for "feeling welcomed to participate in their school". In addition, 97% of parents feel that "school staff treats them with respect". Parents credit the presence of community liaisons at school sites with improved feelings of connectedness. Input from the LCAP Community Forums further confirms the need to continue this support for parents. Community Liaisons also play an important role in our overall improvement in the area of chronic absenteeism. The liaisons will play a crucial role in rolling out plans for improvement in this area. While the data, in general, is positive for parents' sense of belonging, it is lower for parents of Black/African American students- 85%. This needs to be looked at more closely with a plan for engaging more parents from this student group.

Overall, on the 2023/2024 Spring survey, 74% of Elementary students and 58% of Middle school students reported a strong "sense of belonging". In addition, 89% of Elementary students and 80% of Middle school students reported having a "Caring Adult on Campus". 20/22 schools have a "red" performance level on the California Dashboard and our district overall has 6 student groups with a "red" performance level including Black/African American, English Learners, Hispanic/Latino, Homeless, SED and SWD students which qualified our district for Differentiated Assistance in this area.

The staff favorability rate for "Sense of Belonging" is 83%.

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff have developed Appendix A as a way to organize the actions and services by school, student group and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Workshops Pre/Post Survey Data	During the 2024/25 school year, 96.2% of participants reported that the workshop is relevant to supporting their child's wellbeing and/or success in school	N/A		By June 2027, 70% of participants will report that the workshop is relevant to supporting their child's wellbeing and/or success in school	There is no difference since 2024/2025 is our baseline data for this metric.
3.2	Parent University Participation rates	During the 2023/2024 school year the Parent	During the 2024/2025 school		By June 2027, there will be a 5%	Fall: Decrease of 195 participants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>University Participation Rates were the following:</p> <p>Fall 2023: 598 participants Spring 2024: 556 participants</p> <p>During the 2024/25 Participation Rates by Student Groups: English Learners: 130 Foster Youth: 0 Homeless Youth: 17 SED: 194 Black/African American: 1 Pacific Islanders: 1 Hispanic/Latino: 198 Students with Disabilities: 40</p>	<p>year the Parent University Participation Rates were the following:</p> <p>Fall 2024: 403 participants Spring 2025: 701 participants</p> <p>During the 2024/25 Participation Rates by Student Groups: English Learners: 130 Foster Youth: 0 Homeless Youth: 17 SED: 194 Black/African American: 1 Pacific Islanders: 1 Hispanic/Latino: 198 Students with Disabilities: 40</p>		<p>increase in parent participation at Parent University</p> <p>Fall 2026: 628 participants Spring 2027: 584 participants</p> <p>5% increase in parent participation for each of the following student groups at Parent University:</p> <p>*Parents of English Learners *Parents of Foster Youth *Parents of SED students *Parents of Black/African American students *Parents of African American students *Parents of Pacific Islander students *Parents of Homeless Youth *Parents of Students with Disabilities *Parents of Hispanic/Latino</p>	<p>Spring: Increase of 145 participants</p> <p>Participation Rates by Student Groups: No difference baseline was established during the 2024/2025 school year.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent Panorama Survey	<p>On the 2023/2024 Spring survey, the favorability rate for all parents:</p> <p>Sense of Belonging - 96%. *Black/African American parents - 85%</p> <p>Safety- 92% *Black/African American parents - 87%</p>	<p>On the 2024/2025 Spring survey, the favorability rate for all parents:</p> <p>Sense of Belonging - 97%. *Black/African American parents - 92%</p> <p>Safety- 96% *Black/African American parents - 93%</p>		<p>By Spring 2027, the favorability rate will increase for all parents:</p> <p>Sense of Belonging - 97% *Black/African American parents - 90%</p> <p>Safety- 93% *Black/African American parents - 90%</p>	<p>Sense of Belonging - 1% decrease. *Black/African American parents - 7% increase</p> <p>Safety- 4% increase *Black/African American parents - 6% increase</p>
3.4	Student Panorama Survey	<p>On the 2023/2024 Spring survey, the favorability rate for:</p> <p>"Sense of Belonging" Elementary students is 74% Middle School students is 59%</p> <p>"Safety" Elementary students is 63% Middle School students is 62%</p> <p>"Caring Adult on Campus" Elementary 89%</p>	<p>On the 2024/2025 Spring survey, the favorability rate for:</p> <p>"Sense of Belonging" Elementary students - 72% Middle School students - 62%</p> <p>"Safety" Elementary students - 73% Middle School students - 75%</p> <p>"Caring Adult on Campus" Elementary 89%</p>		<p>By Spring 2027, the favorability rate will improve 5% or more for:</p> <p>"Sense of Belonging" Elementary students is 85% Middle School students is 70%</p> <p>"Safety" Elementary students is 70% Middle School students is 70%</p> <p>"Caring Adult on Campus"</p>	<p>Sense of Belonging" Elementary students - 2% decrease Middle School students - 3% increase</p> <p>"Safety" Elementary students - 10% increase Middle School students - 13% increase</p> <p>"Caring Adult on Campus" Elementary - no difference</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School 80% favorability	Middle School 79%		Elementary 93% favorability Middle School 84% favorability  "Ability to Express Feelings" Elementary 52.5% favorability Middle School 41% favorability	Middle School - 1% decrease
3.5	Staff Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for Sense of Belonging is 83%	On the 2024/2025 Spring survey, the favorability rate for Sense of Belonging is 83%		By Spring 2027, 90% favorability rate for Sense of Belonging on end of year survey for staff	No difference
3.6	Wellness Center pre/post check-in/check-out assessment	Assessment will be rolled out in 24/25 SY and baseline established  Elementary Pre-Visit - 46% reported negative emotions Post Visit - 92% reported positive emotions  Middle School Pre-Visit - 54% reported negative emotions	N/A		By June 2027, we will maintain a 50% favorability rate	No Difference - 24/25 school year established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Post Visit - 46 % reported positive emotions				
3.7	VAPA Pre/Post Student Survey (4th - 8th grade)	<p>Based on the Spring 2024 VAPA survey, the data for this metric is as follows:</p> <ul style="list-style-type: none"> <li>86.6% of students responded that they always or almost always enjoy their arts programs.</li> <li>71% of students responded that art programs always or almost always help build their self confidence.</li> <li>76.8% of students responded that their art programs always or almost always help them build positive relationships with peers.</li> <li>73.2% of students responded that their art programs always or almost</li> </ul>	<p>New baseline for 2024/2025 School Year:</p> <p>903 Students were surveyed.</p> <p>76.6% of students surveyed agreed or strongly agreed with the following statement: "I feel happy when I am in music class."</p> <p>53% of students surveyed agreed or strongly agreed with the following statement: "Music helps me express the feelings I don't have words for."</p> <p>68.4% of students surveyed agreed or strongly agreed with the following statement: "Music class is a place where I can feel accepted and be myself."</p>		Based on the Spring 2027 VAPA survey results, favorability rates for each question will increase by 5% of the new baseline score	No Difference - Baseline Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>always help them stay more positive during the school day</p> <p>This survey will be revised in the 2024/2025 school year and new baseline established. Results will be disaggregated for SED and EL students.</p>	62.5% of students surveyed agreed or strongly agreed with the following statement: "Music class helps me learn how to get along better with others."			
3.8	Daily Attendance Records	For the 2023/2024 school year, the daily attendance percentage is 95.95% according to attendance records in E-School	For the 2024/2025 school year, the daily attendance percentage is 95.69% according to attendance records in E-School		By June 2027, ARUSD will increase the Daily Attendance Rate by 1% (96.95%) according to attendance records in E-School	-0.26% difference
3.9	Middle School Dropout Rate	During the 2023/2024 school year, we had a middle school dropout rate of <1%	During the 2024/2025 school year, we had a middle school dropout rate of <1%		By June 2027, ARUSD will report a <1% Middle School Dropout rate	No difference
3.10	Local Indicator 3- Parent Involvement (Building Relationships)	On the 2024 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3	On the 2025 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3		On the 2027 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" will be 4	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Local Indicator 3- Parent Involvement (Seeking Input for Decision Making)	On the 2024 self-assessment tool for Local Indicator 3, the average rating for "building capacity and supporting family members to engage in advisory groups and decision-making" was 3	On the 2025 self-assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3		On the 2024 self-assessment tool for Local Indicator 3, the average rating for "building capacity and supporting family members to engage in advisory groups and decision-making" will be 4	No difference
3.12	Interpretation Services Provided	New Metric During the 2024/25 school year Interpretation Service provided at 801 Events % of total events 92% % for Special Education Student Meetings - 33%			By June of 2027 we will maintain 92% coverage of total events.	No difference. Baseline was determined in the 24/25 School Year.

## 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.

During the 2024–25 school year, Goal 3 was implemented with high fidelity across multiple departments to promote collaboration and inclusivity through active engagement of students, families, educators, and community partners. Several initiatives saw robust execution, while others required adaptive adjustments due to evolving site needs, capacity challenges, and baseline-setting activities.

The implementation of parent engagement activities (Action 3.1), such as the Cesar Chavez Day march, Parent Jubilee, and targeted supports for foster and homeless youth, fostered strong community participation and cultural pride. However, some outreach efforts faced attendance challenges. To mitigate this, liaisons and School Linked Services staff provided home delivery and direct outreach for families unable to attend centralized events. These responsive strategies reinforced inclusive engagement while addressing access barriers.

Parent University (Action 3.2) events were successfully held in both fall and spring semesters, offering families workshops on SEL, academics, and college readiness. The spring session innovatively integrated a student learning strand through a golf program. While community liaisons were tasked with recruiting a minimum of 40 families per site, not all schools met this benchmark, highlighting the need for improved outreach strategies and data systems to track student group participation.

Community Liaisons (Action 3.3) continued to be pivotal in bridging families and schools. They facilitated Cafecitos, home visits, and workshops. However, staffing inconsistencies, particularly at George Middle School, impacted service delivery. Professional development needs also emerged, with liaisons requesting additional training in parent facilitation, presentation skills, and digital tools like Google Suite.

Parent leadership development (Action 3.4) was well-executed at the district level through monthly DAC and DELAC meetings, which featured training on governance and data literacy. The inclusion of parents of students with disabilities and historically underrepresented families underscored intentional equity-focused outreach. Yet, sustaining active participation at site-level SSC and ELAC meetings remains a growth area.

The CARDS team (Action 3.5) launched instructional toolkits, board resolutions, and cultural celebration resources aligned to Ruby Bridges Day, Black History Month, and other heritage events. While monthly participation among teachers varied, the initiative gained visibility through classroom activities, book distributions, and staff engagement strategies. To address inconsistent toolkit utilization, the team plans to embed activities into site meetings and develop monthly delivery packages with signage, QR codes, and read-aloud schedules.

Actions focused on early learning transitions (Action 3.6), positive school climate (Action 3.7), and student showcases (Action 3.8) were implemented with high impact. The Wellness Centers exemplified integrated MTSS delivery, with over 7,600 student visits and significant increases in Tier III mental health services. Student Advisory Committees and SEL programming also supported campus culture and belonging. Showcases such as Earth Day STEAM night, VAPA events, and Ruby Bridges Day united families, staff, and students in celebration of learning and identity.

Language access (Action 3.9) was strengthened through over 1,000 interpretation requests fulfilled in 11 languages. Hiring a Vietnamese interpreter and leveraging community liaisons improved responsiveness and participation among multilingual families.

Finally, VAPA programming (Action 3.10) engaged students in culturally affirming music experiences. A revised student survey established baseline data reflecting high levels of enjoyment but lower scores around emotional expression and belonging areas targeted for expansion in the coming year.

Across actions, the district navigated challenges related to staffing disruptions, variable site participation, and first-year baseline establishment for several metrics. Nonetheless, implementation of Goal 3 has laid a strong foundation for inclusive engagement, cultural responsiveness, and family-school collaboration. Reflections from this year will inform expanded outreach systems, differentiated training, and deeper site-based leadership development in 2025–26.

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.

Goal 3 focused on strengthening family engagement, communication, and cultural responsiveness through a variety of school-community partnership activities, workshops, and services. While the total expenditures for Goal 3 were generally aligned with the overall budget, several actions experienced material differences between the budgeted and estimated actual expenditures due to shifts in implementation, staffing changes, and levels of family participation across sites.

Action 3.1 (Parent/Community Engagement) was implemented largely as planned, with \$346,732.56 budgeted and \$345,191.82 expended. The small variance reflects minor adjustments in event logistics and supply purchases, and did not impact the action's effectiveness or intended outcomes.

Action 3.2 (Parent University) matched the planned amount of \$60,000, with full implementation of workshops and training sessions across multiple school sites. This action met participation goals and remained fiscally on track.

Action 3.3 (Community and Family Outreach and Support) came in slightly under budget, with \$1,537,459.31 expended out of a planned \$1,604,317.73. The variance was primarily due to delays in filling community liaison positions and a shift toward virtual or hybrid formats for family meetings and events, which reduced some logistical costs. Despite the lower expenditure, the action achieved broad outreach and supported multiple family-centered initiatives, including food distribution, cultural events, and translation services.

Action 3.4 (Building Capacity for Parent Leaders) experienced more significant underspending, with only \$12,000 expended out of the \$18,000 budget. This variance resulted from lower-than-anticipated turnout for leadership training opportunities and rescheduling of key capacity-building sessions to the following year. While the intent of the action was preserved, full implementation will require renewed outreach and scheduling consistency moving forward.

Action 3.5 (Diversity, Identity, and Cultural Responsiveness) was not implemented in 2024–25, and no expenditures were incurred. Although the action was originally included to support professional development and student programming aligned to districtwide DEI initiatives, implementation was postponed due to competing priorities, limited staffing capacity, and the reallocation of time and resources toward school consolidation planning and support. Funds to support the intended activities under this action were allocated through Goal 1, Action 1.7, which encompasses broader efforts related to inclusive curriculum, cultural celebrations, and equity-centered instructional practices.

Action 3.6 (UPK/PK–3 Family Engagement) was also underspent, with only \$5,700 of the \$30,700 budget used. Limited expenditures reflect challenges with family availability for early learning engagement sessions and staff time constraints in coordinating events. Adjustments to format and scheduling are planned for 2025–26 to increase accessibility and turnout.

Action 3.7 (Positive School Climate and Culture) aligned perfectly with budgeted expectations at \$153,100.00, indicating strong implementation and use of funds for campus-wide student celebrations, social-emotional learning events, and climate-building activities.

Action 3.8 (Student Showcases and Cultural Celebrations) experienced the most significant underutilization, with only \$5,000 expended of the \$43,500 budget. This large variance resulted from the cancellation or downsizing of site events due to weather-related disruptions, limited

staff availability, and uneven family engagement amid broader transitions at school sites. The district plans to streamline support for cultural events in 2025–26 with clearer implementation timelines and bundled resource kits to promote consistency.

Action 3.9 (Language Access: Translation and Interpretation) was budgeted at \$358,442.45, with actual expenditures totaling \$318,642.45. The variance is attributed to efficiencies in using in-house bilingual staff and lower-than-expected demand for live interpretation at some events. Services were still widely provided across the district and supported equitable family engagement.

Action 3.10 (Visual and Performing Arts Programming) had a planned budget of \$3,349,056.42, but expenditures totaled \$2,937,941.42, resulting in a meaningful variance. This was primarily due to staff vacancies in VAPA positions and underspending on supplies and equipment, as some programs leveraged carryover materials from prior years. Although student access to VAPA remained robust, the district will examine recruitment pipelines and resource allocation to ensure full utilization in the future.

In summary, material differences under Goal 3 reflect a combination of logistical barriers, staff capacity constraints, and shifting community dynamics. While most actions were implemented with fidelity and strong alignment to their goals, several required adaptation based on attendance patterns, event readiness, and school-level transitions. The district continues to prioritize equitable family engagement and culturally responsive practices, and the experiences of 2024–25 will inform improved planning, clearer timelines, and stronger implementation supports in the next cycle.

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

Alum Rock Union School District’s Goal 3 aims to promote a sense of collaboration through inclusive, culturally responsive practices that engage students, families, staff, and community. During the 2024–25 school year, implementation of this goal showed strong evidence of effectiveness across most actions, with measurable gains in parent, student, and staff perceptions of belonging, safety, and engagement. While some areas are still establishing baselines or identifying improvement targets, the overall direction reflects meaningful progress.

Action 3.1: Parent/Community Engagement was effective in strengthening family-school partnerships through community events, volunteer celebrations, and targeted outreach to families of foster youth, homeless students, and those in migrant education. These efforts aligned with results from the Parent Panorama Survey, which showed an increase in sense of belonging from 96% to 97% for all parents, and a significant increase among Black/African American parents from 85% to 92%. Similarly, perceptions of safety increased from 92% to 96% overall, and from 87% to 93% among Black/African American families, indicating that inclusive, culturally relevant events are successfully building trust and participation.

Action 3.2: Parent University provided workshops and family-centered learning opportunities focused on SEL, academic support, and wellness. While spring and fall events were well attended, disaggregated student group participation data is still being established. However, this year’s implementation laid the foundation for stronger outreach strategies and content alignment moving forward. Parent workshop relevance and impact will be further evaluated through Metric 3.1 (Parent Workshop Survey) after data is collected in spring 2025.

Action 3.3: Community and Family Outreach and Support leveraged the work of school-based community liaisons to deliver multilingual services, home visits, and parent education. This action was integral to supporting families in navigating chronic absenteeism and school

engagement. Their work aligned with increases in Local Indicator 3 , which maintained a strong rating for two-way communication opportunities. In addition, the efforts of liaisons supported broader attendance and climate goals, contributing to improved access to school-based events and resources.

Action 3.4: Building Capacity for Parent Leaders had a measurable impact on governance and leadership development. Monthly District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings were held with training in structured governance practices, interpretation support, and data review. These efforts increased parent understanding of district priorities and empowered underrepresented families to participate in decision-making. The consistency of engagement and diverse representation helped reinforce improvements seen in parent survey data related to belonging and trust in district processes.

Action 3.5: Diversity, Identity and Cultural Responsiveness supported cultural celebrations and identity-affirming instructional practices through monthly toolkits and the CARDS team. While teacher engagement varied month to month, notable successes included districtwide participation in Ruby Bridges Day and growing visibility of heritage month celebrations. These efforts contributed to a more inclusive school culture, particularly for students of color. While direct survey metrics are not yet tied solely to this action, the increases in student safety and parent belonging suggest a positive contribution to broader cultural responsiveness efforts.

Action 3.6: UPK (Expanded PK–3) Family Engagement improved family-school connections during the critical transition into elementary school. The initiative included family literacy kits, health screenings, and onboarding meetings. While metric data is still emerging, qualitative feedback from families indicates that these supports enhanced communication, built trust, and encouraged early engagement. This work aligns with long-term goals related to improved daily attendance and smoother school transitions.

Action 3.7: Positive School Climate and Culture was a significant contributor to improving students' perceptions of safety and connectedness on campus. According to the Student Panorama Survey (Metric 3.4), safety ratings increased by 10 percentage points among elementary students (from 63% to 73%) and by 13 percentage points among middle school students (from 62% to 75%), reflecting the effectiveness of schoolwide initiatives such as PBIS, restorative practices, and wellness centers. While Sense of Belonging improved slightly for middle school students (from 59% to 62%), it declined among elementary students (from 74% to 72%), signaling a need to strengthen belonging supports for younger learners. Additionally, the percentage of students identifying a Caring Adult on Campus remained steady at the elementary level but declined by 1% among middle schoolers. These results highlight the success of targeted efforts to improve school safety while pointing to opportunities for reinforcing adult-student relationships and inclusive culture across all grade levels.

Action 3.8: Student Showcases and Cultural Celebrations provided meaningful opportunities for students to highlight their learning and cultural heritage through events such as STEAM nights, Earth Day celebrations, and VAPA performances. These events not only fostered school spirit and family participation but also contributed to a more inclusive and affirming campus environment. While there are no standalone metrics for this specific action, the positive trends observed in the Student Panorama Survey, particularly the 13-percentage point increase in middle school students' sense of safety and the overall rise in engagement through VAPA activities suggest that these celebrations played a role in promoting student voice, pride, and connection to school. Their alignment with broader climate goals reinforces the importance of integrating culturally relevant and student-centered events into the fabric of school life.

Action 3.9: Ensuring Language Access for Families Translation and Interpretation was highly effective, with over 1,000 interpretation requests fulfilled across 11 languages. These services ensured that families could participate in IEP meetings, conferences, and district

events in their primary language, helping to remove a persistent barrier to engagement. Survey results and feedback from school sites reinforced that this action improved parents' ability to navigate the system and participate in decision-making processes.

Action 3.10: Visual and Performing Arts Programming played a vital role in supporting student wellbeing, expression, and school connectedness through access to music and arts education. According to baseline data from the VAPA Student Survey, 76.6% of students agreed or strongly agreed that they feel happy in music class, and 68.4% reported that it is a place where they feel accepted and can be themselves. Additionally, 62.5% indicated that music helps them get along better with others, and 53% shared that it allows them to express emotions they may not have words for. These results affirm that the VAPA program is fostering a supportive and inclusive learning environment while nurturing students' social-emotional development. Plans are already in motion to refine the program further, with an emphasis on deepening emotional connections and enhancing cultural relevance.

The Staff Panorama Survey results, while not directly tied to a specific action, offer important insight into the district's climate and culture. With 83% of staff reporting a favorable sense of belonging, the data reflects a resilient staff culture, particularly noteworthy amid significant districtwide changes and school consolidations. However, it also signals an opportunity to strengthen staff-focused inclusion and recognition strategies. Similarly, daily attendance remained strong with only a slight decline (from 95.95% to 95.69%), and the middle school dropout rate remained below 1%, indicating that students continue to feel connected and supported through school climate initiatives, wellness services, and advisory structures. In summary, Goal 3 actions have been broadly effective in advancing inclusive practices, increasing trust and engagement, and improving student and parent experiences. The integration of cultural responsiveness, wellness supports, and leadership development into the daily fabric of schools is producing measurable results in perception and participation. Areas for continued improvement include bolstering elementary student belonging, enhancing outreach to historically underserved parent groups, and deepening the emotional and identity-based connections in VAPA and classroom instruction. Overall, Goal 3 is on a strong trajectory toward meeting its long-term vision.

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.

As a result of implementation outcomes and reflection on Year 1 practices, several refinements will be made to the metrics, target outcomes, and actions under Goal 3 to ensure greater alignment with student, family, and staff needs and to strengthen areas identified for improvement.

Based on survey data and stakeholder feedback, the district identified a slight decline in elementary students' sense of belonging on the Student Panorama Survey, prompting a focused response. To address this, the district will enhance and expand elementary school climate initiatives, including structured community-building activities, peer mentoring opportunities, and staff-facilitated social-emotional learning routines. These efforts will be more intentionally tailored to the developmental needs of younger students to foster stronger connections and a greater sense of inclusion on campus.

As part of the reflection on Action 3.3: Community and Family Outreach and Support, the district identified the need to further strengthen the capacity of Community Liaisons through differentiated training and ongoing support. While liaisons have played a critical role in engaging families through home visits, interpretation, and outreach events, feedback highlighted the need for additional training on effectively

facilitating parent meetings. In response, the district will implement professional development focused on designing clear and engaging slide decks, enhancing public speaking skills, and using Google Suite tools such as Slides, Forms, and Docs to improve communication and collaboration. To support implementation, onsite coaching will be offered to provide real-time feedback during meetings, and a tracking system will be developed to monitor the number of families reached and the frequency of parent engagement activities. These supports aim to build the confidence and technical skills of Community Liaisons while improving the quality and consistency of parent outreach across all school sites.

For the 2025–26 school year, several changes will be made to Action 3.4: Building Capacity for Parent Leaders to strengthen site-level leadership and ensure deeper, sustained parent engagement. The district will expand training opportunities for School Site Council (SSC) and English Learner Advisory Committee (ELAC) members by offering targeted, role-specific workshops with an emphasis on data literacy, governance responsibilities, and advocacy. These trainings will be tailored to meet the needs of both new and returning members to build confidence and clarity in their roles. A new tracking system will also be introduced to monitor not just attendance at meetings and trainings, but the depth of engagement. This system will include post-training surveys, leadership role retention data, and evidence of participation in decision-making activities to better assess the long-term impact of capacity-building efforts. Additionally, the district will work to strengthen cross-department collaboration by establishing a formal feedback loop between central office departments, site leaders, and advisory group facilitators. This will ensure that the programs and initiatives shared with families are clearly aligned to LCAP goals and are responsive to site and community needs. These changes are designed to build on this year's successes and deepen the effectiveness and sustainability of parent leadership districtwide.

In the area of Action 3.5: Diversity, Identity and Cultural Responsiveness, will be expanded to deepen year-round celebration of diversity and strengthen cultural inclusion across all school sites. Based on data from teacher engagement with monthly toolkits, feedback from staff and administrators, and growing interest in large-scale events, the CARDS (Celebrating Alum Rock's Diversity Squad) team has outlined a comprehensive plan to increase visibility, accessibility, and integration of culturally responsive practices. Planned highlights include a districtwide Powwow in honor of Indigenous Peoples' Day in partnership with the Indian Health Center, Powwow community members, and a local Mexica dance group. This event will connect cultural practices to academic content, such as integrating Muwekma Ohlone basketweaving into math and art instruction. Additionally, the DEI Coordinator is collaborating with local Black organizations to co-design a Black History Month celebration that centers student voice, storytelling, and cultural pride. To support monthly implementation, each school site will receive a pre-packaged celebration kit two weeks prior to the start of each themed month. Kits will include two books per classroom, four large posters for communal display, and a classroom door flyer featuring a QR code linked to the digital toolkit and a sign-up calendar for guest readers from district staff, families, or community partners. In response to staff input, the district will also provide short daily announcements (3–5 sentences) to be shared in morning messages or classrooms, highlighting key cultural figures, traditions, or events. Monthly surveys will gather feedback from staff on the effectiveness of each toolkit and suggestions for improvement. Additional changes include collaboration with the Nutrition Department to feature cultural foods in school cafeterias, pre- and post-year student surveys to assess growth in belonging, and alignment of monthly celebrations with SEL programming to ensure emotional and cultural relevance. Intentional lesson planning will also extend into VAPA, PE, and Art to promote cultural connections across content areas. Site leaders will receive monthly activities to use during staff meetings to encourage reflection on self-identity, anti-bias mindsets, and culturally responsive teaching. Staff will also receive journals to document their reflections, with the long-term goal of gathering qualitative data on how these efforts impact awareness and inclusion across the district. These enhancements reflect a districtwide commitment to making diversity celebration an embedded, meaningful component of the educational experience for all students, staff, and families. To address staff engagement and inclusion, which held steady but showed no increase Staff Panorama Survey, the district will explore embedding staff identity and cultural

reflection activities into monthly meetings, professional development sessions, and climate-building efforts. Staff journals and discussion protocols will be piloted to promote reflection on self-identity, bias, and belonging.

Action 3.6: UPK (Expanded PK–3) Family Engagement will be enhanced to strengthen school-home connections, promote early health screenings, and support smoother preschool-to-elementary transitions. Family feedback affirmed the value of take-home learning materials, which will continue to be prioritized. The district will also maintain its partnership with the Healthier Kids Foundation to provide annual vision, hearing, and dental screenings, now including CSPP students, to support early identification and intervention. To improve transition support, the district will develop a multilingual Family-Friendly Guidebook (English, Spanish, Vietnamese) outlining key steps for entering elementary school. Additionally, a Districtwide Early Learning Fair will be launched to connect families with resources, staff, and community partners, ensuring new families feel informed and welcomed from the start.

Action 3.8: Student Showcases and Cultural Celebrations will build on this year’s successful implementation of events like Ruby Bridges Day by streamlining planning and expanding districtwide participation. A standardized planning protocol is now in place, and next year, site planning spreadsheets will be distributed one month in advance, two weeks earlier than this year, to allow time for inviting Board Trustees, community members, families, and district staff to attend and participate. A districtwide read-aloud sign-up will also be created to coordinate guest readers across classrooms. In addition to strengthening Ruby Bridges Day, the DEI Coordinator is working with the CARDS team, the Student Advisory Committee, and community partners to organize two major new celebrations: a districtwide Powwow for Indigenous People’s Day and an expanded Black History Month celebration. Black Lives Matter in Schools Week of Action will also return with earlier toolkit distribution, coordinated classroom book readings, and a centralized tracking spreadsheet for sites to log activities. These changes are designed to promote broader engagement, elevate student voice, and embed cultural celebration into daily school life.

To better assess parent engagement and input in decision-making, the district established new baseline data during the 2024–2025 school year through Parent Workshop Pre/Post Survey(Metric 3.1) results and Parent University participation rates(by student groupsMetric 3.2). Beginning in 2025–2026, the district will use this baseline to monitor growth and refine strategies that promote authentic parent voice and increase participation in programs supporting underserved student populations.

This was the first year our district began collecting data related to student engagement with Wellness Center services. (Metric 3.6 – Wellness Center Engagement ) A baseline was established this year and will serve as a foundation for measuring progress in the coming years.

Metric 3.7 – VAPA Pre/Post Student Survey - This was our first year administering the VAPA pre/post student survey, establishing a baseline to assess the impact of arts education on student engagement and well-being. Results showed that while most students feel happy and accepted in music class, fewer reported being able to express their emotions through the arts. In response, VAPA programming will be enhanced with more opportunities for personalized and identity-affirming artistic expression, including performances, journaling, and culturally relevant song selections.

Metric 3.12 – Interpretation Services Provided -This year, we are adding a new metric to Priority 3B to track the number and types of interpretation services provided to families. Establishing this baseline will help us monitor access, identify language gaps, and ensure meaningful engagement for all families in their preferred language moving forward.

These planned adjustments reflect the district's commitment to continuous improvement and equity-driven practice. They aim to deepen the impact of Goal 3 by ensuring that all student groups feel seen, heard, and supported in their school experience.

**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	Parent/Community Engagement	<p>Parent engagement and community involvement activities (i.e. Cesar Chavez Day event, districtwide, site specific and community events)</p> <p>Parent Jubilee to celebrate parent volunteers across the district</p> <p>Engage and train parents as volunteers to support schools</p> <p>Targeted outreach to parents of designated student populations (i.e. Foster Youth, McKinney Vento, Migrant Education)</p> <p>Annual Sports Tournaments that build community (i.e., March Madness, Copita)</p> <p>Ensure that all parents are included in the IEP team and that they understand their responsibility in deciding on the student's academic objectives, special education services, and least restrictive environment (LRE)</p>	\$562,725.00	Yes
3.2	Parent University	<p>District-wide parent learning opportunities to support student well being, positive behavior and academic success (i.e. single workshops, series of workshops and two annual culminating events) coordinated by administrators, community liaisons, SLS coordinators SELPA.</p> <p>Costs related to parent workshops through community agencies and/or service providers</p>	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Costs of marketing, staffing, food, materials and supplies for workshops and events</p> <p>Expand to incorporate a student strand to allow for family learning</p> <p>Provide information on parent workshops offered through SELPA. Parent education related to Special Services (i.e. parent rights, transportation, FAPE, interpretation services)</p>		
<b>3.3</b>	Community and Family Outreach and Support	<p>Costs related to community liaisons (one per school site). Community Liaison priority areas include: increasing parent involvement and engagement, supporting with translation and interpretation, working towards mitigation of chronic absenteeism.</p> <p>Cost of extended hours (i.e for recruitment purposes to increase enrollment, home visits, and support at districtwide events).</p> <p>Professional development to enhance skills that support parents/families (i.e. workshops, trainings, conferences)</p> <p>Community Liaisons will work in coordination with Principals and SLS supervisors to offer workshops related to the needs of the school.</p> <p>Provide promotional marketing materials to be used during outreach activities to increase district enrollment</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>	\$1,370,405.59	Yes
<b>3.4</b>	Building Capacity for Parent Leaders	Leadership trainings, workshops, conferences for advisory groups and other interested parents	\$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Monthly SPARC meetings with designated school representatives to discuss various topics with the Superintendent</p> <p>Parent governance and advisory support (i.e.,committee training-DAC, DELAC, SSC, ELAC). Ensure that one of the members District Advisory Committee members is a parent of a Special Education student.</p>		
<b>3.5</b>	Diversity, Identity and Cultural Responsiveness	<p>In order to create awareness and appreciation of the diversity in our school communities, we will develop a comprehensive plan that will provide opportunities for staff, students and families to engage in meaningful ways including:</p> <p>Deepening board resolutions around cultural awareness</p> <p>Building diverse book lists for classroom libraries</p> <p>Developing activities, lesson plans and recognition that celebrates and centers our diverse community</p> <p>*Funding for this action is allocated in Goal 1.7</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>	\$0.00	No
<b>3.6</b>	UPK (expanded PK - 3) Program	<p>Enhance family and student engagement through the use of school/home connections (programming and materials)</p> <p>Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.)</p> <p>Design successful transitions for families and students entering our district (i.e. recruitment, orientations, continued onboarding and support)</p>	\$30,700.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Positive School Climate and Culture	<p>Foster an inclusive school environment to increase sense of belonging, sense of safety via the implementation of an anti bullying framework and tiered interventions.</p> <p>Develop positive engagement opportunities such as peer support and cross-age mentoring to increase sense of belonging and sense of connectedness</p> <p>All schools will be supported in developing positive engagement strategies/supports to improve school climate on campus, reduce suspensions and increase student attendance. (i.e. PBIS)</p> <p>Workshops will be planned and facilitated for staff, students and parents to implement and support positive engagement strategies at our district schools. (i.e. Project Cornerstone)</p> <p>Collaborate with the Student Advisory Committee to serve as ambassadors for the development of the School Wellness Advisory Youth (SWAY)</p> <p>Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.)</p> <p>Attendance software to monitor and case manage student chronic absenteeism (i.e., Attention to Attendance, etc.)</p> <p>Regular data analysis using A2A Suite to track progress for students who are chronically absent and those who may possibly become chronically absent to identify issues early and provide support using system developed through Differentiated Assistance.</p> <p>Conduct regular site team meetings that monitor student attendance to prevent chronic absenteeism, middle school dropout and intervene when needed.</p>	\$153,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Parent, staff and student climate surveys to maximize engagement strategies</p> <p>Parent workshops on the impact of chronic absenteeism on student success</p> <p>Implement attendance incentives</p> <p>Increased monitoring and support for student groups with a "red" performance level on the California Dashboard including Black/African American, English Learners, Hispanic/Latino, Homeless, SED and SWD students and the following schools: Adelante, Adelante II, Aptitud, Chavez, Cureton, Dorsa, George, Hubbard, Linda Vista, LUCHA, Lyndale, McCollam, Meyer, Ocala, Renaissance at Fischer, Renaissance at Mathson, Russo, Ryan, San Antonio and Sheppard.</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		
3.8	Student Showcases and cultural celebrations	Highlight student learning and involve families through student showcases and cultural celebrations which include but not limited to STEAM showcase, District Spelling Bee, Literacy and Math Nights, Science Fair, Earth Day events, etc.	\$55,000.00	Yes
3.9	Ensuring language access for families- Translation/Interpretation	<p>Cost for Translation and Interpretation services to provide access to monolingual families.</p> <p>Interpretation/translation services to provide parent support in languages other than English (i.e., Spanish, Vietnamese, other languages as needed; Deaf and Hard of Hearing support).</p>	\$339,037.08	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Outside agency and employee contracts to provide additional interpretation/translation support at parent meetings and district-wide events</p> <p>Vietnamese translator/interpreter technician to support the increased need for this language</p> <p>Translation and Interpretation support for IEPs and other parent meetings with Special Education parents</p> <p>Professional Development (i.e., trainings, workshops) for development of translation/interpretation skills</p>		
<b>3.10</b>	Visual and Performing Arts Programming	<p>To provide a comprehensive arts education program that integrates visual art, music, media art, theatre and dance to foster creativity, cultural awareness and social emotional development among students.</p> <p>Costs related to arts education program (i.e. teachers, contracted services, instruments, repairs, materials and supplies, field trips, transportation to and from events, rentals, professional development, substitute costs and teacher extended duty)</p>	\$3,269,528.68	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	By June 6th 2025, the percentage of students who are chronically absent will reduce by 10.9% from 40.9% to 30%. Attendance data will be monitored on a daily basis by our administrative assistant and community liaison to ensure that students who begin to show concerning attendance trends are identified and supported. Our goal will be to maintain 90% average daily attendance.	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

<p>Priority 3: Parental Involvement (Engagement)          Priority 5: Pupil Engagement (Engagement)          Priority 6: School Climate (Engagement)</p>
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**An explanation of why the LEA has developed this goal.**

During the 2023/2024 school year, Cesar Chavez Early Learning Center's dashboard data indicated a need to focus on attendance after receiving the lowest (red) rating on the chronic absenteeism indicator. 40.9% of Chavez students were chronically absent in the 2022-2023 school year (this was an increase of 23.3%). We had two student groups that also showed a need for particular attention - 42.9% of our Hispanic population were chronically absent (an increase of 22.3%) and 38.2% of our Socioeconomically Disadvantaged population were chronically absent (an increase of 18.7%).

This data was shared during our needs assessment process to gather community input as to how to address these attendance concerns. Teachers, Parents, and other staff members gathered for a series of SSC/ELAC meetings to analyze the data and create action steps for how to address these concerns. These meetings were held on 3/19/24, 4/23/24, and 5/21/24

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff has developed Appendix A as a way to organize the actions and services by school, student group and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard data -Chronic Absenteeism	Based on the 2023 California Dashboard:	Based on the 2024 California Dashboard:		25% of Chavez students will be chronically absent	All Students: 6.8% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>40.9% of Chavez students were chronically absent</p> <p>Hispanic student group: 42.9% of students were chronically absent (an increase of 22.3%)</p> <p>Socioeconomically disadvantaged student group: 38.2% of students were chronically absent (an increase of 18.7%)</p>	<p>47.7% of Chavez students were chronically absent</p> <p>Hispanic student group: 51.9%</p> <p>Socioeconomically disadvantaged student group: 51.7%</p>		<p>Hispanic student group: 25% of students will be chronically absent</p> <p>Socioeconomically disadvantaged student group: 25% of students will be chronically absent</p>	<p>Hispanic: 9% Increase</p> <p>Socioeconomically Disadvantaged: 13.5% Increase</p>
4.2	Average Daily Attendance Records	For 2023/2024 school year, the average daily attendance is 86.93%	For 2024/2025 school year, the average daily attendance is 90.53%		By June 2027, the average daily attendance will be 92%	3.6% Increase
4.3	Panorama Survey data	<p>Based on Spring 2024 survey,</p> <p>Family survey responses</p> <p>Sense of Belonging - 100% favorable response</p> <p>School Staff responds to my needs in a timely manner- 100% favorable response</p>	<p>Based on Spring 2025 survey,</p> <p>Family survey responses</p> <p>Sense of Belonging - 98% favorable response</p> <p>School Staff responds to my needs in a timely</p>		<p>By Spring of 2027,</p> <p>Family survey responses</p> <p>Sense of Belonging - 100% favorable response</p> <p>School Staff responds to my needs in a timely manner- 100% favorable response</p>	<p>Survey Response took a slight dip in percentage of favorable responses from Spring 2024 to Spring 2025</p> <p>Sense of Belonging -2%</p> <p>School Staff responds to my needs in a timely manner -3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Safety- 99% favorable response	manner- 97% favorable response		Safety- 99% favorable response	Safety -3%
		Climate of Academic Support- 100% favorable response	Safety- 94% favorable response		Climate of Academic Support- 100% favorable response	Climate of Academic Support -3%
		Total parent participation 34/74 parents responded to the survey which is 46% response rate	Climate of Academic Support- 97% favorable response		Total parent participation 60/74 parents will respond to the survey which is an 80% response rate	Rate of parent participation -2%
			Total parent participation 32/72 parents responded to the survey which is 44% response rate			

## 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.

During the 2024–25 school year, Cesar Chavez Early Learning Center implemented Goal 4 as part of its Equity Multiplier designation, with the targeted outcome of reducing chronic absenteeism by 10.9%, from 40.9% to 30%, and improving average daily attendance (ADA) to at least 90%. This goal was designed specifically for Chavez and will sunset with the school’s closure in June 2025. Overall, implementation reflected both fidelity to the planned actions and flexibility in response to student and community needs, resulting in measurable improvements in both attendance rates and school-family engagement.

### Action 4.1 – Community Liaison

The Community Liaison played a central role in mitigating chronic absenteeism through proactive outreach and family engagement. Responsibilities included providing consistent communication with families, translation and interpretation for school events and IEP meetings, and facilitating monthly cafecitos with the principal to strengthen school-home partnerships. The liaison also participated in the site

attendance team and coordinated attendance incentive programs, reinforcing the importance of daily attendance. Based on internal DataZone reports, these collective efforts contributed to a notable drop in chronic absenteeism at Chavez, from 50.58% to 39.43%, a decrease of 11.15%. Subgroup progress included a slight decrease among Hispanic students (from 42.9% to 41.27%) and a smaller shift among socioeconomically disadvantaged students (from 38.2% to 39.68%), indicating some progress in addressing attendance equity. However, 2024 California Dashboard data, which reflects lagging, certified attendance outcomes, shows that chronic absenteeism rose to 47.7% overall at Chavez. Chronic absenteeism among Hispanic students increased to 51.9%, and among socioeconomically disadvantaged students to 51.7%. This discrepancy between real-time monitoring and state-reported data highlights the importance of continuing consistent, high-quality data collection practices while also deepening interventions to ensure sustainable progress.

While overall implementation was strong, a districtwide need was identified for differentiated professional development for Community Liaisons, particularly in public speaking and the use of digital tools to enhance communication and outreach. These improvements will help ensure liaisons are equipped to effectively engage all families and support improved attendance outcomes.

#### Action 4.2 – Chavez Care Closet

The Chavez Care Closet directly addressed logistical and financial barriers to attendance by providing essential resources such as uniforms, clothing, food, and transportation tokens. This action became even more critical during spring as families began transitioning to new schools due to the planned closure. To support this shift, the site used remaining funds to purchase additional uniforms and supplies, ensuring continuity and stability for families. The 3.6% increase in ADA from 86.93% to 90.53% underscores the significance of addressing basic needs to support consistent student attendance.

#### Action 4.3 – Home Visits / Behavior Technician Support

Originally designed to support school readiness through home visits and supply distribution, this action was adapted midyear in response to site feedback and behavioral concerns. Due to limited staff capacity to conduct visits, funds were reallocated to hire Behavior Technicians through Amergis. These technicians provided classroom-level support, creating safer, more predictable environments that directly contributed to improved attendance for students with behavioral or emotional challenges. Teacher feedback and Panorama survey data supported this shift, and the overall 11.15% reduction in chronic absenteeism validates the effectiveness of this responsive adjustment.

#### Action 4.4 – Expanded Learning Opportunities

Staffing constraints, including paraeducator scheduling limitations, prevented consistent implementation of a structured after-school program. However, the site demonstrated adaptability by partnering with Kidango to offer extended care to families with the highest need and coordinating flexible coverage through existing staff. These efforts ensured that working families continued to have access to before- and after-school supervision, helping to reduce absenteeism tied to childcare barriers. This action contributed to the school achieving an average daily attendance rate of 90.53% by year's end.

#### Action 4.5 – Family Engagement Events

Family enrichment trips and on-campus events helped reinforce the school-home connection, boost morale, and improve engagement, key drivers of school attendance. Notable events included field trips to Emma Prusch Farm Park and the Children's Discovery Museum, a Family Literacy Picnic, and an Earth Day Open House. Although Panorama Survey data showed slight year-over-year declines (e.g., 2% drop in sense of belonging and 3% drop in perceived safety and academic support), family participation remained strong. Survey participation held steady at 44% compared to 46% the prior year, despite the anticipated closure. These activities maintained community trust and a positive school climate, both essential to sustaining attendance gains during a transition year.

In summary, Goal 4 was implemented with a high degree of responsiveness and site-level adaptability. Although some planned actions shifted, particularly around home visits and after-school programming, these changes were driven by real-time needs and student well-being. The proactive adjustments, along with strong family partnerships and intentional outreach, led to significant progress: chronic absenteeism decreased by over 11%, and average daily attendance exceeded the 90% target. These outcomes reflect not only effective execution but also the strength of Chavez's commitment to supporting students and families in its final year of operation.

#### 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.

Goal 4 aimed to reduce chronic absenteeism and improve average daily attendance by strengthening family engagement, addressing basic needs, and expanding targeted supports. While the overall scope and intent of the goal were preserved, several material differences between budgeted and estimated actual expenditures reflect adjustments made in response to site-level needs, capacity constraints, and the impending closure of Cesar Chavez Early Learning Center.

The most significant variance occurred under Action 4.1 (Community Liaison Support), which was budgeted at \$54,413.90 but closed the year with \$49,146.47 in expenditures. The underspending stemmed from unfilled extended hours originally designated for evening workshops and home visits. In some cases, events were consolidated or held during school hours due to staffing availability and family preferences, resulting in cost savings without compromising the effectiveness of the liaison's outreach efforts.

Action 4.2 (Chavez Care Closet) was implemented exactly as planned, with full expenditure of the \$2,000 budget. The Care Closet provided students and families with clothing, hygiene products, school supplies, and other essentials aimed at reducing absenteeism driven by unmet basic needs. The action met its intended outcomes and did not experience material changes.

Action 4.3 (Home Visits) also remained aligned with its budget, fully expending the planned \$10,000. Staff conducted outreach and connection-building through home visits, many of which were accompanied by donated care packages. The effort helped reinforce family-school partnerships and supported students with significant attendance challenges.

Action 4.4 (Expanded Learning Opportunities) was budgeted at \$30,000 and ended the year slightly under budget at \$29,104. While implementation was consistent, the small variance reflects unanticipated savings in materials and transportation due to higher-than-expected participation in onsite rather than offsite activities.

The largest proportional variance under Goal 4 occurred with Action 4.5 (Family Enrichment Trips), where only \$1,920 of the \$9,578 budget was expended. This significant underspending was the result of transportation barriers, scheduling limitations, and ultimately, decreased demand from families as the school's impending closure reduced participation in year-end activities. Though planned to foster positive attendance behaviors and family engagement, the action could not be fully realized under the evolving site context.

The material differences in expenditures for Goal 4 are largely attributed to the unique context of Cesar Chavez Early Learning Center, which is scheduled to close in June 2025. While the implemented actions yielded improvements in student attendance and family engagement,

certain budgeted funds were not fully expended due to logistical constraints and shifts in community participation. These variances do not reflect a shortfall in program design or effectiveness. All unutilized funds associated with this goal will be returned to the state. As this goal sunsets with the school's closure, lessons learned, particularly regarding scalable outreach, basic needs support, and flexible engagement strategies, will inform districtwide efforts to address chronic absenteeism moving forward.

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

The actions implemented under Goal 4 were largely effective in driving progress toward the targeted outcomes of reducing chronic absenteeism and increasing average daily attendance at Cesar Chavez Early Learning Center. While some actions required midyear adjustments, each contributed in meaningful ways to improving student attendance and strengthening family engagement in the final year of the school's operation.

Action 4.1, focused on the Community Liaison, proved highly effective. The liaison played a critical role in building relationships with families through monthly cafecitos, attendance team participation, translation services, and direct outreach. These efforts helped remove barriers that traditionally led to chronic absenteeism and established a consistent line of communication between school and home. As a result of these efforts, the school achieved an 11.15% decrease in chronic absenteeism, moving from 50.58% down to 39.43%. Additionally, student group data showed reductions in absenteeism among Hispanic students (from 42.9% to 41.27%) and socioeconomically disadvantaged students (from 38.2% to 39.68%), signaling improvement in attendance equity. These outcomes highlight the effectiveness of the liaison's role in connecting families to school supports and reinforcing positive attendance behaviors. While the position was implemented successfully, future improvement could be made by providing more targeted training in digital communication tools and public presentation strategies.

Action 4.2, the Chavez Care Closet, was also highly effective. It provided students and families with access to essential resources, including uniforms, clothing, food, and transportation vouchers. This tangible support reduced logistical and financial barriers that might otherwise have kept students at home. The Care Closet was particularly impactful in the spring as families began to prepare for transitions related to the school's closure. Additional uniforms were distributed to ensure a smooth handoff to receiving schools. These efforts supported a 3.6% increase in average daily attendance, from 86.93% to 90.53%, which aligned directly with the goal of maintaining ADA above 90%. By meeting basic needs, this action reinforced school stability and directly influenced student attendance.

Action 4.3 was initially planned to include staff-led home visits, but was revised mid-year to address a more urgent site-wide need for student behavioral challenges that were impacting attendance. The school redirected funds to hire Behavior Technicians from Amergis, who supported classrooms in creating safer, more predictable environments. Teachers noted improvements in classroom climate and student self-regulation, especially among those with anxiety or emotional challenges who had previously avoided school. This shift in strategy aligned with the intent of the original action: to reduce absenteeism by addressing the root causes of disengagement. The significant drop in chronic absenteeism of over 11% across the school reflects the success of this modified approach in improving school readiness and emotional safety.

Action 4.4, which aimed to expand after-school learning opportunities, faced moderate implementation challenges. Due to staffing and scheduling constraints with paraeducators, the school was unable to launch a formal daily after-school program. However, site leadership partnered with Kidango to ensure families with the greatest childcare needs could access before- and after-school coverage. Additional on-

site staff also provided flexible supervision solutions when possible. These creative adaptations allowed the school to uphold the core purpose of the action, supporting families with limited childcare options, and helped sustain the school's ADA above 90%. While the modified approach met family needs, the original plan could not be fully realized due to staffing limitations.

Action 4.5, centered on family engagement events, was highly effective in promoting attendance and community connection. The school hosted two major off-site field trips, Emma Prusch Farm Park and the Children's Discovery Museum, as well as on-campus events like the Family Literacy Picnic and Earth Day Open House. These events strengthened the relationship between families and school staff and gave parents meaningful opportunities to participate in their child's learning. While Panorama survey data showed small declines in positive responses from Spring 2024 to Spring 2025, including a 2% drop in sense of belonging, a 5% drop in perceptions of safety, and a 3% drop in academic support, family participation remained consistent. Parent survey participation held steady at 44%, down just 2 percentage points from the prior year. These outcomes suggest that the school's proactive family engagement helped sustain a supportive climate despite the challenges of a transition year.

In summary, each action under Goal 4 contributed effectively to reducing chronic absenteeism and improving student attendance at Chavez. While not all actions were implemented as originally planned, the school demonstrated a high degree of responsiveness and flexibility in adapting to student needs. Through strategic pivots, strong family partnerships, and focused support, Chavez exceeded its ADA target and made significant strides in reducing chronic absenteeism during its final year of operation.

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.

As a result of the school's scheduled closure on July 1, 2025, Goal 4 will be discontinued for the 2025–26 school year. This goal was designed specifically for Cesar Chavez Early Learning Center as part of its Equity Multiplier designation, with the intent to target site-specific barriers to attendance and reduce chronic absenteeism. Because the school will no longer be operational, the goal, associated metrics, and action plans will not carry forward into the next planning cycle.

Although the goal itself will sunset, several key reflections from implementation may inform future practices at other sites. These include the demonstrated effectiveness of targeted roles such as Community Liaisons in supporting attendance, the impact of addressing basic student needs through resources like care closets, and the value of family engagement events in sustaining school connectedness during times of transition. Additionally, the successful midyear pivot from planned home visits to contracted behavior support highlighted the importance of flexible funding and real-time responsiveness to site needs.

No changes were made to the goal or its target metrics during the 2024–25 year; however, actions were adjusted in practice based on implementation feasibility and student need. These adaptive decisions contributed meaningfully to student outcomes and should be considered as effective models for future site-based planning, even though this particular goal will be retired following the closure of Cesar Chavez Early

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	Community Liaison	<p>Costs related to community liaisons. Community Liaison priority areas include: increasing parent involvement and engagement, supporting with translation and interpretation, working towards mitigation of chronic absenteeism.</p> <p>Cost of extended hours (i.e., for recruitment purposes to increase enrollment, home visits, and support at events).</p> <p>Professional development to enhance skills that support parents/families (i.e. workshops, trainings, conferences)</p> <p>Community Liaisons will work in coordination with Principals to offer workshops related to the importance of school attendance.</p> <p>*This action is included to address the sites, student groups &amp; indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)</p>		No
4.2	Chavez Care Closet	<p>Create Chavez Care Closet to address basic needs of students and families to eliminate the barriers to coming to school thus mitigating the cases of chronic absenteeism. Care closet would be overseen by the school's community liaison and include supplies such as bus tokens, extra school uniforms, socks, underwear, shoes and other clothing, food items, items for weather (umbrellas).</p>		No
4.3	Home visits	<p>Conduct home visits in which staff members gift school readiness backpacks supplied with materials for the student and family to bridge transition to school and support families in supporting their child. The importance of student attendance will be priority topic during the home visits.</p>		No

Action #	Title	Description	Total Funds	Contributing
<b>4.4</b>	Expanded Learning Opportunities	Provide after school expanded learning opportunities to address families' need for extended day schedule. This support is essential for regular school attendance when lack of childcare prevents students from coming to school.		No
<b>4.5</b>	Family Enrichment Trips	Events on and off site to build relationships between school staff and students and their families. These events and field trips would engage the Cesar Chavez Early Learning community in shared learning opportunities that will enhance their learning and provide enrichment. Budget would be allocated for contract costs, admission costs, and/or transportation expenses.		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
\$\$26,478,327	\$3,195,298

## 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
34.347%	0.000%	\$0.00	34.347%

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> Targeted support services and programming - school sites</p> <p><b>Need:</b> The 2023/2024 SBAC shows a gap between all students and our unduplicated students in the areas of ELA and Math</p> <p><b>Scope:</b></p>	The research clearly states that there is a direct, measurable link between teacher effectiveness and student success. Our EL, FY and SED students need access to highly qualified and trained staff. When students feel a strong connection to school and are taught by qualified, caring teachers, we will see an increase in test scores overall. While services in this action are for all students, it addresses the specific needs of English Learners, Foster Youth and	1.19

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
	LEA-wide	Socioeconomically Disadvantaged students at all school sites.	
1.2	<p><b>Action:</b> Recruit, retain, develop and celebrate employees</p> <p><b>Need:</b> According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. These students don't typically have access to the additional resources that support their learning nor have the technology at home to expand the learning into their homes. Parents are also not as involved due to work constraints and family stresses which limits their ability to attend school events and take their children on educational excursions.</p> <p><b>Scope:</b> LEA-wide</p>	This action addresses the specific needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students at all school sites by planning and prioritizing services that bridge the equity gap. Since all sites have a high percentage of socioeconomically disadvantaged students, the supplemental needs of these students will be supported through this action.	1.19
1.3	<p><b>Action:</b> Professional development and support to ensure high quality instruction</p> <p><b>Need:</b> According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific</p>	Professional development including anti-bias, anti-racist and culturally responsive teaching training will address the equity gap of our student groups in "red"	1.12, 1.15, 1.19

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>Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. Performance of these student groups on statewide and local measures shows lower achievement levels than the general student population.</p> <p><b>Scope:</b> LEA-wide</p>		
1.4	<p><b>Action:</b> Supplemental Educational Programs and Platforms</p> <p><b>Need:</b> Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Progress monitoring and the personalized instructional platform will provide the additional academic support students need. It also provides the ability for staff to disaggregate data for these student groups. While services in this action are for all students, it will address the specific needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students at all school sites.</p>	1.18, 2.6
1.5	<p><b>Action:</b> Tech Support for Instructional Programming</p> <p><b>Need:</b> EL, FY, and SED students and parents report having limited or no access to tech devices and/or internet.</p> <p><b>Scope:</b></p>	<p>Computers and online connectivity are becoming increasingly important to ensuring that educational opportunity is open to all children, regardless of their economic status. This action ensures that all students have 1:1 reliable access to technology and connectivity.</p>	1.19

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
	LEA-wide		
1.7	<p><b>Action:</b> Implementation of Ethnic Studies</p> <p><b>Need:</b> According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged for chronic absenteeism.</p> <p>In addition, the survey data from Spring 2024 shows the following: "Sense of Belonging" Elementary students is 74% Middle School students is 59%</p> <p>"Safety" Elementary students is 63% Middle School students is 62%</p> <p><b>Scope:</b> LEA-wide</p>	Ethnic studies are essential to students' sense of belonging in the classroom with its focus on the experiences of people of color. Offering this to all students will impact students' sense of belonging at school especially African American and Hispanic students who are in "red" for Chronic Absenteeism	1.13, 1.14, 1.21
1.9	<p><b>Action:</b> Positive School Climate and Culture</p> <p><b>Need:</b> According to a report from the Center for Mental Health in Schools, they estimate that</p>	This action will provide the necessary support for students' overall well-being. Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving	1.11, 1.14, 1.21

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>between 12 and 22 percent of school-aged children and youth have a diagnosable mental health disorder. We know that EL, FY, and SED students have limited or no access to mental health/counseling services coupled with the fact the 76.7% of Alum Rock students are socioeconomically disadvantaged.</p> <p><b>Scope:</b> LEA-wide</p>	<p>skills, have nonaggressive behaviors, and add to positive school culture. While services in this action are for all students, priority services will be provided for Foster Youth, English Learners, socio-economically disadvantaged (SED), and homeless youth.</p>	
<p><b>1.13</b></p>	<p><b>Action:</b> Biliteracy Pathway Opportunities</p> <p><b>Need:</b> Performance of English Learners on statewide and local measures shows lower achievement levels than the general population of students. According to the Spring 2023 SBAC data, the following are the student results:</p> <p>ELA (all students) - Average of 64.2 points below standard</p> <p>ELA (English Learners) - Average of 102.5 points below standard</p> <p>In addition, parent feedback from input sessions indicates the demand for more second language learning opportunities for students.</p> <p><b>Scope:</b></p>	<p>English Learners have access to high quality, dual immersion programming that supports English language acquisition. English Only students are also invited to participate as part of the Two Way Immersion model</p>	<p>1.20</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
	LEA-wide		
1.14	<p><b>Action:</b> Support Services for Students</p> <p><b>Need:</b> According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. These students typically have limited access to supplemental services that keep them safe, healthy and connected to school.</p> <p><b>Scope:</b> LEA-wide</p>	EL, FY and SED students will benefit from specialized supports during the school day to provide resource equity (e.g., assistance for students with special health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional materials for all students)	1.21
2.4	<p><b>Action:</b> Supplemental services and intervention for designated student populations</p> <p><b>Need:</b> EL, FY and SED students are the highest need students in our district. These students lag behind other student groups in academic progress and have the most instances of chronic absenteeism. This action will ensure the supplemental services and resources to support their academic progress and overall well-being.</p> <p><b>Scope:</b></p>	This action ensures centralized administrative support, supplemental materials, services and resources to implement programs for English Learners, Foster Youth, SED, Migrant Education students and their families. This includes counseling services and case management, connection of resources through School Linked Services supervisors, cost of platforms and programs that streamline processes for support.	2.3, 2.5, 2.7, 2.11

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
	LEA-wide		
3.1	<p><b>Action:</b> Parent/Community Engagement</p> <p><b>Need:</b> EL, FY and SED students are in "red" for Chronic Absenteeism and Academics. It is widely known in the research, that strong family-school partnerships lead to improved student outcomes, such as: improved identification of needs, improved social emotional development and improved attendance.</p> <p><b>Scope:</b> LEA-wide</p>	This action promotes parent engagement and community involvement at all schools and through District sponsored activities especially for parents of EL, FY and SED students.	3.1, 3.2, 3.3, 2.5, 2.7
3.2	<p><b>Action:</b> Parent University</p> <p><b>Need:</b> EL, FY and SED students are in "red" for Chronic Absenteeism and Academics. Parent education programs can help improve communication skills between parents and children, provide information on how to support their children which results in increased support and an overall better understanding between family members</p> <p><b>Scope:</b> LEA-wide</p>	Parent University provides parent workshops on topics to support student learning, mental health and socio-emotional growth. Alum Rock hosts several Parent University events during the school year and prioritizes involvement for parents of English Learners, Foster Youth and Socioeconomically Disadvantaged students.	3.1, 3.2, 3.3, 2.5, 2.7

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
3.3	<p><b>Action:</b> Community and Family Outreach and Support</p> <p><b>Need:</b> EL and SED students are disproportionately underrepresented at school events due to lack of access.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The community liaisons serve as a bridge between home and school for District families. They provide translation/interpretation services for monolingual parents, assist with cases of chronic absenteeism and plan for opportunities for parent development and education.</p>	1.14, 2.7, 3.2
3.4	<p><b>Action:</b> Building Capacity for Parent Leaders</p> <p><b>Need:</b> It is our experience that parents of English Learners, Foster Youth and Socioeconomically Disadvantaged youth participate in leadership groups at a much lower rate than their peers.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides parents an opportunity to participate in school and District level committees, leadership training especially parents of English Learners, Foster Youth and Socioeconomically Disadvantaged students to participate in these leadership roles. In addition, it is crucial that the district ensure Students with Special Needs and Black/African American students are represented in leadership positions.</p>	3.2
3.7	<p><b>Action:</b> Positive School Climate and Culture</p> <p><b>Need:</b> Overall, based on the 2023/2024 Spring survey, only 74% of Elementary students and 58% of Middle school students reported a strong "sense of belonging" at school. In addition, 96% of parents and 83% of staff reported a strong "sense of belonging". This coupled with the high rate of chronic absenteeism in our schools has led us to take</p>	<p>The actions/services proposed are intended to create a supportive and engaging environment to address chronic absenteeism. Building a positive school climate can help students feel safe, more connected and motivated to attend regularly.</p>	1.14, 1.21, 2.7

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>a deeper dive into the reasons that our unduplicated students' lack of connection to school.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.8</b></p>	<p><b>Action:</b> Student Showcases and cultural celebrations</p> <p><b>Need:</b> Overall, based on the 2023/2024 Spring survey, only 74% of Elementary students and 58% of Middle school students reported a strong "sense of belonging" at school. In addition, 96% of parents and 83% of staff reported a strong "sense of belonging". This coupled with the high rate of chronic absenteeism in our schools has led us to take a deeper dive into the reasons that our unduplicated students' lack of connection to school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Family involvement activities and student showcases will strengthen relationships between staff and families, highlight student achievements, increase student pride and positively impact school climate.</p>	<p>1.14, 1.21, 2.7</p>
<p><b>3.9</b></p>	<p><b>Action:</b> Ensuring language access for families- Translation/Interpretation</p> <p><b>Need:</b> EL and SED students are disproportionately underrepresented at school events due to lack of access.</p>	<p>Translation services provide access for our monolingual parents to communicate and receive information in a language that is familiar to them. These services positively impact student learning for our English Learners.</p>	<p>3.2, 1.14, 1.21, 2.7, 3.12</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		
<b>3.10</b>	<p><b>Action:</b> Visual and Performing Arts Programming</p> <p><b>Need:</b> According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. These students don't typically have access to a well rounded educational experience that includes music and the arts.</p> <p><b>Scope:</b> LEA-wide</p>	The district Visual and Performing Arts Program provides an opportunity for students to explore a different learning modality. This action supports the classroom music program, Mariachi program, Jazz Program, and Visual and Performing Arts Program. Our unduplicated students benefit from these programs because they provide culturally relevant content and access to additional arts opportunities that build self confidence and positive relationships with peers.	1.14, 1.21, 2.7

### **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
<b>1.11</b>	<p><b>Action:</b> Supplemental Support for English Language Development</p>	Provide professional development opportunities for teachers and administrators for English Language	1.6, 1.12, 1.15, 1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Performance of English Learners on statewide and local measures shows lower achievement levels than the general population of students. According to the Spring 2023 SBAC data, the following are the student results:</p> <p>ELA (all students) - Average of 64.2 points below standard</p> <p>ELA (English Learners) - Average of 102.5 points below standard</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Development (ELD) to support the specific academic needs of this student group.	

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

N/A

### Additional Concentration Grant Funding

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

In 2025–26, Alum Rock Union School District will utilize the additional concentration grant add-on funding to expand staffing and services at schools with the highest concentrations of foster youth, English learners, and low-income students. These funds will be strategically invested in positions and programs that directly support students’ academic achievement, social-emotional well-being, behavior, and access to enrichment opportunities. Key investments include:

Goal 1, Action 1: Additional Teacher Support Staff – \$183,477.60

Allocated to schools with higher student-to-teacher ratios to reduce class size and provide more individualized instruction.

Goal 1, Action 3: Librarian of Record – \$11,100.00

Provides direct student access to library services, fostering literacy development at high-need sites.

Goal 1, Action 4: Library Software – \$13,000.00

Supports equitable access to high-quality instructional materials and research tools through the Follett Destiny platform.

Goal 1, Action 7: Curriculum Development & Publishing – \$25,000.00

Funds the continued implementation of the Ethnic Studies curriculum aligned with state guidance to increase engagement and cultural relevance for underserved students.

Goal 1, Action 9: Counselors – \$708,167.59

Adds 0.5 FTE counselor at each elementary school to expand social-emotional and academic counseling services for students.

Goal 1, Action 14: Assistant Principals & Director of Academic Services – \$941,297.13

Provides assistant principals at all middle schools to support instructional leadership and student services; includes funding for a Director of Academic Services to oversee intervention programs and school improvement.

Goal 1, Action 14: RO Health Contracted Services – \$550,000.00

Offers 1:1 direct support services for students with intensive health needs through licensed professionals.

Goal 1, Action 14: Academic Services Director - \$ 246,585.68

Goal 3, Action 1: Sports and Enrichment Programming – \$516,670.00

Includes school day and after-school sports programs, tournaments, and coaching stipends to promote student engagement, school connectedness, and physical wellness.

Collectively, these actions reflect the district’s strategic use of concentration add-on funding to increase student-facing services, improve learning conditions, and close opportunity gaps at the highest-need school sites.

<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	N/A

<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 certificated staff providing direct services to students	N/A	N/A

# 2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$77,090,811	\$26,478,327	34.347%	0.000%	34.347%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$118,490,012.33	\$22,993,206.00	\$1,132,347.00	\$5,584,008.00	\$148,199,573.33	\$116,446,083.47	\$31,753,489.86

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	Targeted support services and programming -school sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,812,452.24	\$131,486.76	\$2,943,939.00				\$2,943,939.00	
1	1.2	Recruit, retain, develop and celebrate employees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$7,155,207.00	\$419,957.15	\$7,575,164.15				\$7,575,164.15	
1	1.3	Professional development and support to ensure high quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,788,867.07	\$209,100.00	\$2,280,339.07			\$717,628.00	\$2,997,967.07	
1	1.4	Supplemental Educational Programs and Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$378,000.00	\$378,000.00				\$378,000.00	
1	1.5	Tech Support for Instructional Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$773,193.07	\$321,383.00	\$1,094,576.07				\$1,094,576.07	
1	1.6	UPK (expanded PK -3) Program	All	No			Specific Schools: all elementary schools TK-3	ongoing	\$154,286.07	\$953,949.02	\$848,235.09	\$160,000.00	\$100,000.00		\$1,108,235.09	
1	1.7	Implementation of Ethnic Studies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,932.04	\$22,067.96	\$25,000.00				\$25,000.00	

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	1.8	Expanded Learning Programming	All	No			All Schools	ongoing	\$3,263,234.28	\$8,719,698.74		\$11,982,933.02			\$11,982,933.02	
1	1.9	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,975,003.44	\$14,645.63	\$1,989,649.07				\$1,989,649.07	
1	1.10	Special Services for students	All	No			All Schools	ongoing	\$25,330,044.00	\$7,580,917.00	\$32,910,961.00				\$32,910,961.00	
1	1.11	Supplemental Support for English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$11,413.96	\$10,000.00	\$21,413.96				\$21,413.96	
1	1.12	Support for English Language Proficiency Assessment to provide designated EL support	All	No			All Schools	ongoing	\$177,263.36	\$0.00	\$177,263.36				\$177,263.36	
1	1.13	Biliteracy Pathway Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adelante Academy I, Adelante Academy II, Painter DLI Program	ongoing	\$4,625.08	\$127,233.00	\$131,858.08				\$131,858.08	
1	1.14	Support Services for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,183,983.94	\$739,300.00	\$4,923,283.94				\$4,923,283.94	
1	1.15	Maintaining a Safe School Environment	All	No			All Schools	ongoing	\$0.00	\$259,900.00	\$259,900.00				\$259,900.00	
1	1.16	Routine Restricted Maintenance Repair	All	No			All Schools	ongoing	\$3,038,212.00	\$1,684,421.00	\$4,722,633.00				\$4,722,633.00	
1	1.17	Core Program Support	All	No			All Schools	ongoing	\$57,499,700.80	\$6,518,724.90	\$51,547,461.72	\$8,189,572.98	\$132,347.00	\$4,149,044.00	\$64,018,425.70	
2	2.1	UPK (expanded PK -3) Program	All	No			All Schools	ongoing	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
2	2.2	Positive School Culture, small group and individual support	All	No			All Schools	ongoing	\$1,704,639.68	\$1,845,360.32		\$2,600,000.00	\$900,000.00	\$50,000.00	\$3,550,000.00	

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	2.3	Expanded Support for Long-Term English Learners & Newcomers	All	No			All Schools	ongoing	\$174,962.18	\$443,025.82	\$135,000.00			\$482,988.00	\$617,988.00	
2	2.4	Supplemental services and intervention for designated student populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$777,936.47	\$110,950.00	\$830,593.47			\$58,293.00	\$888,886.47	
3	3.1	Parent/Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$41,723.00	\$521,002.00	\$536,670.00			\$26,055.00	\$562,725.00	
3	3.2	Parent University	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$16,618.44	\$37,381.56	\$54,000.00				\$54,000.00	
3	3.3	Community and Family Outreach and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$1,086,907.59	\$283,498.00	\$1,370,405.59				\$1,370,405.59	
3	3.4	Building Capacity for Parent Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,500.00	\$12,500.00	\$17,000.00				\$17,000.00	
3	3.5	Diversity, Identity and Cultural Responsiveness	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	UPK (expanded PK -3) Program	All	No			All Schools	ongoing	\$0.00	\$30,700.00		\$30,700.00			\$30,700.00	
3	3.7	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$12,027.00	\$141,073.00	\$153,100.00				\$153,100.00	
3	3.8	Student Showcases and cultural celebrations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$55,000.00	\$5,000.00			\$50,000.00	\$55,000.00	
3	3.9	Ensuring language access for families- Translation/Interpretation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$323,287.08	\$15,750.00	\$339,037.08				\$339,037.08	
3	3.10	Visual and Performing Arts Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,103,063.68	\$166,465.00	\$3,219,528.68			\$50,000.00	\$3,269,528.68	
4	4.1	Community Liaison	All	No			Specific Schools: Cesar	2024/2025 school year								

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
							Chavez Early Learning Center									
4	4.2	Chavez Care Closet	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								
4	4.3	Home visits	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								
4	4.4	Expanded Learning Opportunities	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								
4	4.5	Family Enrichment Trips	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								

# 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
\$77,090,811	\$26,478,327	34.347%	0.000%	34.347%	\$27,888,558.16	0.000%	36.176 %	<b>Total:</b>	\$27,888,558.16
								<b>LEA-wide Total:</b>	\$27,867,144.20
								<b>Limited Total:</b>	\$21,413.96
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Targeted support services and programming -school sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,943,939.00	
1	1.2	Recruit, retain, develop and celebrate employees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,575,164.15	
1	1.3	Professional development and support to ensure high quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,280,339.07	
1	1.4	Supplemental Educational Programs and Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$378,000.00	
1	1.5	Tech Support for Instructional Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,094,576.07	
1	1.7	Implementation of Ethnic Studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	

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	1.9	Positive School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,989,649.07	
1	1.11	Supplemental Support for English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$21,413.96	
1	1.13	Biliteracy Pathway Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adelante Academy I, Adelante Academy II, Painter DLI Program	\$131,858.08	
1	1.14	Support Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,923,283.94	
2	2.4	Supplemental services and intervention for designated student populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$830,593.47	
3	3.1	Parent/Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$536,670.00	
3	3.2	Parent University	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	
3	3.3	Community and Family Outreach and Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,370,405.59	
3	3.4	Building Capacity for Parent Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	
3	3.7	Positive School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,100.00	
3	3.8	Student Showcases and cultural celebrations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.9	Ensuring language access for families- Translation/Interpretation	Yes	LEA-wide	English Learners Low Income	All Schools	\$339,037.08	

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	3.10	Visual and Performing Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,219,528.68	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$157,751,620.97	\$152,759,129.78

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	Targeted support services and programming -school sites	Yes	\$7,915,524.14	7,910,524.14
1	1.2	Recruit, retain, develop and celebrate employees	Yes	\$3,404,292.34	3,362,542.34
1	1.3	Professional development and support to ensure high quality instruction	Yes	\$2,479,003.96	2,453,221.00
1	1.4	Supplemental Educational Programs and Platforms	Yes	\$368,828.12	395,720.25
1	1.5	Tech Support for Instructional Programming	Yes	\$1,215,658.58	1,145,557.57
1	1.6	UPK (expanded PK -3) Program	No	\$1,135,518.17	978,316.55
1	1.7	Implementation of Ethnic Studies	Yes	\$240,567.51	235,628.00
1	1.8	Expanded Learning Programming	No	\$9,958,761.53	11,122,076.21
1	1.9	Positive School Climate and Culture	Yes	\$2,385,501.31	2,126,368.42
1	1.10	Special Services for students	No	\$34,989,125.00	33,861,569.00
1	1.11	Supplemental Support for English Language Development	Yes	\$50,738.00	16,460.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Support for English Language Proficiency Assessment to provide designated EL support	No	\$220,464.00	185,464.00
1	1.13	Biliteracy Pathway Opportunities	Yes	\$82,924.00	82,924.00
1	1.14	Support Services for Students	Yes	\$6,130,973.01	5,792,526.89
1	1.15	Maintaining a Safe School Environment	No	\$256,740.00	255,734.06
1	1.16	Routine Restricted Maintenance Repair	No	\$4,944,016.25	4,944,016.25
1	1.17	Core Program Support	No	\$68,957,125.27	68,957,125.27
2	2.1	UPK (expanded PK -3) Program	No	\$30,000.00	0
2	2.2	Positive School Culture, small group and individual support	No	\$5,210,121.00	1,910,431.00
2	2.3	Expanded Support for Long-Term English Learners & Newcomers	No	\$578,038.91	510,225.46
2	2.4	Supplemental services and intervention for designated student populations	Yes	\$1,127,858.81	1,045,493.79
3	3.1	Parent/Community Engagement	Yes	\$346,732.56	345,191.82
3	3.2	Parent University	Yes	\$60,000.00	60,000.00
3	3.3	Community and Family Outreach and Support	Yes	\$1,604,317.73	1,537,459.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Building Capacity for Parent Leaders	Yes	\$18,000.00	12,000.00
3	3.5	Diversity, Identity and Cultural Responsiveness	No	\$0.00	0
3	3.6	UPK (expanded PK -3) Program	No	\$30,700.00	5700
3	3.7	Positive School Climate and Culture	Yes	\$153,100.00	153,100.00
3	3.8	Student Showcases and cultural celebrations	Yes	\$43,500.00	5,000.00
3	3.9	Ensuring language access for families-Translation/Interpretation	Yes	\$358,442.45	318,642.45
3	3.10	Visual and Performing Arts Programming	Yes	\$3,349,056.42	2,937,941.42
4	4.1	Community Liaison	No	\$54,413.90	49,146.47
4	4.2	Chavez Care Closet	No	\$2,000.00	2000
4	4.3	Home visits	No	\$10,000.00	10000
4	4.4	Expanded Learning Opportunities	No	\$30,000.00	29104
4	4.5	Family Enrichment Trips	No	\$9,578.00	1920

# 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)
\$26,154,704	\$30,946,052.68	\$29,643,028.76	\$1,303,023.92	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	Targeted support services and programming -school sites	Yes	\$7,915,524.14	7,910,524.14		
1	1.2	Recruit, retain, develop and celebrate employees	Yes	\$3,404,292.34	3,362,542.34		
1	1.3	Professional development and support to ensure high quality instruction	Yes	\$2,479,003.96	2,453,221.00		
1	1.4	Supplemental Educational Programs and Platforms	Yes	\$368,828.12	395,720.25		
1	1.5	Tech Support for Instructional Programming	Yes	\$1,215,658.58	1,145,557.57		
1	1.7	Implementation of Ethnic Studies	Yes	\$25,000.00	18,000.00		
1	1.9	Positive School Climate and Culture	Yes	\$2,385,501.31	2,126,368.42		
1	1.11	Supplemental Support for English Language Development	Yes	\$50,738.00	16,460.11		
1	1.13	Biliteracy Pathway Opportunities	Yes	\$82,924.00	82,924.00		
1	1.14	Support Services for Students	Yes	\$6,130,973.01	5,792,526.89		
2	2.4	Supplemental services and intervention for designated student populations	Yes	\$1,077,807.06	995,442.04		
3	3.1	Parent/Community Engagement	Yes	\$321,139.56	319,598.82		

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)
3	3.2	Parent University	Yes	\$60,000.00	60,000.00		
3	3.3	Community and Family Outreach and Support	Yes	\$1,604,317.73	1,537,459.31		
3	3.4	Building Capacity for Parent Leaders	Yes	\$18,000.00	12,000.00		
3	3.7	Positive School Climate and Culture	Yes	\$153,100.00	153,100.00		
3	3.8	Student Showcases and cultural celebrations	Yes	\$5,000.00	5,000.00		
3	3.9	Ensuring language access for families- Translation/Interpretation	Yes	\$358,442.45	318,642.45		
3	3.10	Visual and Performing Arts Programming	Yes	\$3,289,802.42	2,937,941.42		

# 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)
\$76,674,837	\$26,154,704	0	34.111%	\$29,643,028.76	0.000%	38.661%	\$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 #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
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)**



2025/2026  
LCAP ADDENDUM

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template**

**School Year**

2025

**Date of Board Approval**

June 26, 2025

**LEA Name**

Alum Rock Union Elementary School District

**CDS Code:**

43693690000000

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Alum Rock Union School District strategically uses federal funds to supplement and strengthen the priorities and initiatives outlined in the Local Control and Accountability Plan (LCAP). These funds are targeted to support students who require additional assistance beyond the core services provided through state funding. Federal resources are directed toward narrowing achievement gaps for our most underserved populations—including students from low-income households, English learners, students experiencing homelessness, those impacted by trauma, and students at risk of academic failure. The allocation of funds is driven by a comprehensive needs assessment that examines multiple data sources, including academic achievement, attendance, suspension rates, and feedback from students, families, and staff. This approach ensures that federal dollars are aligned with the district’s broader strategy and focused on providing supplemental programs, services, and professional development to improve outcomes for historically marginalized student groups.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Alum Rock Union School District integrates the use of federal funds into a cohesive strategy aligned with state and local investments. State and local investments, such as LCFF base, supplemental, and concentration grants, as well as locally prioritized LCAP actions, provide the foundational services and supports for all students. Through the annual LCAP development process, district staff engage educational partners in reviewing student outcome data, progress toward measurable goals, and results from a comprehensive needs assessment. These inputs inform districtwide priorities and guide resource allocation across funding sources. Federal funds are used to supplement—not supplant—state and local efforts, enabling the district to provide targeted supports that address learning gaps for disadvantaged students and English learners. Cross-program coordination ensures that federal resources from Title I, Title II, Title III, and other grants are aligned to support professional development, academic interventions, social-emotional learning, and 21st century skill development. This strategic layering of funds allows the district to maximize impact, avoid duplication, and build educator capacity to meet the diverse needs of students.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District is committed to ensuring that all students have equitable access to experienced, effective, and fully credentialed teachers. With 100% of our schools operating as Title I Schoolwide Programs—and a student population that is 78.6% socioeconomically disadvantaged and 98.5% students of color—staffing equity remains a central priority in our districtwide efforts to close opportunity gaps.

Each year, the Human Resources Department conducts a credentialing review to verify that all teachers are appropriately assigned and authorized for their instructional placements. According to the latest data from the California Department of Education, Alum Rock does not show any disproportionate assignment of ineffective, inexperienced, or out-of-field teachers to schools serving low-income or minority students.

As part of the Title I Comparability Report through the Consolidated Application Reporting System (CARS), we also monitor and validate that student-to-teacher ratios are consistent across all school sites.

Staffing decisions are made through a collaborative process involving Human Resources, Student Services, and Academic Services, who meet annually with site principals to review projected needs, current vacancies, and opportunities to strengthen instructional teams. These discussions ensure thoughtful staff placements that consider credential type, teaching experience, and language proficiency in relation to each school's unique context.

For educators serving under intern credentials, emergency permits, or waivers, the district provides layered support. Site administrators offer regular coaching, while the Academic Services Department assigns experienced mentor teachers who meet consistently with new or developing educators to provide instructional guidance, support with data analysis,

and collaborative planning. These teachers also participate in site-based professional learning communities to strengthen their practice and build peer connections.

Should future data reveal any disparities in access to effective teaching, the district is prepared to take responsive action through targeted professional development, mentorship, and resource allocation to ensure instructional quality remains equitable for all students.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Alum Rock Union School District is committed to fostering strong partnerships with families and educational partners that support student learning and well-being. Effective family engagement is embedded in our district's culture and strategic planning, with multiple access points for parents to receive information, provide input, and participate in school and district decision-making.

To support meaningful engagement, families are regularly invited to participate in site-based advisory groups such as School Site Council (SSC) and English Learner Advisory Committee (ELAC), as well as district-level committees including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and Superintendent's Parent Advisory Committee (SPARC). These groups play a critical role in reviewing, providing input on, and approving key documents such as the School Plan for Student Achievement (SPSA), Local Control and Accountability Plan (LCAP), and Title I Parent and Family Engagement Policies.

Each year, all Title I schools update and share their School-Level Family Engagement Policy in consultation with SSC and parent advisory groups. Once finalized, these policies are distributed to families and shared during Principal's Coffees, Mini Parent Universities, Family Nights, and Leadership Team meetings. During these sessions, site administrators also present information about Title I requirements and the academic programs and supports available, ensuring that families are informed partners in the educational process.

Title I parent engagement goals are intentionally aligned with the district's LCAP goals, allowing school sites to strategically allocate funding based on the identified needs and priorities of their school communities. This alignment supports coherent planning and strengthens site-level capacity to build family partnerships that are responsive and impactful.

For schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), parent involvement is a required and essential part of the improvement process. Each CSI/ATSI school forms a site-based improvement team that includes parent representatives, and these teams collaborate with district leaders to plan, monitor, and implement their improvement plans. The LEA provides guidance and professional development to support these teams and ensures that updates about CSI/ATSI efforts are shared during district-level advisory meetings and posted on the district website. Annual updates are also presented to the governing board to maintain transparency and accountability.

The district also prioritizes capacity-building for families through a range of parent education workshops and training opportunities. These include sessions focused on technology use, social-emotional learning, literacy strategies, and English as a Second Language. Increasingly, these trainings are offered in conjunction with extended learning programs so that families and students can participate together in a coordinated, supportive environment.

To ensure access and inclusivity, Alum Rock provides robust translation and interpretation services across meetings, communications, and events, including support in the district's most requested languages such as Spanish and Vietnamese. Additionally, school community liaisons play a vital role in bridging home and school by conducting outreach, providing direct support, and connecting families to critical community-based resources.

Through these strategies, Alum Rock continues to strengthen family-school partnerships and elevate parent voice in support of improved student outcomes.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Planning Alum Rock Union School District actively involves parents and family members as partners in the planning, implementation, and monitoring of improvement efforts for schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI). Parents are engaged from the outset in the needs assessment process through school-level focus groups, School Site Council (SSC), and English Learner Advisory Committees (ELAC). Once needs are identified, parent representatives are included in site-based CSI/ATSI teams and contribute to the development of each school's improvement plan. The district provides training and guidance to site leaders on how to meaningfully engage parents in the CSI/ATSI planning process and requires that improvement plans be reviewed and approved by the SSC, including designated parent members. Information about CSI/ATSI goals, actions, and progress is also presented at District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) meetings, and shared with the Board of Trustees and broader public through updates on the district website and public board presentations.

**Parent and Family Engagement Strategy under Section 1116**

Alum Rock Union School District believes that strong family-school partnerships are essential to student success. Our written District Parent and Family Engagement Policy is jointly developed and agreed upon each year in collaboration with educational partners, including the District Advisory Committee (DAC), site-based parent leadership groups, and district department leaders. The policy affirms the value of parents as equal partners in education and outlines how the district will support capacity-building, equitable access, and two-way communication. Once finalized, the policy is distributed annually to all families in English, Spanish, and Vietnamese—the district's three primary languages. The District's Parent and Family Engagement Policy is aligned with LCAP Goal 3, which focuses on fostering a safe, inclusive, and engaging school climate through increased family and community involvement. As part of the annual LCAP development process, families participate in engagement sessions—both in person and virtually—where they share insights about school climate, access to services, and priorities for student success. Their input informs not only the LCAP but also refinements to the district's family engagement strategies, Title I expenditures, and support structures for schools.

**Building Capacity of Families to Support Student Success**

Alum Rock Union School District is deeply committed to equipping families with the knowledge and tools they need to actively support their children's academic and social-emotional growth. To build this capacity, the district offers a wide range of workshops, trainings, and resources designed to empower parents as partners in learning. These opportunities help families better understand California State Standards and assessments, track student progress through online parent portals and data reports, and support learning at home with effective literacy and math strategies. A strong emphasis is placed on helping families navigate the English Language Development (ELD) system, including the ELPAC assessment and the reclassification process. Parents are also introduced to web-based applications and digital platforms that enhance learning and support language acquisition, along with strategies for supporting English Learners, students with disabilities, and those affected by trauma. One of the district's cornerstone initiatives is Parent University, a multi-session program held throughout the year that offers in-depth guidance on topics such as social-emotional learning, special education navigation, responsible technology use, and family health and wellness. As part of these digital literacy offerings, the district also includes education on responsible internet use and the harms of copyright piracy to support safe and ethical digital engagement. In addition to centralized sessions, the district hosts site-based classes focused on parenting approaches, digital literacy, and behavioral support. Recognizing the value of shared learning experiences, the district increasingly integrates family trainings into student extended learning programs. This approach not only reinforces academic and behavioral strategies at home but also fosters stronger connections between families, schools, and the broader learning community.

#### Supporting Parents of English Learners and Migrant Students

Given the high percentage of English Learners in Alum Rock, with notable concentrations in grades TK–3 and among students with disabilities, the district prioritizes targeted outreach and support for these families. An EL Liaison group meets monthly and includes site administrators, teachers, and parents to discuss implementation of the ELD Roadmap, instructional strategies, and engagement practices. Site and district-level ELAC and DELAC meetings are also held regularly to consult with parents on EL programs, supports, and goals. For families of migratory students, the district offers tailored services, including tutoring, counseling, and parent meetings. These programs are designed to address the academic, social-emotional, and transitional needs unique to migratory families and support student success.

#### Staff Development in Family Engagement

Alum Rock Union School District recognizes that strong family-school partnerships begin with empowered and well-prepared educators. To that end, the district provides ongoing professional development for teachers, administrators, and support staff focused on the essential role of family engagement in student success. These trainings emphasize the importance of creating welcoming and inclusive environments where all families—regardless of background—feel valued as partners in their child's education. Staff are equipped with strategies for communicating with empathy and cultural responsiveness, ensuring that interactions with families build trust and mutual understanding. Training also includes guidance on facilitating effective parent conferences and Individualized Education Program (IEP) meetings that promote shared decision-making. In addition, school teams are supported in designing inclusive events and engagement opportunities that reflect the strengths and needs of their school communities, further reinforcing strong connections between home and school. To the extent feasible and appropriate, the district also coordinates family engagement efforts with public preschool programs and early childhood education providers to ensure smooth transitions for students entering transitional kindergarten and kindergarten. These efforts include outreach to preschool families, joint planning of orientation events, and alignment of early learning resources to foster parent involvement from the earliest stages of a child's educational journey.

#### Access, Communication, and Equity

All communications and materials related to parent meetings, school events, and engagement activities are translated into the home languages of families whenever practicable. Interpretation services are consistently provided at IEP meetings, school site council meetings, parent workshops, and advisory committee sessions. Outreach includes bilingual phone calls, flyers, emails, and the use of school community liaisons who serve as vital links between schools and families, particularly for those facing language, mobility, or digital access barriers. The district also ensures accessibility for parents with disabilities by offering alternative formats, providing physical access to facilities, and using assistive technologies where needed.

#### Responsive Support for Parent Requests

The district is responsive to requests from families for additional workshops, resources, or services. Principals and district departments regularly collect and review feedback from parents—via surveys, focus groups, and informal input—to inform the expansion or adaptation of family engagement opportunities. These insights are also used to inform LCAP annual updates and determine professional learning topics for staff.

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

All schools within Alum Rock Union School District operate as Title I Schoolwide Programs under Section 1114 of ESSA. This designation allows each school to implement a comprehensive, research-based plan that supports the academic success of all students while prioritizing those most at risk due to poverty, language barriers, disability status, or unstable living conditions. The Schoolwide Program model promotes an integrated approach that includes strengthening core instruction, providing targeted interventions, and addressing barriers to learning through social-emotional and family engagement supports.

To ensure the effective implementation of Schoolwide Programs, site administrators receive annual training on all components of Title I, including program requirements, allowable expenditures, stakeholder engagement, and compliance expectations. These trainings, led by the State and Federal Programs Department, are designed to build site-level capacity in the development, monitoring, and evaluation of each school's School Plan for Student Achievement (SPSA). Principals are supported in aligning their SPSA goals with the district's LCAP priorities, which include:

- \* Goal 1: Academic achievement and access to high-quality instruction
- \* Goal 2: Multi-tiered systems of academic, behavioral, and social-emotional support
- \* Goal 3: Safe, inclusive, and engaging learning environments with strong family and community partnerships

Through this process, administrators are provided with detailed guidance on how to use Title I funds strategically and compliantly to implement evidence-based actions that expand learning opportunities, support student subgroups with the greatest needs, and strengthen family and community engagement. Emphasis is placed on ensuring that all funded services are data-driven, responsive to local student needs, and aligned with both the SPSA and districtwide LCAP goals. These priorities are also informed by performance indicators from the California School Dashboard and the district's continuous improvement process. Ongoing support is provided by the State and Federal Programs Department, including technical assistance, resource development, and collaborative planning to ensure implementation fidelity and program effectiveness.

Each site's School Site Council (SSC)—composed of elected parents, staff, and the principal—receives annual training on its roles and responsibilities under Title I. These trainings emphasize the importance of shared decision-making, fiscal oversight, and program evaluation. During the SPSA process, SSC members review multiple data sources—including CAASPP results, i-Ready assessments, Panorama survey feedback, and local attendance and chronic absenteeism trends—to inform budget decisions and monitor the impact of services.

While Alum Rock Union School District does not currently have any schools identified for Comprehensive Support and Improvement (CSI), several schools have been identified for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) under Section 1115 of ESSA. These schools receive targeted assistance focused on improving outcomes for specific student groups that are not meeting state performance expectations. In alignment with their SPSAs, these schools implement evidence-based strategies such as small-group instruction, structured intervention blocks, progress monitoring, and tiered behavioral and social-emotional supports. Identified student groups—including English Learners, students with disabilities, foster youth, and chronically absent students—are prioritized in these efforts. The State and Federal Programs Department provides training, coaching, and technical assistance to ensure that targeted actions are implemented with fidelity and aligned with the district's LCAP goals and continuous improvement requirements.

In accordance with Section 1112(b)(9), Alum Rock Union School District also provides educational services to students who are neglected or delinquent and may be enrolled in local institutions or community day school programs. The district coordinates with the Santa Clara County Office of Education and local agencies to ensure these students receive equitable access to academic instruction, special education services, counseling, and transitional support. When appropriate, the district collaborates on re-entry planning and ensures continued access to services for students returning to district schools from alternative settings.

Through the effective implementation of Title I Schoolwide Programs, targeted support for TSI and ATSI schools, and coordinated services for students in alternative and institutional settings, Alum Rock remains committed to improving academic outcomes, promoting equity, and ensuring that all students—regardless of background—have access to the support they need to succeed.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District is committed to ensuring that all students, including those experiencing homelessness, have equitable access to a stable and supportive educational experience. In coordination with the McKinney-Vento Homeless Assistance Act, the district provides a comprehensive system of supports aimed at removing barriers to enrollment, attendance, and academic success for homeless children and youth.

The district reserves a portion of its Title I, Part A funds specifically to support the needs of homeless students. These funds are used to provide essential items and services that help ensure full participation in school, including:

- \* School uniforms, backpacks, shoes, and grade-level supplies
- \* Transportation assistance to support consistent attendance
- \* Access to tutoring and academic intervention services
- \* Priority enrollment in after-school and summer learning programs
- \* Support for technology access, when needed, to participate in digital learning

The district's Homeless Education Liaison, in collaboration with site staff, works closely with families to identify students experiencing housing instability and connect them with available resources both within the district and in the broader community. This includes referrals to food and housing assistance, health services, mental health supports, and community-based organizations.

School counselors and interns conduct regular wellness check-ins with students identified as homeless to monitor progress, provide emotional support, and intervene early when challenges arise. In addition, training is provided to school site staff to ensure compliance with McKinney-Vento requirements and to build awareness around identifying and supporting homeless students with compassion and confidentiality.

Through these coordinated efforts, Alum Rock ensures that homeless students are able to remain enrolled in school, attend regularly, and receive the supports necessary to succeed academically and socially—despite the instability they may be experiencing outside of school.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Alum Rock Union School District recognizes the importance of providing intentional and coordinated transition supports to ensure young learners and their families are set up for success as they enter the school system. The district works to

align services under Title I with its early childhood education efforts to facilitate smooth transitions from preschool to transitional kindergarten (TK) and kindergarten.

To support children with limited or no prior preschool experience, the district offers a Bridge to TK/Kindergarten Summer Program. This program focuses on easing the transition into school by introducing students to foundational academic and social-emotional routines in a structured, age-appropriate environment. The program also includes targeted support for families, such as parent workshops on school readiness, home-to-school partnerships, and early literacy strategies.

At the site level, elementary schools host TK and Kindergarten orientation events before the start of the school year. These events provide families with an overview of the curriculum, classroom expectations, and strategies for supporting their child's learning and well-being at home. Parents are also introduced to school staff and receive information on school schedules, communication tools, and available supports.

In classrooms, the district uses classroom-based paraeducator support in early grades to ensure smaller student-to-adult ratios during the early weeks of school. This allows teachers to build strong relationships with students and provide individualized support as needed during this critical transition period.

The district collaborates with early learning providers and public preschool programs, where applicable, to share student data, coordinate outreach, and align instructional expectations. These partnerships ensure a more cohesive experience for children moving from early learning settings into the K–12 system.

Through these coordinated transition supports, Alum Rock Union School District ensures that young learners—and their families—feel welcomed, prepared, and supported as they begin their formal educational journey.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District is committed to ensuring that students experience smooth and successful transitions at key educational milestones, particularly from elementary to middle school, middle to high school, and ultimately from high school to postsecondary education or career pathways. The district implements a variety of strategies to support students academically, socially, and emotionally during these critical transitions, with a focus on equitable access to information, opportunity, and support services.

To support the transition from elementary to middle school, all middle schools host orientation sessions for both students and families to introduce them to school expectations, routines, and available supports. Incoming sixth graders are recruited to participate in summer bridge programs that provide academic preview activities and help students build relationships with staff and peers before the school year begins. Middle school counselors collaborate with elementary site counselors to identify and plan supports for students with specific needs, including students with disabilities, foster youth, homeless students, and students experiencing trauma. Master schedules are designed strategically to ensure appropriate academic placement and access to intervention services.

For students transitioning from middle school to high school, the district collaborates with local high school districts to offer presentations and outreach events that expose students and families to high school program options, including specialized academies, elective pathways, and graduation requirements. Middle school counselors coordinate with high school counseling teams to share information and provide focused transition support for high-need student groups. For students with IEPs, special education teams conduct intake meetings with receiving high schools to ensure a smooth handoff of services and accommodations.

Alum Rock also works to prepare students for college and career readiness through a range of supports and partnerships. Students have access to career counseling, A–G presentation workshops, and college awareness events throughout the year. The Student Services Department regularly provides sessions on A–G requirements during Parent University events and family workshops to ensure that parents are equipped to support their child's long-term educational goals.

The district provides targeted academic support to ensure students are prepared for high school success and college eligibility. Long-Term English Learners are offered a zero-period ELD class to support their reclassification before entering high school, helping to ensure access to core academic coursework, including A–G pathways. Additionally, students benefit from math tutoring and academic support services through the Eastside Promise and GEAR UP programs, which provide structured tutoring, mentoring, and college readiness resources in partnership with local high schools and higher education institutions.

To expand postsecondary exposure, Alum Rock students participate in college campus visits, career exploration days, and conferences such as ALAS (Accelerating Latino/a Achievement and Success), which are designed to motivate and inform students, particularly those who may be first in their family to pursue higher education. These efforts are supported by partnerships with community-based organizations, institutions of higher education, and regional employers to strengthen career exploration and postsecondary transitions.

Through these coordinated supports and intentional partnerships, Alum Rock Union School District ensures that students are not only prepared for the next academic level but also equipped with the knowledge, confidence, and opportunities needed to pursue college, career, and beyond.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District allocates Title I funds to a variety of supplemental components that support the district's overarching mission of improving school and student achievement. These funds are used to strengthen and expand services that go beyond the core program, ensuring students—particularly those most at risk—receive the support they need to succeed academically, socially, and emotionally. Title I resources are budgeted to fund professional development activities for teachers and administrators, school-year and summer intervention programs, enrichment activities, and social-emotional learning supports delivered through counselors and wellness staff.

In addition, Title I funds support parenting classes, targeted assistance for foster youth and students experiencing homelessness, and supplemental technology initiatives that enhance access to digital learning tools and platforms. Both direct and indirect services are included, as well as salary differentials for instructional and administrative personnel whose work is aligned with Title I program goals. Schools receive guidance on how to strategically use these funds to implement services aligned with their School Plans for Student Achievement.

To support student engagement and creativity, many schools use Title I resources to provide enrichment programs, including expanded opportunities in the visual and performing arts (VAPA). These programs offer students access to music, art, dance, and theater instruction—experiences that help build confidence, foster collaboration, and deepen their connection to school. While the district does not operate a formal gifted and talented program using Title I funds, schools are encouraged to identify students demonstrating advanced academic potential through classroom performance, local assessments, and teacher input. Title I funds may be used to support these students through differentiated instruction, enrichment opportunities, and project-based learning designed to challenge and engage high-achieving learners.

To further support academic achievement and digital readiness, Title I funds may also be used to develop or enhance school library programs. Schools are working to expand their collections and integrate technology that builds digital literacy and research skills. These enhancements not only foster student engagement but also strengthen academic achievement by equipping students with the tools needed to navigate and evaluate digital information—essential skills for success in college, career, and beyond.

Through these coordinated investments, Alum Rock Union School District ensures that Title I funding is used strategically to advance educational equity, support the whole child, and provide high-quality learning experiences across all school sites.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

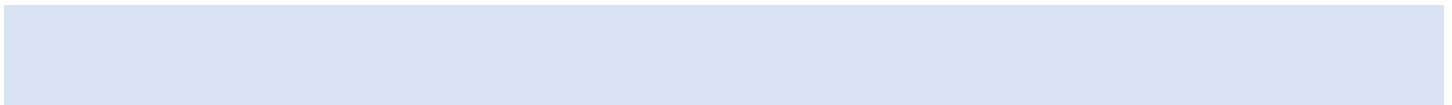


**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Redacted area]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Redacted area]

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Redacted area]

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Redacted area]

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Alum Rock Union School District (ARUSD) implements a comprehensive, career-spanning system of professional growth and improvement for teachers, principals, and other school leaders. These systems are tailored to build capacity, promote reflective practice, and ensure instructional and leadership coherence across all levels in alignment with districtwide goals.

For teachers, ARUSD offers a wide array of professional learning opportunities that reflect both districtwide initiatives and site-specific goals. District-sponsored professional development days are anchored in key focus areas such as the implementation of Universal Course Expectations (UCE), Project-Based Learning, guided reading strategies, and the integration of instructional technology. At the site level, teachers participate in Professional Learning Communities (PLCs) that emphasize standards-aligned instruction, student engagement, formative assessment, and differentiated practices. New teachers are supported through a formal induction program led by trained mentors, while those who do not qualify for induction are paired with site-based mentors who provide instructional guidance and classroom management support. To cultivate leadership from within, ARUSD encourages teacher involvement in UCE development teams, curriculum committees, and site-based facilitation of professional learning.

Principals are supported through a structured and collaborative system grounded in inquiry and continuous improvement. Monthly Instructional Leadership PLCs provide ongoing development in areas such as school improvement planning, data-driven decision-making, educational equity, and the implementation of strategic initiatives, including UCE and Multi-Tiered System of Supports (MTSS). New site leaders receive individualized coaching and mentorship, while all principals engage in an annual evaluation process that includes feedback from district leadership. Additionally, biannual leadership retreats bring principals together with their instructional leadership teams to build capacity and plan for implementation. Participation in external leadership institutes further supports professional growth through exposure to best practices and national networks.

For other school leaders, such as assistant principals, coordinators, and teachers on special assignment (TOSAs), ARUSD provides ongoing professional learning tailored to their roles. Assistant principals participate in monthly learning communities focused on behavior intervention strategies, instructional leadership, and calibrated classroom walkthroughs. District coordinators collaborate across departments in regular meetings to ensure coherence in implementing district initiatives like UCE and to support differentiated assistance efforts. Furthermore, the district actively cultivates its leadership pipeline by offering aspiring administrators opportunities for development and supporting their progression toward administrative credentials and leadership roles.

Together, these systems of professional growth are designed to support educators throughout their careers, enhance instructional and leadership capacity, and foster a culture of continuous improvement across the district. The Universal Course Expectations (UCE) initiative serves as a unifying anchor across these systems, promoting instructional alignment, clarity of expectations, and equity in student access to rigorous content.

ARUSD's professional learning systems are intentionally designed to promote educator growth and ensure improvement is both measurable and meaningful. Professional learning is responsive to staff feedback and grounded in evidence of impact. To monitor effectiveness and guide future planning, the district uses multiple measures, including pre- and post-surveys for all professional development sessions, feedback from site leadership teams, classroom walkthrough data, and analysis of student outcome metrics such as SBAC scores, California School Dashboard indicators, and local diagnostic assessments. These data points help determine the relevance and utility of training, inform necessary adjustments, and ensure that offerings remain focused on improving instruction and student learning.

Professional development supports educators at every stage of their careers. New teachers engage in a structured induction program, while site-based mentors provide additional support to those not eligible for induction. As teachers advance, they are encouraged to participate in leadership roles within their PLCs, serve on curriculum committees, and co-lead district initiatives such as the UCE rollout. Similarly, school leaders—whether new or experienced—receive differentiated support, from one-on-one coaching and mentorship for new principals, to monthly learning communities and external leadership institutes for experienced administrators. These career-spanning opportunities help cultivate a strong internal pipeline, allowing educators to grow within the organization while expanding their professional reach and impact.

To ensure the continuous improvement of these systems, ARUSD conducts an annual professional development needs assessment that informs both district and site-level planning. Feedback gathered through LCAP-aligned local indicator reporting (Priority 2) and educator surveys is used to refine PD content, delivery models, and alignment with California content standards. Action research cycles, inquiry-based leadership planning, and strategic planning retreats allow for real-time evaluation and iterative adjustments. This continuous improvement cycle ensures that ARUSD's professional learning systems remain dynamic, responsive, and grounded in the shared goal of improved teaching and learning for all students.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District (ARUSD) uses a data-informed and equity-driven process to determine Title II, Part A funding allocations across schools. The district prioritizes schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI), as well as those serving the highest percentages of socioeconomically disadvantaged students, English learners, foster youth, and students experiencing homelessness.

Each year, the district conducts a comprehensive needs analysis using multiple data sources, including the California School Dashboard, student subgroup performance trends, school climate and engagement data from the Panorama Survey, and feedback from parent and staff engagement sessions. These data points are used to identify key areas of need at the site level—particularly around instructional quality, school climate, chronic absenteeism, and the needs of historically underserved student populations. Schools identified as CSI, ATSI, and TSI receive additional consideration based on their performance indicators and alignment with the district's Differentiated Assistance efforts. Funding decisions for professional learning are made with this data in mind, ensuring that the schools facing the most significant performance challenges receive the greatest support.

The district's Title II, Part A investments focus on improving student achievement and equitable access to high-quality instruction by building educator capacity where it is most needed. As part of this process, the district's Curriculum Council—comprising site leaders, teachers, and academic services staff—reviews student outcome data and feedback from family and staff engagement activities to co-design professional development plans. This collaborative approach ensures that schools identified for CSI, ATSI, and TSI are prioritized not only in terms of funding but also in terms of leadership development, on-site coaching, and access to high-impact training opportunities tailored to their specific contexts.

In addition, schools with the highest concentrations of unduplicated students are prioritized for site-specific professional development supports aligned to their unique needs. This includes training on Universal Course Expectations (UCE), equity-based instructional strategies, restorative approaches to discipline, and culturally and linguistically responsive pedagogy. These targeted investments reflect the district's broader equity commitment to dismantling systemic barriers and accelerating achievement for historically underserved students.

Throughout the year, the district monitors participation in professional development sessions and evaluates their impact through surveys, classroom walkthrough data, and changes in school-level performance. This feedback informs future Title II investments, ensuring that the schools with the greatest needs—particularly those identified as CSI, ATSI, and TSI, and those serving the highest percentages of high-needs students—remain prioritized above other sites for high-quality, evidence-based professional learning experiences.

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Alum Rock Union School District (ARUSD) uses a continuous improvement model grounded in data analysis, educational partner engagement, and alignment with broader district initiatives to evaluate and refine Title II, Part A-funded activities. These efforts are coordinated across departments and designed to meet the needs of schools and students, especially those historically underserved.

ARUSD aligns Title II, Part A activities with other district strategies, including actions outlined in the School Plans for Student Achievement (SPSAs), Differentiated Assistance efforts, and strategic priorities such as the implementation of Universal Course Expectations (UCE), Multi-Tiered System of Supports (MTSS), and equity-based leadership development. Professional learning opportunities funded by Title II are integrated with broader capacity-building initiatives and planned collaboratively to avoid duplication and maximize impact.

Data plays a central role in updating and improving Title II-funded activities. At both the site and district level, the district uses the California School Dashboard, SBAC results, English Learner Progress Indicators (ELPI), local formative and diagnostic assessments, Panorama climate and engagement surveys, and staff participation data to assess the effectiveness of professional development efforts. Each CSI and ATSI school conducts an annual needs assessment using this data to identify root causes and determine targeted focus areas. These findings are used to shape each school's SPSA and inform site-specific professional learning plans that are aligned with district priorities.

The district also uses a cycle of inquiry to evaluate Title II, Part A implementation. This includes the use of Plan-Do-Study-Act (PDSA) cycles in principal and site leader professional development to test changes, monitor results, and scale successful practices. Feedback from post-training surveys, instructional walkthrough data, and educator self-assessments are reviewed throughout the year to determine what adjustments are needed. Districtwide needs are reassessed annually to inform the allocation of Title II resources for the following year.

Alum Rock Union School District (ARUSD) engages a broad and diverse group of educational partners throughout the year to inform and improve Title II, Part A-funded activities. This ongoing consultation is embedded in multiple systems designed to promote collaboration, reflection, and responsiveness to both site-level and districtwide needs.

Teachers play an essential role in shaping the district's professional learning system. Their insights are gathered through Professional Learning Communities (PLCs), districtwide surveys, Curriculum Council meetings, and trainer-of-trainer sessions. These opportunities allow teachers to both lead and contribute to the development of high-impact professional development. In addition to formal PD, teachers are supported in organizing and facilitating major district events such as the STEAM Showcase, District Spelling Bee, and Visual and Performing Arts (VAPA) exhibitions—events that extend Title II-supported learning into public demonstrations of student engagement and instructional practice.

Principals and other school leaders provide continuous input through monthly instructional leadership PLCs, site-based leadership teams, and annual planning retreats. These collaborative sessions allow leaders to work with district staff to design, evaluate, and refine Title II-supported strategies. This process also creates an important feedback loop that aligns school-site needs with district initiatives.

Paraprofessionals, including those represented by bargaining units, are consulted through classified input sessions and surveys. Their feedback, particularly related to inclusive classroom practices and academic interventions, informs the design of professional learning that enhances their role in supporting student success.

Specialized instructional support personnel—such as academic coaches, counselors, and mental health professionals—are involved in cross-departmental planning meetings. Their expertise helps shape targeted PD focused on social-emotional learning (SEL), trauma-informed practices, and student wellness.

Families and caregivers contribute valuable perspectives through participation in School Site Councils (SSCs), English Learner Advisory Committees (ELAC), the LCAP Parent Advisory Committee, and district-administered surveys. Their input helps guide professional learning priorities in areas such as equity, student engagement, and family-school partnerships.

Community partners—including those providing enrichment, after-school programs, and health and wellness services—are engaged through stakeholder events and program alignment meetings. Their collaboration ensures that Title II-funded activities are well-coordinated with broader student supports across the community.

External organizations with relevant expertise, including the County Office of Education, equity consultants, and professional development providers, also play a key role in co-designing and delivering learning experiences aligned to district goals. These partnerships bring specialized knowledge and capacity to enhance the quality of Title II-funded offerings.

Consultation with all educational partners occurs regularly throughout the year as part of the district's LCAP development process, school-level SPSA planning, and community engagement forums. Feedback from these interactions is documented, reviewed, and used to adjust Title II, Part A activities to ensure they remain relevant, effective, and responsive to the evolving needs of ARUSD schools, educators, and students.

Through this dynamic, data-informed, and collaborative approach, ARUSD ensures that Title II, Part A-funded activities remain responsive, aligned, and focused on improving instructional quality and leadership effectiveness across the district.



## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District (ARUSD) provides high-quality, targeted professional development to classroom teachers, principals, administrators, and partner organizations to improve instruction and assessment practices for English learners (ELs). These efforts are intentionally aligned with the goals of Title III and designed to build the capacity of educators and community stakeholders to accelerate English language proficiency and academic success for EL students.

Professional development activities are centered on improving both instruction and assessment across the four language domains—listening, speaking, reading, and writing—while embedding culturally and linguistically responsive practices. Teachers receive training on scaffolding strategies, designated and integrated English Language Development (ELD), and standards-aligned instructional planning that meets the diverse needs of EL students. Site leaders and instructional coaches also participate in learning sessions to support the use of formative assessments and language objectives within content instruction.

PD sessions are designed to deepen educators' understanding of ELD curricula, instructional strategies, and the use of data to inform instruction. This includes focused support on how to interpret and apply ELPAC results, implement appropriate interventions, and differentiate instruction within core academic content. Additionally, leaders receive training on how to lead schoolwide efforts that promote language acquisition and biliteracy development.

To ensure impact, Title III professional development is provided through a combination of sustained, job-embedded opportunities. This includes multi-session series, lesson study cycles, instructional rounds, and coaching support. The district intentionally avoids reliance on one-day or stand-alone workshops, instead offering PD of sufficient intensity and duration to influence classroom practice and instructional outcomes over time. Partnerships with the Santa Clara County Office of Education and other expert organizations are leveraged to bring specialized knowledge into the district, and in-house sessions are led by trained teacher leaders and instructional experts.

ARUSD also supports the professional learning of parent and community leaders connected to English learner students. District English Learner Advisory Committee (DELAC) members receive ongoing training to enhance their understanding of EL program goals, student data, and how to effectively advocate for their children's educational needs. These trainings build leadership skills and foster deeper family engagement in student learning.

All Title III professional development is supplemental to services funded through other federal, state, and local sources. It is aligned with the district's broader vision of equity and multilingualism and is intentionally designed to support continuous improvement in outcomes for English learners.

## Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

## Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District (ARUSD) implements a comprehensive range of programs and supplemental activities under Title III to accelerate English language proficiency and support English learners (ELs) in meeting California's academic content standards. All services funded under Title III are designed to enhance—not supplant—the core instructional program and are aligned with the district's broader commitment to educational equity and multilingualism.

ARUSD provides multiple supplemental instructional opportunities tailored to the specific language development needs of English learners. These include before- and after-school interventions, extended day programs, and summer learning opportunities that focus on English language acquisition. Instruction during these extended learning sessions is grounded in research-based practices and aligned with California Common Core State Standards and the English Language Development Standards. Web-based learning tools, structured academic conversations, and targeted small-group instruction are used to support the development of listening, speaking, reading, and writing skills in English.

To ensure that Title III-funded supports are effectively implemented and responsive to student needs, ARUSD uses multiple data sources—such as ELPAC scores, local diagnostic assessments, and classroom performance—to identify students in need of additional support and monitor progress. Data is reviewed regularly at both site and district levels to refine instructional delivery and target services more precisely.

Stakeholder engagement is a core component of the district's approach to English learner support. ARUSD has established a dedicated English Learner Liaison group that meets monthly with representatives from school sites, the district, and parent leaders to examine data, identify needs, and co-develop strategies that directly inform Title III-funded programming. These meetings complement regularly scheduled ELAC and DELAC sessions, where parents and community members provide critical input on language instruction programs, student progress, and supports for EL students. Additionally, data review sessions with families help ensure transparency, build understanding of student progress, and support home-to-school connections in language learning.

Title III activities are intentionally designed to be supplemental to the district's core ELD program. The primary ELD instruction occurs during the school day, integrated into the daily curriculum and led by appropriately authorized teachers. Title III funds are used to extend learning time, provide targeted interventions, support culturally and

linguistically responsive materials, and enhance educator and family capacity in ways that are above and beyond what is funded through LCFF, Title I, or other sources.

These coordinated efforts help ensure that English learners receive both the time and quality of instruction necessary to increase English proficiency and access rigorous academic content. By combining targeted support, strong stakeholder collaboration, and consistent data-driven refinement, ARUSD continues to strengthen its Title III programs in alignment with the district's commitment to ensuring all EL students thrive.

## **English Proficiency and Academic Achievement**

### **ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District (ARUSD) is committed to ensuring that all schools receiving Title III funds provide supplemental support to help English learners (ELs) make measurable progress toward English language proficiency and meet California's academic content standards. The district uses a multi-tiered, data-driven system to monitor student progress and hold sites accountable for EL growth and achievement.

To meet state long-term goals for English language proficiency, ARUSD actively monitors student progress using the English Language Proficiency Assessments for California (ELPAC), which measures student performance across the four language domains. In alignment with the state's accountability system, the district tracks growth toward reclassification and ensures that schools use ELPAC and formative data to inform instruction. Student ELD folders are updated annually to document progress, guide classroom practice, and support decision-making related to program placement, interventions, and reclassification readiness.

Schools are held accountable through an ongoing cycle of data analysis, instructional planning, and progress monitoring. Each site administers interim assessments in English Language Arts (ELA) and mathematics at the beginning, middle, and end of the year to monitor how English learners are progressing toward meeting California's rigorous academic standards. Site teams—including administrators, instructional coaches, and teachers—engage in collaborative inquiry cycles to examine EL student data, identify effective instructional strategies, and address barriers to academic success.

Title III funds are centrally managed and strategically allocated to ensure resources are directed toward the highest-need schools and student groups. These funds are used to provide supplemental supports beyond those funded through LCFF, Title I, or other state and federal programs. This includes job-embedded professional development focused on the California Common Core State Standards and California ELD Standards, teacher collaboration time for integrated ELD planning, and tools and materials designed specifically to support English learners in both language acquisition and academic content mastery.

Designated ELD is protected within the instructional day and monitored for implementation across all sites. The district provides targeted training and coaching to ensure that both designated and integrated ELD are aligned to standards and responsive to the linguistic needs of EL students. This supplemental support strengthens the core program and reinforces the district's focus on high-quality instruction for English learners.

Through intentional planning, ongoing monitoring, and strategic use of Title III funds, ARUSD ensures that schools are equipped to help English learners gain English proficiency and succeed academically, consistent with the state's long-term goals for student achievement.



## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Alum Rock Union School District (ARUSD) utilizes Title IV, Part A funds to expand academic enrichment opportunities, promote safe and healthy learning environments, and build educator and student capacity in the effective use of technology. These efforts are aligned with the district's Local Control and Accountability Plan (LCAP) goals and guided by ongoing needs assessments, stakeholder engagement, and evaluation practices.

ARUSD conducts a comprehensive needs assessment every three years, consistent with Title IV requirements, and integrates findings from its annual LCAP process to ensure that funds are used to address the most pressing needs. Input is gathered from students, parents, teachers, administrators, community members, and advisory groups through forums, surveys, and meetings. These insights are combined with key metrics—such as school climate data, program participation rates, and digital access indicators—to shape priorities and guide investments.

#### (A) Partnerships

ARUSD collaborates with a range of partners to support Title IV efforts, including institutions of higher education, community-based organizations, and nonprofit providers with proven success in enrichment, wellness, and digital literacy initiatives. These partnerships enhance district capacity to deliver programs aligned to the goals of Title IV, particularly in areas such as VAPA instruction, restorative justice, and STEM programming.

#### (B) Well-Rounded Education (=20%)

A significant portion of Title IV funds is dedicated to expanding access to well-rounded educational experiences. These activities include accelerated learning and enrichment opportunities tailored to the diverse interests and strengths of students. Programs such as Visual and Performing Arts (VAPA), STEM-focused learning, and extended day enrichment offerings are designed to engage students, deepen learning, and improve academic outcomes. These experiences are supplemental to core instruction and intended to increase student engagement and satisfaction with school.

#### (C) Safe and Healthy Students (=20%)

To support the development of safe, inclusive, and supportive learning environments, ARUSD uses Title IV funds to implement activities that strengthen students' social-emotional well-being and reduce exclusionary discipline. These include alternatives to suspension, student leadership and mentoring programs, restorative justice training, and professional development in trauma-informed practices. The intended outcomes include reductions in suspension and

chronic absenteeism rates and improved student perceptions of school climate, as measured through survey results and California School Dashboard indicators.

(D) Effective Use of Technology (required; =15% for infrastructure)

ARUSD invests in the effective use of technology by offering professional development for educators on integrating technology into instruction, expanding student access to specialized technology coursework, and maintaining a modern and reliable technology infrastructure. Funds support teacher training in digital tools, student engagement platforms, and the responsible use of technology to enhance instruction. Infrastructure spending remains within the 15% cap, with a majority of funds used to build staff and student capacity for effective implementation.

(E) Program Objectives and Evaluation

Each Title IV-funded activity is tied to clearly defined objectives and intended outcomes. ARUSD evaluates the effectiveness of these activities through ongoing feedback loops that include parent, student, and staff surveys; participation and usage data; and program-level evaluations. These measures are embedded in the district's broader LCAP and SPSA planning cycles to ensure coherence, monitor impact, and inform adjustments. The ultimate goal is to ensure that Title IV investments result in stronger student outcomes, improved school climate, and increased access to high-quality educational experiences.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022



# APPENDIX A

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	All Students	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	A. J. Dorsa Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	A. J. Dorsa Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	English Learners	A. J. Dorsa Elementary	1, 3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	A. J. Dorsa Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	A. J. Dorsa Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	All Students	A. J. Dorsa Elementary	2, 3	2.2,3.7
Suspension	English Learners	A. J. Dorsa Elementary	2, 3	2.2,3.7
Suspension	Socioeconomically Disadvantaged	A. J. Dorsa Elementary	2, 3	2.2,3.7
Suspension	Hispanic/Latino	A. J. Dorsa Elementary	2, 3	2.2,3.5,3.7
Chronic Absenteeism	All Students	Adelante Dual Language Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Adelante Dual Language Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Adelante Dual Language Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Adelante Dual Language Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Adelante Dual Language Academy II	1, 3	1.14,3.3,3.7
English-Language Arts	All Students	Adelante Dual Language Academy II	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Adelante Dual Language Academy II	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Hispanic/Latino	Adelante Dual Language Academy II	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	Socioeconomically Disadvantaged	Adelante Dual Language Academy II	1, 3	1.1,1.3,1.4,1.6,3.7
Chronic Absenteeism	All Students	Aptitud Academy	1, 3	1.14,3.3,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	English Learners	Aptitud Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Aptitud Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Aptitud Academy	1, 3	1.14,3.3,3.7
English-Language Arts	Students with Disabilities	Aptitud Academy	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Suspension	Students with Disabilities	Aptitud Academy	1, 3	1.10,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Ben Painter Elementary	1, 3	1.14,3.3,3.7
English Learner Progress Indicator	English Learners	Ben Painter Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Ben Painter Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Ben Painter Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	English Learners	Ben Painter Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Hispanic/Latino	Ben Painter Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Cesar Chavez Early Learning	1,3,4	1.14,3.3,3.7,4.1
Chronic Absenteeism	Socioeconomically Disadvantaged	Cesar Chavez Early Learning	1,3,4	1.14,3.3,3.7,4.1
Chronic Absenteeism	Hispanic/Latino	Cesar Chavez Early Learning	1,3,4	1.14,3.3,3.5,3.7,4.1
Chronic Absenteeism	All Students	District Level	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	District Level	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Foster Youth	District Level	1,2,3	1.14, 2.4,3.3,3.7
Chronic Absenteeism	Homeless Youth	District Level	1,2,3	1.14, 2.4,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	District Level	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	District Level	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	African American	District Level	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Hispanic/Latino	District Level	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Native Hawaiian or Pacific Islander	District Level	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	District Level	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Homeless Youth	District Level	1,2,3	1.1,1.3,1.4,1.6, 2.4,3.7
English-Language Arts	Socioeconomically Disadvantaged	District Level	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	District Level	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
English-Language Arts	Hispanic/Latino	District Level	1, 3	1.1,1.3,1.4,1.6,3.5,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	English Learners	District Level	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Homeless Youth	District Level	1,2,3	1.1,1.3,1.4,1.6,2.4,3.7
Mathematics	Socioeconomically Disadvantaged	District Level	1,3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	District Level	1,3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	African American	District Level	3	3.5,3.7
Chronic Absenteeism	All Students	Donald J. Meyer Elementary	1,3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Donald J. Meyer Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Donald J. Meyer Elementary	1,3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Donald J. Meyer Elementary	1,3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Donald J. Meyer Elementary	1,3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	Donald J. Meyer Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Chronic Absenteeism	All Students	Horace Cureton Elementary	1,3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Horace Cureton Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Horace Cureton Elementary	1,3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Horace Cureton Elementary	1,3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Horace Cureton Elementary	1,3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	Horace Cureton Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Chronic Absenteeism	All Students	Joseph George	1,3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Joseph George	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Joseph George	1,3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Joseph George	1,3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Joseph George	1,3	1.14,3.3,3.5,3.7
English-Language Arts	All Students	Joseph George	1,3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Joseph George	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Joseph George	1,3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	Joseph George	1,3	1.1,1.3,1.4,1.6,1.10,3.7
English-Language Arts	Hispanic/Latino	Joseph George	1,3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	All Students	Joseph George	1,3	1.1,1.3,1.4,1.6,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	English Learners	Joseph George	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Socioeconomically Disadvantaged	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Students with Disabilities	Joseph George	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Mathematics	Hispanic/Latino	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	All Students	Joseph George	3	3.7
Suspension	English Learners	Joseph George	3	3.7
Suspension	Socioeconomically Disadvantaged	Joseph George	3	3.7
Suspension	Students with Disabilities	Joseph George	1, 3	1.10,3.7
Suspension	Hispanic/Latino	Joseph George	3	3.5,3.7
Chronic Absenteeism	All Students	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.14,3.3,3.7
English-Language Arts	All Students	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.1,1.3,1.4,1.6,3.7
Chronic Absenteeism	All Students	Linda Vista Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Linda Vista Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Linda Vista Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Linda Vista Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Linda Vista Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	Linda Vista Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	All Students	Lyndale Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Lyndale Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Lyndale Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Lyndale Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Lyndale Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	All Students	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Socioeconomically Disadvantaged	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Lyndale Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Hispanic/Latino	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	English Learners	Lyndale Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Socioeconomically Disadvantaged	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Millard McCollam Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Millard McCollam Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Millard McCollam Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Millard McCollam Elementary	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	All Students	O. S. Hubbard Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	O. S. Hubbard Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	O. S. Hubbard Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	O. S. Hubbard Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	O. S. Hubbard Elementary	1, 3	1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	O. S. Hubbard Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	All Students	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	O. S. Hubbard Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
English-Language Arts	Hispanic/Latino	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	All Students	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	English Learners	O. S. Hubbard Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Socioeconomically Disadvantaged	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Ocala Middle	1, 3	1.1,1.14,3.3,3.7
Chronic Absenteeism	English Learners	Ocala Middle	1,3	1.1,1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Ocala Middle	1, 3	1.1,1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Ocala Middle	1, 3	1.1,1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Ocala Middle	1, 3	1.1,1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	Ocala Middle	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	All Students	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Socioeconomically Disadvantaged	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Students with Disabilities	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Mathematics	English Learners	Ocala Middle	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Hispanic/Latino	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Renaissance Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Renaissance Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Renaissance Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Renaissance Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Renaissance Academy	1, 3	1.14,1.10,3.3,3.7
English-Language Arts	English Learners	Renaissance Academy	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Students with Disabilities	Renaissance Academy	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Chronic Absenteeism	English Learners	Renaissance At Mathson	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Renaissance At Mathson	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Renaissance At Mathson	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Renaissance At Mathson	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	All Students	Renaissance At Mathson	1, 3	1.14,3.3,3.7
English Learner Progress Indicator	English Learners	Renaissance At Mathson	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
English-Language Arts	Students with Disabilities	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	All Students	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	English Learners	Renaissance At Mathson	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	All Students	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	English Learners	Renaissance At Mathson	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Hispanic/Latino	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	Socioeconomically Disadvantaged	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Russo/McEntee Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Russo/McEntee Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Asian	Russo/McEntee Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Hispanic/Latino	Russo/McEntee Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Students with Disabilities	Russo/McEntee Academy	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Russo/McEntee Academy	1, 3	1.14,3.3,3.7
English-Language Arts	English Learners	Russo/McEntee Academy	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Chronic Absenteeism	All Students	San Antonio Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	San Antonio Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	San Antonio Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	San Antonio Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	San Antonio Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	All Students	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	San Antonio Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	All Students	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	English Learners	San Antonio Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7

Dashboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	Socioeconomically Disadvantaged	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	All Students	San Antonio Elementary	3	3.7
Suspension	English Learners	San Antonio Elementary	3	3.7
Suspension	Socioeconomically Disadvantaged	San Antonio Elementary	3	3.7
Suspension	Students with Disabilities	San Antonio Elementary	1, 3	1.10,3.7
Suspension	Hispanic/Latino	San Antonio Elementary	3	3.5,3.7
Chronic Absenteeism	Students with Disabilities	Sylvia Cassel Elementary	1, 3	1.14,1.10,3.3,3.7
English-Language Arts	All Students	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Sylvia Cassel Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	English Learners	Sylvia Cassel Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
Mathematics	Hispanic/Latino	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Thomas P. Ryan Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Thomas P. Ryan Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Thomas P. Ryan Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Thomas P. Ryan Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Thomas P. Ryan Elementary	1, 3	1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	Thomas P. Ryan Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	All Students	Thomas P. Ryan Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Thomas P. Ryan Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11,2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Thomas P. Ryan Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Thomas P. Ryan Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	William Sheppard Middle	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	William Sheppard Middle	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	William Sheppard Middle	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	William Sheppard Middle	1, 3	1.14,3.3,3.7



- 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).

California Department of Education  
November 2024