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Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	California Dashboard -Local Indicator 1-Standards Aligned Instructional Materials	During the 2023/2024 school year, 100% of students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	During the of the 2024/2025 school year, 100% of students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	During the of the 2025/2026 school year, 100% of students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	During the of the 2025/2026 school year, 100% of students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	By June 2027, we will maintain 100% of students having 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 2023/2024 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)	During the 2024/2025 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)	During the 2025/2026 school year, 13%(Good) and 67%(Fair) of schools had an overall rating 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)
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		Will be reported in June 2026	By June 2027, 85% of teachers will be "appropriately assigned" based on Local Indicator 1 of the California Dashboard
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 Math - 39.87%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: 3rd Graders who attended T4/TK:		Will be reported in June 2026	Based on June 2026 SBAC results, we will see the following student growth for 3rd grade students: 3rd grade students attending T4/TK: ELA - 35% meeting or exceeding Math - 45% meeting or exceeding

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		3rd grade students attending T4/TK who are also SED: ELA - 19.49% met or exceeded Math - 33.9% met or exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 10.45% met or exceeded Math - 23.88% met or exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 5.88% met or exceeded Math - 17.65% met or exceeded ---------- ---------- -- 3rd grade students not attending T4/TK ELA - 21.73% met or exceeded Math - 28.85% met or exceeded 3rd grade students not attending T4/TK who are also SED ELA - 14.69% met or exceeded Math - 23.35% met or exceeded	ELA - 35% Met or Exceeded Math - 30% Met or Exceeded 3rd grade students attending T4/TK who are also SED: ELA - 26% Met or Exceeded Math - 26% Met or Exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 4.55% Met or Exceeded Math - 9.09% Met or Exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 12.5% Met or Exceeded Math - 20.83% Met or Exceeded ---------- ---------- -- 3rd grade students not attending T4/TK ELA - 28% Met or Exceeded Math - 21% Met or Exceeded 3rd grade students not attending T4/TK who are also SED ELA - 23% Met or Exceeded			3rd grade students attending T4/TK who are also SED: ELA - 25% met or exceeded Math - 39% met or exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 16% met or exceeded Math - 29% met or exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 12% met or exceeded Math - 24% met or exceeded ---------- ---------- 3rd grade students not attending T4/TK ELA - 27% meeting or exceeding Math - 34% meeting or exceeding 3rd grade students not attending T4/TK who are also SED ELA - 20% met or exceeded Math - 29% met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		3rd grade students not attending T4/TK who are also EL ELA - 7.58% met or exceeded Math - 16.14% met or exceeded 3rd grade students not attending T4/TK who are also SpEd ELA - 4.29% met or exceeded Math - 7.14% met or exceeded	Math - 17% Met or Exceeded 3rd grade students not attending T4/TK who are also EL ELA - 3.28% Met or Exceeded Math - 5.42% Met or Exceeded 3rd grade students not attending T4/TK who are also SpEd ELA -3.94% Met or Exceeded Math - 5.51% Met or Exceeded			3rd grade students not attending T4/TK who are also ELs ELA - 13% met or exceeded Math - 22% met or exceeded 3rd grade students not attending T4/TK who are also SpEd ELA -10% met or exceeded Math - 13% met or exceeded
1.5	Student Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all students: "Sense of Belonging" Elementary students is 74% Middle School students is 59% "Safety" Elementary students is 63% Middle School students is 62% More specifically, 77% of 3rd graders responded favorably on "Sense of Belonging"	On the 2024/2025 Spring survey, the favorability rate for all students: "Sense of Belonging" Elementary students is 72% Middle School students is 62% "Safety" Elementary students is 73% Middle School students is 75% More specifically, 62% of 3rd graders responded favorably on "Sense of Belonging"		On the Fall 2025/2026 Survey, the favorability rate for all students: ""Sense of Belonging"" Elementary Students is 76% Middle School students is 65% ""Safety"" Elementary students is 74% Middle School students is 75% More specifically, 79% of 3rd graders responded favorably on ""Sense of Belonging	By Spring 2027, the favorability rate for all students will show the following improvement: "Sense of Belonging" Elementary students is 80% Middle School students is 70% "Safety" Elementary students is 70% Middle School students is 70% More specifically, 80% or higher of 3rd grade students will respond favorably on "Sense of Belonging"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.6	Students have access to and are enrolled in a broad course of study. Priority 7: Access to a Broad Course of Study	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, 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.	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, 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.	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, 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.	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, 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.	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, 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		In 2025 and 2026, midyear, the Alum Rock Union School District (ARUSD) strengthened our educator support through strategic professional learning. Positive Teacher Response: Evaluations of these programs indicate that educators highly value the localized grant opportunities and the collaborative spirit of the PD sessions, which emphasize high-quality, research-based practices and student success and	By June 2027, we will maintain 85% or more of teachers responding favorably that programming and professional learning offerings meet their needs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					teacher continuous growth. After one of the sessions, 97% of teachers responded strongly agree or agree to this statement, and I am prepared to take on the next steps with the strategies given. "	
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)		During the 2025/2026 school year, as of January 2026 there was a total of 1.57% IEP referrals districtwide (106 referrals)	By June 2027, the number of IEP referrals will drop to 2% districtwide
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.		In the 2025-2026 at mid-year, we had a total of 3067 students enrolled in PK-3rd grade. Of these, 86% were unduplicated students.	By June 2027, Increase the population of unduplicated students served through UPK (expanded PK-3) Program by 1% (90.9%)
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%		On the 2025/2026 Fall survey, the favorability rate for all parents was: After School Programs- 99% Safety- 94% Sense of Belonging- 96%	By Spring 2027, the favorability rate for all parents will show the following improvement: After School Programs- 98% Safety- 93% Sense of Belonging- 97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 Students with Special Needs)	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 high needs students (Foster Youth, English Learner, Socioeconomically Disadvantaged, Homeless Youth, and Students with Disabilities)		During the 2025/2026 academic year, as of January 2026, 100% (6,493) of ARUSD enrolled students have been supported by school counseling staff. 94% of ARUSD enrolled students who were supported by school counseling staff were identified as high needs students (Foster Youth, English Learner, Socioeconomically Disadvantaged, Homeless Youth, and Students with Disabilities)	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 number of students receiving counseling services.
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.		For the 2025/2026 school year, 52% of staff who responded to the survey responded favorably that professional development supported their classroom instruction/area of work. Additionally, 37% felt that the professional development supported positive conditions for learning standards, while another 31% were neutral.	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 of Learning Standards
1.13	Classroom Implementation Tool	Tool on the Positive Conditions of Learning Standards focused on Climate & Culture will	The Classroom Implementation Tool for was planned for 2024–2025 but has		Baseline is being completed in March 2026	By June 2027, 80% of districtwide classrooms, will meet

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		be developed during the 2024/2025 school year and a baseline will be established	been postponed to 2025–2026 to align with ongoing course development and ensure stakeholder input informs its design and baseline.			the Positive Conditions of Learning Standards
1.14	Dashboard Suspension and Expulsion Rate	According to the 2023 CA Dashboard, the district Suspension rate is 2.7% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American Students (7.6%) Pacific Islander Students (4.7%) Students with Disabilities (3.5%) Homeless Youth (4.5%) EL Students (2.6%) SED Students (3%)	According to the 2024 CA Dashboard, the district Suspension rate is 2.6% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American (7%) Pacific Islander (2.6%) Students with Disabilities (3.5%) Homeless Youth (4.3%) English Learners (1.4%) SED Students (2.8%)	According to the 2025 CA Dashboard, the district Suspension rate is 2% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American (10.6%) Increased by 4.2% Pacific Islander (2.4%) Decreased by 1.9% Students with Disabilities (3.4%) Increased by .3% Homeless Youth (4.5%) Increased by 1.3% English Learners (1.7%) Increased by .3% SED Students (2.2%) Maintained	According to the 2025 CA Dashboard, the district Suspension rate is 2% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American (10.6%) Increased by 4.2% Pacific Islander (2.4%) Decreased by 1.9% Students with Disabilities (3.4%) Increased by .3% Homeless Youth (4.5%) Increased by 1.3% English Learners (1.7%) Increased by .3% SED Students (2.2%) Maintained	Based on the 2026 CA Dashboard, the district Suspension rate will drop to 1.7% with zero expulsions Targeted student groups will see an improvement of Dashboard performance levels based on the California Dashboard: African American Students (5.9%) Pacific Islander Students (3%) Students with Disabilities (1.8%) Homeless Youth (2.8%) EL Students (.9) SED Students (1.3%)
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.	According to the 2025 CA Dashboard, 40% of ELs are making progress towards English language proficiency.	According to the 2025 CA Dashboard, 40% 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

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1.16	Reclassification Rate	During the 2023/2024 school year, 225 students were reclassified	During the 2024/2025 school year, 294 students were reclassified		During the 2025/2026 school year, 42 students have been reclassified and we are waiting for 60 more to be reclassified before the school year.	By June 2027, we will maintain the number of students reclassified annually (225 students)
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% *This school promotes trust and collegiality among staff - 89%	On the 2024/2025 Spring survey, the favorability rate for all staff was: Sense of Belonging- 83% *This school is a supportive and inviting place to work - 90% *This school promotes trust and collegiality among staff - 88%		On the 2025/2026 Fall survey, the favorability rate for all staff was: Sense of Belonging- 79% *This school is a supportive and inviting place to work - 88% *This school promotes trust and collegiality among staff - 85%	By Spring 2027, the favorability rate for all staff will show the following improvement: Sense of Belonging- 86% *This school is a supportive and inviting place to work - 94% *This school promotes trust and collegiality among staff - 92%
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		Due to instructional shifts, the iReady diagnostic was not administered this year as we develope out a district aligned standards matrix and assessment map.	By June 2027, 50% of all students (K-8) will meet their iReady stretch goal for ELA and Math
1.19	Dashboard -SBAC results	According to the Spring 2023 SBAC	According to the	According to the	According to the	Based on the Spring 2026 SBAC data, we

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		data, the following are the student results: ELA (OVERALL)- Average of 64.2 points below standard English Learners- Average of 102.5 points below standard Hispanic/Latino- Average of 78.8 points below standard Homeless- Average of 118.5 points below standard Socioeconomically Disadvantaged- Average of 78.6 points below standard Students with Disabilities- Average of 129.5 points below standard Math (OVERALL)- Average of 86.3 points below standard English Learners: Average of 114.1 points below standard Hispanic/Latino- Average of 102.6 points below standard Homeless: Average of 149.7 points below standard	Spring 2024 SBAC data, the following are the student results: ELA (OVERALL)- Average of 60.4 points below standard English Learners- Average of 91.5 points below standard Hispanic/Latino- Average of 75 points below standard Homeless- Average of 119.4 points below standard Socioeconomically Disadvantaged- Average of 73.1 points below standard Students with Disabilities- Average of 128.8 points below standard Math (OVERALL)- Average of 83 points below standard English Learners: Average of 104.7 points below standard Hispanic/Latino- Average of 98.4 points below standard	Spring 2025 SBAC data, the following are the student results: ELA (OVERALL)- Average of 55.9 points below standard English Learners- Average of points 83.2 below standard Hispanic/Latino- Average of 70.1 points below standard Homeless- Average of 133.5 points below standard Socioeconomically Disadvantaged- Average of 67.9 points below standard Students with Disabilities- Average of 120.9 points below standard Math (OVERALL)- Average of 84.1 points below standard English Learners: Average of 105.3 points below standard Hispanic/Latino- Average of 100.9 points below standard Homeless- Average of	Spring 2025 SBAC data, the following are the student results: ELA (OVERALL)- Average of 55.9 points below standard English Learners- Average of points 83.2 below standard Hispanic/Latino- Average of 70.1 points below standard Homeless- Average of 133.5 points below standard Socioeconomically Disadvantaged- Average of 67.9 points below standard Students with Disabilities- Average of 120.9 points below standard Math (OVERALL)- Average of 84.1 points below standard English Learners: Average of 105.3 points below standard Hispanic/Latino- Average of 100.9 points below standard Homeless- Average of	will show the following growth: ELA (OVERALL) - Increase average points from standard by 50 points (14 points below standard) English Learners- Increase average points from standard by 50 points (52 points below standard) Hispanic/Latino- Increase average points from standard by 50 points (28.8 points below standard) Homeless- Increase average points from standard by 50 points (68.5 points below standard) Socioeconomically Disadvantaged- Increase average points from standard by 50 points (28.6 points below standard) Students with Disabilities- Increase average points from standard by 50 points (79.5 points below standard) Math (OVERALL)- Increase average points from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically Disadvantaged- Average of 101.1 points below standard Students with Disabilities- Average of 149 points below standard Science (CAST) - Overall - 16.43% Met/Exceeded Standard Homeless- Average of 149.7 points below standard Science (CAST) - 16.43% meeting/exceeding	Homeless- Average of 140 points below standard Socioeconomically Disadvantaged- Average of 96.4 points below standard Students with Disabilities- Average of 145.3 points below standard Science (CAST) - Overall - 19.94 Met/Exceeded Standard	146.8 points below standard Socioeconomically Disadvantaged- Average of 97.3 points below standard Students with Disabilities- 144.7 Average of points below standard Science (CAST) - Overall - 43 Science Points English Learners- 37.6 Science Points Hispanic/Latino- 40.4 Science Points Homeless- 30.9 Science Points Socioeconomically Disadvantaged- 40.7 Science Points Students with Disabilities- 32.5 Science Points	146.8 points below standard Socioeconomically Disadvantaged- Average of 97.3 points below standard Students with Disabilities- 144.7 Average of points below standard Science (CAST) - Overall - 43 Science Points English Learners- 37.6 Science Points Hispanic/Latino- 40.4 Science Points Homeless- 30.9 Science Points Socioeconomically Disadvantaged- 40.7 Science Points Students with Disabilities- 32.5 Science Points	by 50 points (36 points below standard) English Learners- Increase average points from standard by 50 points (64 points below standard) Hispanic/Latino- Increase average points from standard by 50 points (52.6 points below standard) Homeless- Increase average points from standard by 50 points (99.9 points below standard) Socioeconomically Disadvantaged- Increase average points from standard by 50 points (51.1 points below standard) Students with Disabilities- Increase average points from standard by 50 points (79 points below standard) Science (CAST) - increase to 25% meeting/exceeding standard
1.20	LAS Links assessment reports	According to the Spring 2024 LAS LINKS data,	According to the Fall 2024 LAS LINKS data, 5th Grade - 38% Proficient/Above		First Cycle of LAS Link will be given at the beginning of March	By June 2027, we will increase the number of 5th graders scoring proficient or above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		5th Grade - 32% Proficient/Above 8th Grade 66% Proficient/Above	8th Grade - 68% Proficient/Above			proficient to 35% and 70% for 8th graders.
1.21	Dashboard Data on Chronic Absenteeism	According to the 2023 California Dashboard, 22.5% 1721/7,650 of students overall are chronically absent. Homeless: 42% Foster Youth: 22% English Learners: 22% Socioeconomically Disadvantaged: 24% Students with Special Needs: 31% African American 32% Hispanic Latino: 24% Pacific Islander: 37%	According to the 2024 CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023. Homeless: 43.6% Foster Youth: 52% 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%	According to the 2025 CA Dashboard, 20.5% of students were chronically absent overall decreased in comparison to 2024. Homeless: 44.6% Increased by 1% Foster Youth: 39.1% Decreased by 12.9% English Learners: 20.2% Decreased by 3.4%Socioeconomically Disadvantaged Youth: 22.6% Decreased by 4.2% Students with Disabilities: 26.4% Decreased by 7.1% Hispanic/Latino: 22.4% Decreased by 4.5% Pacific Islander: 51.4% Increased by 12.2% African American: 30.6% Increased by 3.5%	According to the 2025 CA Dashboard, 20.5% of students were chronically absent overall decreased in comparison to 2024. Homeless: 44.6% Increased by 1% Foster Youth: 39.1% Decreased by 12.9% English Learners: 20.2% Decreased by 3.4%Socioeconomically Disadvantaged Youth: 22.6% Decreased by 4.2% Students with Disabilities: 26.4% Decreased by 7.1% Hispanic/Latino: 22.4% Decreased by 4.5% Pacific Islander: 51.4% Increased by 12.2% African American: 30.6% Increased by 3.5%	According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13% Homeless: 29% Foster Students: 9% English Learners: 9% Socioeconomically Disadvantaged: 11% Students with Special Needs: 18% African American: 19% Hispanic Latino: 11% Pacific Islander: 24%
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	According to the 2024/2025 IEP placement records 52% of students with disabilities are in the general education setting for 80% or		According to the 2025/2026 IEP placement records 52% of students with disabilities are in the general education setting for 80% or	According to 2026/2027 IEP placement records, 65% of students with disabilities will be in the general education setting for 80% or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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.	more of their school day. 29.8% of students with disabilities are in the general education setting for less than 40% of their day.		more of their school day. 29.4% of students with disabilities are in the general education setting for less than 40% of their day.	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.
1.23	SELPA Data Tracker	According to the 2023/2024 SELPA data tracker, 99.7 percent of parents of students with disabilities indicated that they were involved in the IEP process and program	According to the 2024/2025 SELPA data tracker, 99.8% of parents of students with disabilities indicated that they were involved in the IEP process and program.		According to the 2025/2026 SELPA data tracker, 99.9% of parents of students with disabilities indicated that they were involved in the IEP process and program.	According to the 2026/2027 SELPA data tracker, 100% of parents of students with disabilities will indicate that they were involved in the IEP process and program.
1.24	Professional Development Records	For the 2023/2024 school year, 60% of ARUSD teachers participated in PD activities that support classroom instruction For the 2023/2024 school year, 46% of teachers participated in ELD-specific PD.	For the 2024/2025 school year, 80% of ARUSD teachers participated in PD activities that support classroom instruction For the 2024/2025 school year, 41% of teachers participated in ELD-specific PD		For the 2025/2026 school year, 75% of ARUSD teachers participated in PD activities that support classroom instruction	According to the 2026/2027 PD Records, 80% of ARUSD teachers will participate in PD activities that support their classroom instruction. According to the 2026/2027 PD Records, 70% of ARUSD teachers will participate in ELD specific PD.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Targeted support services and programming -school sites**	Yes	Partially Implemented	No CSI schools were identified		$7,575,164.15	$3,627,735.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional Development for support staff 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 *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)			that remained open for the 2025-2026 school year. Linda Vista was identified for the 2024-2025 school year. Ben Painter was identified for the 25-26 school year as a TSI school and will begin to address those concerns with the new identification received in November. Ocala Middle School had 4 courses of Avid focused on first-generation students. We had three teachers on special assignment who supported new teachers, middle school instruction, and newcomer supports. These teachers were allocated supplemental material money to support their instructional practices.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Materials were purchased for the new teacher support TOSA to reinforce model lessons and support her coaching with teachers, this included art supplies, chart paper, and other basic supplies to fulfill the lesson instruction needs. No extra materials were purchased for the middle school instructional coach as this position was hired late			
1.2	**Recruit, retain, develop and celebrate employees** Costs related to the recruitment and retention of high-quality staff Recognition of staff Additional stipends for the retention of staff	Yes	Fully Implemented	Updates will be provided in June 2026		$2,943,939.00	$1,452,925.86
1.3	**Professional development and support to ensure high quality instruction**	Yes	Partially Implemented	This year, we supported a total of 32	32 inductees through the Induction Program were served	$2,997,967.07	$1,371,729.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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). Hire mentors and provide programming to support new teachers and administrators 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 .75 FTE to coordinate textbook/material that supports classroom instruction and cost of Librarian of Record (SCCOE) 1.0 FTE Coordinator to plan, manage ,train and implement ARUSD Ethnic Studies program Release time and/or extended duty to attend professional development Additional PD days to continue development of highly qualified staff Insitute PLC structure for instructional teams focused on collaboration, professional growth and continuous evaluation and improvement Special Education teachers and support staff receive ongoing training around specific student learning needs 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			induction teachers in partnership with the Silicon Valley New Teacher Project and our contracted mentors to help in partial fulfillment of their induction requirements to clear their credentials. Teachers met with their mentors weekly and received biweekly classroom observations and weekly coaching. We contracted with three of our own contract mentors and leveraged the Silicon Valley New Teacher Project to support in mentoring slots we were unable to fill with our own contract mentors. The Association of California School Administrators also served as a partner to us,	5 Administrators were supported through ACSA (3 to clear their credential and 2 for general supports)		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Youth, Pacific Islander, English Learners, Students with disabilities,Two or more races, Socioeconomically Disadvantaged) *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)			supporting 5 of our instructional leaders. Of the 5, 3 were working with mentors from ACSA as partial fulfillment of their administrative credentials. Site and district leaders who participated met with their mentors regularly to review CAPSELs, set and review goals, practice instructional walkthroughs, and provide support in areas where they may have felt the need. 2 others were given additional support in mentorship beyond the clearance of their credentials supporting instructional leadership as a whole. Our textbook technician organized, ordered and distributed			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				materials to all teachers to ensure we were fully compliant with the Williams Act and all students and teachers had appropriate access to instructional materials. We also contracted with the Santa Clara County Office of Education to provide the librarian of record. The librarian of record provided guidance and resources to our DEI coordinator around setting up culturally proficient libraries this year. Additionally, the librarian on record sends out newsletters with literary resources, ideas, and games. This year, we did not provide anti-bias, anti-racist and culturally			

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				responsive teaching training across the district. However, our DEI coordinator did work with two sites to provide in-time professional learning and planning to support immediate needs that arose at those sites. We also had a team of instructional leaders participate in an African American Network Improvement Cycle where they focused on data and planning actions around improving African American attendance, suspension and academic rates. Our Differentiated Assistance team led cycles of improvement centered in tier 1 supports for attendance			

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				focused on our homeless youth in which they encouraged and supported incentivising good attendance and also working with attendance teams who met biweekly to log and follow up on students who were at risk of truancy or were truant, specifically focussing on any of our homeless or foster youth who showed up on those lists. Additionally, our DA team focused on early literacy by continuing to hold professional development and reinforce elements of the Science of Reading with our educators based on the Heggerty Bridge to Reading Curriculum. In spring, we will be holding model lessons and			

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				demonstrations at two sites as a pilot of how training for next year may look.			
1.4	**Supplemental Educational Programs and Platforms** Adopt a new student assessment and personalized instructional platform that provides a universal screener, diagnostic benchmarks, progress monitoring and individualized learning pathway for students Educational technology programs and platforms that support core subject areas and provide formative assessments *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)	Yes	Partially Implemented	This year we continued our usage of Learning A-Z, which offers teachers a supplemental library of guided readers and decodables that they can align to our core curriculum in ELA and Science. Additionally, it also provides additional decodable books and handwriting/cursive pages for teachers to leverage. Additionally, we partnered with Renaissance Learning to provide our Data warehouse and report system (Illuminate), as well as EduClimber, which served as our MTSS tracker. Our	"Every site has some teachers who are leveraging Learning A-Z, with the majority of the usage being in supplemental texts and instructional lessons. Our highest usage days were in October and January. Renaissance Learning has been limited to usage of what teachers absolutely need it for and those who pull data. Teachers have leveraged Illuminate and EduClimber more to enter data in then to pull it, while our psychologists and district administrators use the two more for pulling out information to support student needs. We still do not have a high usage rate, as we continue to review and roll out layers of the programs that teachers can use for their support of students. Nearpod also has not seen a huge usage rate this past year. Yet about 50% of the respondents on our	$378,000.00	$275,932.73

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				teachers and sites are logging SST paperwork in the system and tracking data. Our intervention, ToSA, is also leveraging the system to enter its interventions and track student progress. This was a building year, and we have started to expand teachers' knowledge of the system as our SST systems are strengthened within the program. Renaissance also has Nearpod that we leverage for teacher interactive presentations and it also houses our digital citizenship and college and career lessons. We also partner with Follett to provide the Destiny software to	mid year report felt that it was a good effective tool to use for their instruction. "		

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				keep track of middle school and elementary school textbook inventory. To fully comply with the California Healthy Youth Act and federal and state science and health standards, we also did a review of curricula as many have changed in the past 5 years since COVID. In December, the review committee made recommendations to go with the curriculum from Planned Parenthood Mar Monte. That contract was just approved in January, and professional development will take place, thanks to the partnership from Cardea and Planned Parenthood Mar Monte, in March.			

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				Implementation of the lessons will start in April and run through May, depending on the site's choice.			
1.5	**Tech Support for Instructional Programming** Costs related to Tech Support (i.e. licensing agreements, materials, supplies and support staff) Maintenance and upgrade of student and staff devices and related technology	Yes	Fully Implemented	Technology systems and supports are in place to ensure reliable access, functionality, and instructional continuity across all sites. Final outcomes and effectiveness measures will be reported in June 2026, following a full year of implementation and review of usage, reliability, and support metrics.		$1,094,576.07	$622,125.86
1.6	**UPK (expanded PK -3) Program** .5 Coordinator to plan, manage, develop and implement ARUSD UPK (expanded PK -3) program (adjust title) .75 FTE Administrative Assistant to support ARUSD UPK (expanded PK -3) program Provide materials and supplies related to the implementation of the UPK (expanded PK -3) program Prioritize registration for high need students including Foster Youth, English Learners,	No	Fully Implemented	UPK (expanded PK -3) Program .5 Coordinator to plan, manage, develop and implement ARUSD UPK (expanded PK -3) program (adjust title) ----- .5: While we no longer have a dedicated .5		$1,108,235.09	$477,812.38

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD). Provide services to T4 students until they become school age Create a vertical alignment of developmentally appropriate practice and standards aligned instruction and programming for Preschool through third grade. Develop a well prepared PK through 3rd grade workforce with ongoing professional development and professional learning communities (PLCs) Offer expanded learning opportunities (Bridge to Kindergarten summer program and high quality before and after school programs). Expand opportunities for a 9 hour day Increase adult-to-child ratios to best support responsive socio-emotional and academic instruction (classroom paraprofessional in each T4/TK classroom) *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)			Coordinator, the critical functions of planning and developing the ARUSD UPK (expanded PK-3) program have been seamlessly integrated into our broader Early Learning duo team to ensure continuity and growth. .75 FTE Administrative Assistant to support ARUSD UPK (expanded PK -3) program ----.75: Through the successful acquisition of CDE CSPP Grant funds, we have strategically transitioned the Administrative Assistant role to a 1.0 full-time equivalency (FTE). This expansion ensures our program has the dedicated, full-day support necessary to meet the developmental and educational			

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				needs of our three- and four-year-old students, and the contract. Provide materials and supplies related to the implementation of the UPK (expanded PK -3) program Early Learning equips our Universal Pre-Kindergarten (UPK) classrooms with the essential materials and supplies needed to foster a vibrant, high-quality learning environment for our PK-3 students. Data informs purchases in language, literacy, and mathematics. Prioritize registration for high need students including Foster Youth, English Learners, socioeconomically disadvantaged			

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				(SED), unhoused youth and students with special needs (SWD). Our CDE grant supports priority registration to ensure our students with the greatest potential for impact receive the support they deserve. This specialized enrollment window is designed to empower our Foster Youth, English Learners, unhoused youth, and students within our socioeconomically disadvantaged and Special Education communities. Provide services to T4 students until they become school age --- "" We provide a comprehensive 9-hour daily program for all children, including four-			

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				year-olds, ensuring a full day of enrichment and care with partnerships. Create a vertical alignment of developmentally appropriate practice and standards aligned instruction and programming for Preschool through third grade. ----- The California Department of Education (CDE) provides several critical resources to help Local Educational Agencies (LEAs) and districts establish P–3 vertical alignment—a cohesive learning continuum from preschool through third grade. ARUSD Universal PreKindergarten (UPK) Planning and Implementation Guidance &			

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				Grant: A comprehensive manual (Volume 1)outlines the state's P–3 vision, program standards, and models for blending programs to support extended learning. Develop a well-prepared PK through 3rd grade workforce with ongoing professional development and professional learning communities (PLCs)-----ARUSD Early Learning Department continues to provide ongoing professional development for Pre-K through 3rd-grade educators, focusing on cognitive, social, and emotional development. By aligning with current research and state requirements,			

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				we ensure high-quality instruction that builds a strong foundation for future learning. Some attendees in numbers are: FY 2024-25 California Kindergarten Conference -21 Heggerty Literacy Phonemic Awareness- 24 Early Childhood Institute, San Jose State University 10 (3 sessions) Santa Clara County Office of Education- STEAM- 15 (3 sessions) Early Learning- 22 (3 Sessions) • Offer expanded learning opportunities (Bridge to Kindergarten summer program and high quality before and after school programs). Expand opportunities for a 9-hour day ---- - Our early learning families			

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				and their students utilize the Expanded Learning Opportunities Program (ELO-P), which provides a comprehensive nine-hour school day and bridge programs for early learners. Our summer initiative, a summer bridge model, offers the ""Bridge to Kindergarten"" program specifically for students registered for the upcoming school year. These programs focus on early foundational skills in school readiness, such as following directions, cooperative play, and basic literacy (e.g., writing names and letter sounds). • Increase adult-to-child ratios to best support responsive socio-emotional			

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				and academic instruction (classroom paraprofessional in each T4/TK classroom) ---- Following the mandate from the California Department of Education Early Learning Division, Alum Rock maintains a 1:10 Adult-to-Student Ratio: one adult for every 10 students in TK classrooms. Maximum Class Size: We typically maintain a maximum class size of 20 students to ensure two adults (one teacher and one paraprofessional) can meet this requirement. Full Instructional Day: This ratio is maintained throughout the entire instructional day with our ELOP partners.			
1.7	**Implementation of Ethnic Studies** Materials and supplies related to the implementation of the Ethnic Studies program	Yes	Partially Implemented	Our Ethnic Studies Co-Design Team		$25,000.00	$7,354.97

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	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). Build sustainability through Trainer of Trainers model and Community of Practice to support learning and implementation Create Professional Learning Community (PLC) that consists of training, curriculum design and collaboration Hold monthly Community of Practice (COP) that consists of training and curriculum development Participate in additional Ethnic Studies networks to align best practices county and statewide.			has contracted with 2 facilitators from the History-Social Science Project at University of Santa Cruz to co-design and co-facilitate full release planning days. We have held 4 of these days this year and have 4 more calendared to complete before the end of the year. The DEI Coordinator oversees the design and facilitation of these days and meets with the team from UCSC every other week for check-ins and updates. The updates come from aligning with our Universal Course Expectations as that work is being built, since Ethnic Studies is to be embedded within our ELA classrooms, as well as the			

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				numerous Communities of Practice the DEI Coordinator attends (California Indian Educational Leadership cohort, Bay Area Ethnic Studies Coalition, and California Regional Ethnic Studies Coalition) and local cultural groups meetings, gatherings, ceremonies and events in service of building relationships between cultural organizations and the district for the co-design process. The team has completed their professional development of Universal Design for Learning, the Ethnic Studies Guiding Principles and Liberatory Design. The team has just begun to design			

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				their first unit for 8th grade and will complete the 2 full units for grade 8 by the end of the year. We will also work on planning the round of feedback from students, community, staff and the Board of Trustees once the units are published in preparation for a pilot. At that point, we wil begin to plan for the articulation down to co-design for grades 6 and 7 for 2 full units as well. The money we have left will be spent on the substitute teachers for the release days and the instructional materials needed for the units to be implemented.			
1.8	**Expanded Learning Programming** 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).	No	Planned	Expanded Learning Programming Provide Expanded Learning Programs at all		$11,982,933.02	$5,991,466.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Enrichment Programs Summer and Intersession Programs (i.e. Academic, Enrichment, Camps, VAPA programs, STEAM programs, Jazz and Mariachi programs) Summer bridge programs to support the transition to school (i.e. Bridge to Kindergarten, Bridge to Middle School) After School Sports Program MESA Homework/Tutoring Centers After School Intervention programs Additional staff costs related to providing Expanded Learning Programs (i.e. custodial, CNS, administrative, health assistants, etc.) 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			school sites. Prioritize registration for high need students including Foster Youth, English Learners, socioeconomically disadvantaged (SED), unhoused youth and students with special needs (SWD). Enrichment Programs Summer and Intersession Programs (i.e. Academic, Enrichment, Camps, VAPA programs, STEAM programs, Jazz and Mariachi programs) Summer bridge programs to support the transition to school (i.e. Bridge to Kindergarten) After School Sports Program MESA			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Homework/Tutoring Centers After School Intervention programs Additional staff costs related to providing Expanded Learning Programs (i.e. custodial, CNS, administrative, health assistants, etc.) 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			
1.9	**Positive School Climate and Culture** Administrative oversight for the department of Mental Health and Social Emotional Learning (i.e. Director, Coodinator, Administrative Assistant) Counselor and intern support at all school sites. Prioritize services for high need students	Yes	Partially Implemented	Counseling and Student Support Services Counselors and interns are proactively supporting students at all	"Social-emotional learning and student wellness data is collected through multiple integrated platforms to monitor student engagement, identify areas of need,	$1,989,649.07	$887,405.75

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	including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD). Social Emotional learning support for students, families and staff (Tier 1 support) Alignment and implementation of SEL curriculum (Tier 1 support) Delivery and facilitation of professional development for staff Development and implementation of Crisis Response Plan and Team (Tier 1 support) Implementation and alignment of restorative practices for students, families and staff (Tier 1 support)			school sites with guidance lessons being provided across all classrooms to introduce students to the services available at their sites. Additional Tier 1 universal supports include classroom-based SEL lessons, wellness check-ins, and restorative practices, as well as Tier 2 supports including small group counseling, targeted SEL groups, and individualized check-ins. Wellness centers continue to serve as safe, regulated spaces for students to self-refer or be referred for emotional support, de-escalation, and skill-building. Professional Development	and track service delivery. For students in grades 6–8, social-emotional learning data is gathered through the District's SEL curriculum, Sown to Grow. The Sown to Grow platform collects student self-reflection data through structured journal prompts embedded within classroom lessons. These prompts allow students to reflect on goal setting, emotional awareness, stress management, and overall well-being. Teachers review and respond to student journal entries within the system, which provides qualitative student voice data and supports early identification of students who may benefit from additional social-emotional or mental health supports. The platform also generates aggregate data reports that support monitoring of student engagement and SEL skill development across grade levels. Additional data is gathered through school counseling referral systems		

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				and Capacity Building Our SEL department has been offering Thursday professional learning sessions - SEL in Action to provide educators with better understanding on how to successfully implement our Tier 1 SEL programs (Kimochis and Calming Corners) and build their capacity in PBIS implementation. Restorative Practices and School Climate Two of our counselors have been attending the training of trainers Restorative Practices sessions offered through the county and bringing the learning back to the rest of our SEL team.	utilized by staff, families, and students to request targeted support services. Referral documentation captures presenting concerns, level of support needed, and service recommendations. This process supports the identification of students requiring Tier 2 or Tier 3 interventions and assists in tracking patterns of student need across school sites. Service delivery and intervention data is further documented within the District's electronic health record system, STaR. The system is used to record student service encounters, intervention types, service frequency, and progress monitoring documentation. STaR supports centralized tracking of counseling and wellness services, allows for reporting of unduplicated student counts, and supports coordination of care across service providers.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	**Special Services for students** Provide a free and appropriate public education for each student with an individualized education plan in the least restrictive environment available. Maintain the district-adopted ELA and math initiatives, including Sonday 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 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. Professional development for Program Specialists to further support classroom curricula-Read Well, Language! Live, and TransMath Trainer of Trainer 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. 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. 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.	No	Partially Implemented	A designated Language!/Read Well/Transmath consultant has been engaged to conduct monthly walkthroughs in classrooms, providing invaluable feedback and support to teachers. The consultant assists with data collection methods, implementation strategies for each program, and identifies areas for improvement based on classroom observations. This collaboration is aimed at enhancing the effectiveness of the programs and ultimately boosting student outcomes. Additionally, teachers in the moderate to severe programs have been trained in	The engagement of a designated Language!/Read Well/Transmath consultant for monthly classroom walkthroughs has yielded valuable qualitative insights. Teachers have reported that the feedback received during these observations has been instrumental in refining their instructional practices. The consultant's assistance with data collection methods and implementation strategies has not only clarified expectations but also provided a framework for improvement, fostering an environment of continuous growth. Training teachers in the Unique curriculum for literacy and math strategies has further addressed the diverse learning needs of students in moderate to severe programs. Educators have expressed appreciation for the tailored support, noting that this training has empowered them to implement individualized strategies that enhance	$32,910,961.00	$16,455,480.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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. 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 *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)			the Unique curriculum for literacy and math strategies, further supporting diverse learning needs. A series of professional development workshops on Read Well, Language! Live, and Transmath have been conducted for Program Specialists, emphasizing the ""Trainer of Trainers"" model to empower them to facilitate their own sessions. Feedback from participants reflects increased confidence in supporting classroom curricula, enabling Program Specialists to assist teachers more effectively in implementing the programs and tailoring instruction to meet the	student engagement and learning outcomes. Professional development workshops conducted for Program Specialists under the ""Trainer of Trainers"" model have also shown promising qualitative results. Participants have conveyed increased confidence in their ability to support classroom curricula, leading to more effective collaboration with teachers. This empowerment has allowed Program Specialists to focus on customizing instruction to meet students' diverse needs, thereby enriching the overall educational experience. The introduction of a monthly newsletter and an updated department website has significantly improved communication among staff. Feedback indicates that employees feel more informed and engaged, which has fostered a culture of collaboration and shared practices. School teams are now more adept at making thoughtful decisions		

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				diverse needs of students. As a result, they are now better equipped to enhance the educational experience across the district. A monthly newsletter and an updated department website have been established to keep all employees informed about recent professional development opportunities, suggested behavior strategies, curriculum revisions, and compliance activities. Feedback from staff indicates that these initiatives have made them feel more informed and engaged, resulting in improved collaboration and shared practices across the department.	that prioritize the least restrictive environment (LRE) for students with disabilities, thanks to enhanced dialogue facilitated by these resources. The expansion of behavior specialists and the implementation of Therapeutic Crisis Intervention (TCI) training have also generated qualitative benefits. Staff training has begun, equipping educators with essential crisis management strategies. Moreover, bi-weekly team meetings for behavior specialists have promoted a collaborative environment, allowing them to share best practices and strengthen the support structure for students. Overall, these initiatives illustrate a commitment to continuous improvement and a proactive approach to enhancing student outcomes across the district.		

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				In addition, special education meetings at school focus on developing and reviewing Individualized Education Programs (IEPs) for students with disabilities. These meetings involve collaboration among special education teachers, administration, and specialists to discuss best practices. The implementation of the monthly newsletter, updated department website, and school site special education meetings, school teams are now making more thoughtful decisions that emphasize the least restrictive environment (LRE) for students with disabilities. These resources have			

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				enhanced communication and collaboration among staff, enabling them to better consider integration opportunities into general education settings during the placement process. The district has expanded the availability of behavior specialists to provide training and certification in Therapeutic Crisis Intervention (TCI), with the district behavior specialist having completed Cornell University's TCI Certificate Program. To facilitate collaboration, bi-weekly team meetings for behavior specialists have been organized to share and coordinate best			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				practices. As a result, staff training has commenced, equipping educators with effective strategies to manage crises and improve student behavior. Additionally, participation in these meetings has fostered a collaborative environment, enhancing the overall support structure for students.			
1.11	**Supplemental Support for English Language Development** 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) 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.	Yes	Fully Implemented	Professional development in English Language Development (ELD) has been offered to all school sites. To date, more than 80 teachers have participated in ELD professional development focused on the ELD Standards, Framework, Roadmap, and both Designated and Integrated ELD practices.		$21,413.96	$6,144.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Understanding and applying accommodations, designated supports and universal tools. Provide parent workshops on strategies to support their student's second language acquisition. Provide expanded language acquisition opportunities through clubs, workshops, intersession programs, etc. Targeted support for Long Term English Learners *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)			Additional ELD professional development is planned for the month of January to continue strengthening instructional practices and alignment with district ELD goals.			
1.12	**Support for English Language Proficiency Assessment to provide designated EL support** Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window and interim assessments ELPAC testers collaborate with ELD Coordinator and other Academic Services administrators for testing coordination and other support 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	No	Fully Implemented	The district provides support for English Language Proficiency Assessments by training, maintaining, and supporting a team of qualified ELPAC testers to administer Initial, Summative, and interim ELPAC assessments across all school sites.		$177,263.36	$28,283.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.			Twelve ELPAC testers have been fully trained and certified through required Moodle coursework and mandatory in-person trainings. Testers must obtain district certification to serve as examiners. In-person meetings are held twice annually prior to the Initial and Summative ELPAC administrations, with weekly meetings during the Summative testing window to provide ongoing guidance and support. ELPAC testers collaborate with the ELD Coordinator, Intervention Specialists, and Academic Services administrators to coordinate testing, support interim			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				assessments, and provide guidance on student performance. Testers are scheduled to visit school sites during testing windows to ensure timely administration for all English Learners, with particular attention to students with disabilities who are also identified as English Learners, including appropriate testing settings and accommodations. The district maintains all required tools, materials, and systems to ensure the English Language Proficiency Assessment is administered equitably and in compliance with state requirements."			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.13	**Biliteracy Pathway Opportunities** Provide opportunities for students to participate in biliteracy programs, develop their home language and/or meet criteria for biliteracy attainment Student assessment and learning platforms that support growth in biliteracy Costs related to professional development, program and curriculum planning (i.e. workshops and conferences)	Yes	Fully Implemented	This measure comes at the end of the school year. There is nothing to report at this time. LAS Links is the assessment that students take to meet Biliteracy Award attainment. This year students will finish taking the test in late January and again in May.		$131,858.08	$521.75
1.14	**Support Services for Students** 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. Provide additional health support to schools (i.e., LVNs, RNs, contracted nursing agencies) Additional extended hours will be provided to support the special health needs of students, special events and programs School office assistants at every site provide support with improving rate of chronic absenteeism Maintain additional bus driver positions to support district-wide programs (i.e., field trips, extended learning programs, parent trainings, bus monitoring and tracking software)	Yes	Fully Implemented	The provision of additional health support, including licensed vocational nurses (LVNs), registered nurses (RNs), and contracted nursing agencies, has been crucial in meeting the specialized health needs of our students. Extended support is now available to accommodate students requiring extra health assistance during the	Teachers have observed that students are more engaged in their classes since their health challenges are being effectively managed. Staff members have also reported improved behavior and safety among students during bus rides, thanks to the addition of bus monitors. Furthermore, students express feeling safer and more comfortable during their journeys to and from school, which encourages more regular attendance. Discussions confirm that strong health support and safe transportation contribute to a better	$4,923,283.94	$2,034,531.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Transportation services including bus monitors to support student safety during transportation of students with disabilities (SPED) Library Technician- centralized support Additional custodial support *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)			school day, as well as for special events and programs. Moreover, our transportation services have been strengthened with the addition of bus monitors, ensuring the safety of students with disabilities during transit. These collective efforts continue to provide vital support to our students, enabling them to access a stable and conducive learning environment.	learning environment, ultimately leading to improved attendance and academic performance.		
1.15	**Maintaining a Safe School Environment** Resources, materials and services that promote and maintain a phycially 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)	No	Fully Implemented	Resources Materials and supplies have been ordered. Final expenditures will be updated in June 2026.		$259,900.00	$27,394.44
1.16	**Routine Restricted Maintenance Repair**	No	Fully Implemented	Systems and processes are		$4,722,633.00	$2,361,316.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)			in place to support safe, clean, and functional learning environments across all sites. Final outcomes and effectiveness measures will be reported in June 2026, following completion of the full implementation cycle and review of facility condition data.			
1.17	**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.	No	Fully Implemented	Resources, staffing, and instructional supports are in place and operating as intended to support access, consistency, and program quality for all students. Final outcome data and impact measures will be reported in June 2026, following a full year of implementation and analysis.		$64,018,425.70	$32,009,212.85

Goal 2

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 Exceeded Standard for SBAC ELA	According to the Spring 2024 SBAC Data, the following are the overall student results for 3rd-grade ELA: 25.62% of 3rd grade students 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."	According to the Spring 2025 SBAC Data, the following are the overall student results for 3rd-grade ELA: 23.5% of 3rd grade students met or exceeded the standard for SBAC ELA, an decrease of 2% of students meeting or exceeding the standard.	According to the Spring 2025 SBAC Data, the following are the overall student results for 3rd-grade ELA: 23.5% of 3rd grade students met or exceeded the standard for SBAC ELA, an decrease of 2% of students meeting or exceeding the standard.	Based on Spring 2026 SBAC data, ARUSD will see the following growth in overall student results for 3rd grade ELA: 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."		On the Fall 2025/2026 Panorama Survey, 79% 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
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	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 Tiered Services Satisfaction Survey for Action 2.4 has been postponed to allow for the refinement of Tiered Services definitions, alignment	By June 2027, 75% of respondents will respond favorably to the Tiered Services Satisfaction Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		established in the 2024/2025 school year	the refinement of Tiered Services definitions, alignment with revised MTSS structures, and development of a more targeted feedback tool based on evolving site-level implementation practices.		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.		Metric will be updated in Spring 2026	Based on the 2026 ELPAC results, 60% of Newcomers will grow 1 band or more on the ELPAC
2.5	SBAC results	According to the Spring 2023 SBAC data, the following are the overall student results for: Homeless Students: ELA: 8.25% met or exceeded Math: 3.9% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 5.97% met or exceeded Math: 7.59% met or exceeded Socioeconomically Disadvantaged Youth: ELA: 20.86% met or exceeded	According to the Spring 2024 SBAC data, the following are the overall student results for: Homeless Students: ELA: 11.54% met or exceeded Math: 5.41% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 6.31% met or exceeded Math: 7.55% met or exceeded Socioeconomically Disadvantaged Youth:	According to the Spring 2025 SBAC data, the following are the overall student results for: Homeless Students: ELA: 6.45%% met or exceeded Math: 4.97% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 4.57% met or exceeded Math: 6.08% met or exceeded Socioeconomically Disadvantaged Youth:	According to the Spring 2025 SBAC data, the following are the overall student results for: Homeless Students: ELA: 6.45%% met or exceeded Math: 4.97% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 4.57% met or exceeded Math: 6.08% met or exceeded Socioeconomically Disadvantaged Youth:	Based on Spring 2026 SBAC results, ARUSD will see the following growth in overall student results for: Homeless Students: ELA: 25% meet/exceed Math: 20% meet/exceed Foster Youth: ELA: 25% meet/exceed Math: 20% meet/exceed English Learners: ELA: 20% meet/exceed Math: 25% meet/exceed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Math: 15.47% met or exceeded Students with Special Needs: ELA: 15.75% met or exceeded Math: 12.26% met or exceeded	ELA: 23.49% met or exceeded Math: 16.7% met or exceeded Students with Special Needs: ELA: 5.17% met or exceeded Math: 6.59% met or exceeded	ELA: 23.77% met or exceeded Math: 16.05% met or exceeded Students with Special Needs: ELA: 6.09% met or exceeded Math: 5.31% met or exceeded	ELA: 23.77% met or exceeded Math: 16.05% met or exceeded Students with Special Needs: ELA: 6.09% met or exceeded Math: 5.31% met or exceeded	Socioeconomically Disadvantaged Youth: ELA: 35% meet/exceed Math: 30% meet/exceed Students with Special Needs: ELA: 30% meet/exceed Math: 30% meet/exceed
2.6	iReady results	This is a new assessment platform. Baseline Fall 2024 Baseline - % of students meeting their Stretch Growth Goals in i-Ready ELA Homeless Students: 8% Foster Youth: 9% English Learners: 7% Socioeconomically Disadvantaged Youth: 10% Students with Disabilities: 9% Math Homeless Students:7% Foster Youth:8% English Learners: 6% Socioeconomically Disadvantaged Youth: 7% Students with Disabilities: 7%	N/A		Due to instructional shifts, the iReady diagnostic was not administered this year as we developed out a district aligned standards matrix and assessment map.	By June 2027, 60% of all K-8th students are meeting their stretch growth goals in i-Ready ELA and i-Ready Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	Dashboard Data on Chronic Absenteeism	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% Socioeconomically Disadvantaged Youth: 24% Students with Disabilities: 31% Hispanic/Latino: 24% Pacific Islander: 37% African American: 32%	According to the 2024 CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023. Homeless: 43.6% Foster Youth: 52% 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%	According to the 2024 CA Dashboard, 20.50% of students were chronically absent. Homeless: 37.36% Foster Youth: 27.12% English Learners: 17.84% Socioeconomically Disadvantaged Youth: 19.97% Students with Disabilities: 22.42% Hispanic/Latino: 20.41% Pacific Islander: 22.22% African American: 26.32%	According to the 2024 CA Dashboard, 20.50% of students were chronically absent. Homeless: 37.36% Foster Youth: 27.12% English Learners: 17.84% Socioeconomically Disadvantaged Youth: 19.97% Students with Disabilities: 22.42% Hispanic/Latino: 20.41% Pacific Islander: 22.22% African American: 26.32%	According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13% Homeless students: 29% Foster Students: 9% English Learners: 9% Socioeconomically Disadvantaged Youth: 11% Students with Disabilities: 18% Hispanic/Latino: 11% Pacific Islander: 24% African American: 19%
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		During the 2025/2026 school year, as of January 2026, 15.5% of students had an IEP.	By June 2027, the number of students with an IEP will drop to 12% or less districtwide
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%		On the 2025/2026 Fall 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- 96%	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 valued at this school-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						98%
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		For the 2024/2025 school year, 51% 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
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 August 2026 enrollment records, 48% of Foster youth enrolled in summer school/enrichment programs EXPL. Out of 2903 EL students, 1840 students signed up in summer programs and out of all the summer programs, 103 students participated in the actual ELD specific summer school program. (20%)	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

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**UPK (expanded PK -3) Program** Establish systems for early intervention and prevention with screening and referrals	No	Planned	SOMOS Mayfair and Think Together will use ASQ-3 and ASQ-SE2 tools		$30,000.00	$15,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Create inclusive PK - 3 general education classroom environments in coordination with departments and other agencies.			to screen children's development and social-emotional health. Screenings occur within 45 days of preschool entry and during the Bridge to Kindergarten summer program. Staff will support families on the process; if concerns arise, Family Resource Center staff will facilitate community referrals for additional support. INCLUSIVE Creating inclusive PK-3 general education environments requires a multi-layered approach that integrates classroom design, specialized staffing, and strategic inter-agency coordination. ARUSD Early			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Learning Strategic Coordination with Departments & Agencies Braided Funding Sources: Utilize ""braided funding"" by combining multiple state and local funding streams to support the total cost of inclusive classrooms while meeting the reporting requirements of each source. Working closely with our Special Services department supports our inclusive practices from PreK-3rd; children with IEPS were enrolled in the Bridge to Kindergarten Summer School Program. Funds were prioritized to support each of the four classrooms with Behavioral Specialists.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Inter-Agency Agreements: Our two educational partners, SOMOS & Think Together, are leveraging new 2026 inter-agency partnerships to streamline timely developmental screening interventions. Data-Driven Alignment: Work with state agencies, such as the California Department of Education (CDE) Early Learning Division, to complete the annual Children with Disabilities Survey, which helps us use high-quality data to identify barriers and ensure our policies align with state-level inclusion goals. Universal Preschool Integration: Align PK-3			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				environments with local Universal Pre-Kindergarten (UPK) and Transitional Kindergarten (TK) initiatives to create a seamless, inclusive pathway for students entering the K-3 system.			
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) 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. Develop, implement and monitor Wellness Centers and Community Schools (Tier 1, 2, 3 support) Develop CARE (Coordinating Accessible Resources for Emotional wellness) Team to ensure students, families and staff are	No	Partially Implemented	Wellness Centers A total of 3,756 Tier 1 Wellness Center drop-in visits were provided, reflecting strong student access to and reliance on these preventative and early-intervention supports. Additionally, 65 students participated in Tier 2 group counseling services, which addressed their targeted social-emotional and mental health needs through structured group interventions. At the Tier 3 level,	Data related to Wellness Center and school counseling services is collected through multiple standardized documentation and tracking systems to ensure accuracy, consistency, and comprehensive monitoring of student support services. Tier 1 Wellness Center utilization data is gathered through student check-in/check-out processes conducted during each visit. Students complete brief self-report check-in surveys that capture presenting needs, emotional state, and reason for visit. At the conclusion of services, students complete a check-out reflection to document	$3,550,000.00	$1,775,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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. Provide ongoing professional development for teachers, administrators and support staff to build and deepen understanding of the tiered systems of support in their classrooms. *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)			193 new students received individualized services, including therapeutic counseling sessions, crisis intervention, and wellness check-ins, ensuring timely and responsive support for students with more intensive needs. Tier 1 services focused on broad access through drop-ins, brief check-ins, and preventative regulation supports that promote emotional awareness and self-management. At the Tier 2 level, students participated in structured psychoeducational group counseling designed to strengthen coping skills, reduce stress, and build peer connection.	perceived support received, emotional regulation outcomes, and connection to coping strategies or school supports. This process provides both quantitative utilization data and qualitative student voice data regarding service effectiveness. School counseling referral data is collected through site-based referral systems used by staff, families, and students to request additional social-emotional or mental health support. Referral documentation captures presenting concerns, intervention needs, and service level recommendations. These referrals support identification of students who may require Tier 2 or Tier 3 interventions and assist with tracking patterns of need across school sites. Service delivery documentation is maintained through the District's electronic health record system, STaR. STaR is used to record student service encounters,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				CARE Team Development Our CARE Team protocols were developed during the summer of 2025 and launched to our SEL teams during our beginning of the year professional development. Counselors have established cross-functional CARE teams responsible for identifying student needs, coordinating targeted interventions, tracking progress, and engaging families and community partners in holistic support plans.	intervention type, service frequency, progress notes, and case management activities. The system allows for centralized tracking of services across tiers, monitoring of student participation, and reporting of unduplicated student counts. STaR documentation also supports progress monitoring, care coordination, and compliance with service documentation requirements. Together, these data collection systems provide a comprehensive and multi-source approach to monitoring student access, service utilization, and outcomes related to Wellness Center and school counseling supports."		
2.3	**Expanded Support for Long-Term English Learners & Newcomers** Supplemental materials, related professional development to support LTELs and Newcomers Intervention support for LTELs at targeted grade levels to support the reclassification process	No	Partially Implemented	Professional development has been made available at school sites to support Long-Term English Learners (LTELs) and Newcomers.		$617,988.00	$300,051.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide interventions specific to Newcomers Provide summer English Language Development program for LTELs and Newcomers focused on listening, speaking, reading and writing. Train classroom teachers on the reclassification process for Long Term English Learners who are also students with disabilities. Develop an intake process to best support Newcomers during their transition to school TOSA to provide targeted support to Newcomers *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)			Supplemental instructional materials have also been provided to sites that requested them. A Teacher on Special Assignment (TOSA) has been assigned to deliver targeted support for Newcomer students. Special Education case managers have received training on the reclassification process for Long-Term English Learners who are also students with disabilities. Additional work is needed to develop a comprehensive intake process to better support Newcomers during their transition into school. A summer English			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Language Development (ELD) program will be provided for LTELs and Newcomers, with a focus on listening, speaking, reading, and writing skills. This action is included to address the school sites, student groups, and indicators that received the lowest performance levels on the 2025 California School Dashboard			
2.4	**Supplemental services and intervention for designated student populations** 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) Counseling support and case management for Foster and McKinney Vento students SLS Supervisors at four quadrants to provide support to our designated student populations Priority registration to expanded learning programs, intersession programs, student enrichment programs, tutoring services. Costs related to tutoring, interventions, service contracts, materials and supplies	Yes	Planned	Supplemental services and intervention for designated student populations 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)		$888,886.47	$240,892.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Support with additional resources (i.e. school supplies, backpacks, uniforms, transportation passes, mentoring, gift cards, etc.) Dedicated counselor or partner agencies to provide case management and additional counseling services, based on need. Mentoring program to develop positive relationships that will foster school engagment Data platform to keep track of unduplicated student count (Sytech) 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. *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)			Counseling support and case management for Foster and McKinney Vento students SLS Supervisors at four quadrants to provide support to our designated student populations Priority registration to expanded learning programs, intersession programs, student enrichment programs, tutoring services. Costs related to tutoring, interventions, service contracts, materials and supplies Support with additional resources (i.e. school supplies, backpacks, uniforms, transportation			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				passes, mentoring, gift cards, etc.) Dedicated counselor or partner agencies to provide case management and additional counseling services, based on need. Mentoring program to develop positive relationships that will foster school engagement Data platform to keep track of unduplicated student count Continue to improve and solidify our SST process and handbook with Academic Services-offer PD for EduClimber to enter the information, State and Federal, and Student Services. Provide SST Process training			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				sessions for school psychologists, instructors, and administrators. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2024 CA Dashboard (see Appendix for areas being addressed)			
2.7							

Goal 3

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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		Post-event survey for October Parent University, completed by 58 people, shows 100 % of respondents stated workshops were helpful in supporting their student and 93.1 % of parents rating their overall experience at the Parent University a 5 of 5.	By June 2027, 70% of participants will report that the workshop is relevant to supporting their child's wellbeing and/or success in school
3.2	Parent University Participation rates	During the 2023/2024 school year the Parent University Participation Rates were the following: Fall 2023: 598 participants Spring 2024: 556 participants 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	During the 2024/2025 school year the Parent University Participation Rates were the following: Fall 2024: 403 participants Spring 2025: 701 participants 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		For October Parent University (now 1 of 3 rather than one big one) 144 respondents replied to the RSVP with 450 people reporting they would be attending. For October Parent University (now 1 of 3 rather than one big one) 144 respondents replied to the RSVP with 450 people reporting they would be attending.	By June 2027, there will be a 5% increase in parent participation at Parent University Fall 2026: 628 participants Spring 2027: 584 participants 5% increase in parent participation for each of the following student groups at Parent University: *Parents of English Learners *Parents of Foster Youth *Parents of SED students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Students with Disabilities: 40			*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
3.3	Parent Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all parents: Sense of Belonging - 96%. *Black/African American parents - 85% Safety- 92% *Black/African American parents - 87%	On the 2024/2025 Spring survey, the favorability rate for all parents: Sense of Belonging - 97%. *Black/African American parents - 92% Safety- 96% *Black/African American parents - 93%		On the 2025/2026 Fall survey, the favorability rate for all parents: Sense of Belonging - 96%. *Black/African American parents - 87% Safety- 94% *Black/African American parents - 92%	By Spring 2027, the favorability rate will increase for all parents: Sense of Belonging - 97% *Black/African American parents - 90% Safety- 93% *Black/African American parents - 90%
3.4	Student Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for: "Sense of Belonging" Elementary students is 74% Middle School students is 59% "Safety" Elementary students is 63%	On the 2024/2025 Spring survey, the favorability rate for: "Sense of Belonging" Elementary students - 72% Middle School students - 62% "Safety" Elementary students - 73%		On the 2025/2026 Fall survey, the favorability rate for: ""Sense of Belonging"" Elementary students is 76% Middle School students is 65% ""Safety"" Elementary students is 74% Middle School	By Spring 2027, the favorability rate will improve 5% or more for: "Sense of Belonging" Elementary students is 85% Middle School students is 70% "Safety" Elementary students is 70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Middle School students is 62% "Caring Adult on Campus" Elementary 89% favorability Middle School 80% favorability	Middle School students - 75% "Caring Adult on Campus" Elementary 89% Middle School 79%		students is 75% ""Caring Adult on Campus"" Elementary 91% favorability Middle School 81% favorability ""On the 2025/2026 Fall survey, the favorability rate for: ""Sense of Belonging"" Elementary students is 76% Middle School students is 65% ""Safety"" Elementary students is 74% Middle School students is 75% ""Caring Adult on Campus"" Elementary 91% favorability Middle School 81% favorability	Middle School students is 70% "Caring Adult on Campus" Elementary 93% favorability Middle School 84% favorability "Ability to Express Feelings" Elementary 52.5% favorability Middle School 41% favorability
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%		"On the 2025/2026 Fall survey, the favorability rate for Sense of Belonging is 78%"v	By Spring 2027, 90% favorability rate for Sense of Belonging on end of year survey for staff
3.6	Wellness Center pre/post check-in/check-out assessment	Assessment will be rolled out in 24/25 SY and baseline established Elementary	N/A		A check-in/check-out system has been established at each Wellness Center. As of January 2026, 92% of the students who check in at the Wellness Center	By June 2027, we will maintain a 50% favorability rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Pre-Visit - 46% reported negative emotions Post Visit - 92% reported positive emotions MIddle School Pre-Visit - 54% reported negative emotions Post Visit - 46 % reported positive emotions			began their session feeling sad, worried, or frustrated. By the end of their visit, 42% reported feeling calm, hopeful, or happy, and an additional 18% felt okay or better, indicating a clear emotional improvement for the majority of participants. Overall, 98% of students reported that their visit to the Wellness Center was helpful, underscoring the center's ongoing impact on student well-being and emotional regulation."	
3.7	VAPA Pre/Post Student Survey (4th - 8th grade)	Based on the Spring 2024 VAPA survey, the data for this metric is as follows: • 86.6% of students responded that they always or almost always enjoy their arts programs. • 71% of students responded that art programs always or almost always help	New baseline for 2024/2025 School Year: 903 Students were surveyed. 76.6% of students surveyed agreed or strongly agreed with the following statement: "I feel happy when I am in music class." 53% of students surveyed agreed or strongly agreed with the following statement: "Music helps me express the		Survey will be given in Spring 2026	Based on the Spring 2027 VAPA survey results, favorability rates for each question will increase by 5% of the new baseline score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		build their self confidence. • 76.8% of students responded that their art programs always or almost always help them build positive relationships with peers. • 73.2% of students responded that their art programs always or almost always help them stay more positive during the school day This survey will be revised in the 2024/2025 school year and new baseline established. Results will be disaggregated for SED and EL students.	feelings I don't have words for." 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." 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		As of 2/1/26 the daily attendance percentage is 94.69% 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
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%		As of February 2026 our student drop out rate continues at <1%v	By June 2027, ARUSD will report a <1% Middle School Dropout rate
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	On the 2025 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities		Final outcomes and effectiveness measures will be reported in June 2026, following a full year of	On the 2027 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		for two-way communication" was 3	for two-way communication" was 3		implementation and analysis of engagement data and feedback.	for two-way communication" will be 4
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		Final outcomes and effectiveness measures will be reported in June 2026, following a full year of implementation and analysis of engagement data and feedback.	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
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%			Final outcomes and effectiveness measures will be reported in June 2026, following a full year of implementation and analysis of engagement data and feedback	By June of 2027 we will maintain 92% coverage of total events.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Parent/Community Engagement** Parent engagement and community involvement activities (i.e. Cesar Chavez Day event, districtwide, site specific and community events) Parent Jubilee to celebrate parent volunteers across the district Engage and train parents as volunteers to support schools	Yes	Fully Implemented	Post-event survey for October Parent University, completed by 58 people, shows 100 % of respondents stated workshops were helpful in		$562,725.00	$198,609.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Targeted outreach to parents of designated student populations (i.e. Foster Youth, McKinney Vento, Migrant Education) Annual Sports Tournaments that build community (i.e., March Madness, Copita) 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)			supporting their student and 93.1 % of parents rating their overall experience at the Parent University a 5 of 5.			
3.2	**Parent University** 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. Costs related to parent workshops through community agencies and/or service providers Costs of marketing, staffing, food, materials and supplies for workshops and events Expand to incorporate a student strand to allow for family learning Provide information on parent workshops offered through SELPA. Parent education related to Special Services (i.e. parent rights, transportation, FAPE, interpretation services)	Yes	Partially Implemented	Parent University Parent University in 2025-2026 has been scheduled in 3 seperate events based on Middle Schools. Renaissance at Mathson - October, Sheppard - February, Ocala - March. We also are planning to host the final Parent University in May 2026. Renaissance at Mathson held the October Parent		$54,000.00	$6,587.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				University with SJPD Bullying Prevention, YMCA Building Meaningful Connection, SIREN Know Your Rights, and RCS Drug Prevention presentations. Leading up to the event, 144 respondents replied to the RSVP with 450 people reporting they would be attending. Post-event survey for Parent University, completed by 58 people, shows 100 % of respondents stated workshops were helpful in supporting their student and 93.1 % of parents rating their overall experience at the Parent University a 5 of 5. Workshops w/ Community Agencies ARUSD's School-Linked			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Services have scheduled or held 59 workshops, programs, or resource fairs for ARUSD families to support student wellbeing, positive behavior, and academic success districtwide - both virtually and in-person. As of December 2025, 28 workshops, programs, or resource fairs have been completed. Workshops w/ SELPA The special education department works in collaboration with the Southeast Santa Clara County SELPA to inform parents of SELPA sponsored events such as the parent parent presentations offered through			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				the Community Advisory Committee.			
3.3	**Community and Family Outreach and Support** Costs related to community liaisons (one per school site). Community Liasion priority areas include: increasing parent involvement and engagement, supporting with translation and interpretation, working towards mitigation of chronic absenteeism. Cost of extended hours (i.e for recruitment purposes to increase enrollment, home visits, and support at districtwide events). Professional development to enhance skills that support parents/families (i.e. workshops, trainings, conferences) Community Liaisons will work in coordination with Principals and SLS supervisors to offer workshops related to the needs of the school. Provide promotional marketing materials to be used during outreach activities to increase district enrollment *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)	Yes	Partially Implemented	Workshops at Sites All Community Liaisons support parents through a variety of activities such as but not limited to parent cafecitos with the Principal, community food distribution, home visits, translation and interpretation, community outreach and recruitment. All Community Liaisons attended a train-the-trainer session where they learned to guide families through an Emergency Preparedness Plan. They then took the information from that session and scheduled it for families. Community Events Community Liaisons regularly attend		$1,370,405.59	$641,895.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				community outreach events - so far this year they have been scheduled for 16 Community Events scheduled this year. We rolled out an evaluation process for Community Liaisons to report back their feedback from events and how many people they spoke to. Enrollment Support Each Community Liaison is added onto a Community Liaison Outreach Team that then allows ARUSD to conduct outreach to community members regularly. In December and January, Community Liaisons focused outreach to Pre-Schools to target TK-Kinder			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				enrollment. All Community Liaisons agreed to lead an enrollment information night at their school - the intent to provide information for the community on enrolling in their specific schools. These dates are being scheduled through March - tied to enrollment communications at the same time.			
3.4	**Building Capacity for Parent Leaders** Leadership trainings, workshops, conferences for advisory groups and other interested parents Monthly SPARC meetings with designated school representatives to discuss various topics with the Superintendent 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.	Yes	Partially Implemented	School Linked Services staff have offered various parent engagement workshops to date as listed above - with 59 workshops and sessions scheduled so far this year.		$17,000.00	$1,717.24
3.5	**Diversity, Identity and Cultural Responsiveness**	No	Partially Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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: Deepening board resolutions around cultural awareness Building diverse book lists for classroom libraries Developing activities, lesson plans and recognition that celebrates and centers our diverse community *Funding for this action is allocated in Goal 1.7 *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)						
3.6	**UPK (expanded PK -3) Program** Enhance family and student engagement through the use of school/home connections (programming and materials) Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.) Design successful transitions for families and students entering our district (i.e. recruitment, orientations, continued onboarding and support)	No	Fully Implemented	"UPK (expanded PK -3) Program Enhance family and student engagement through the use of school/home connections (programming and materials)---- Community & Family Engagement		$30,700.00	$15,350.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Family Partnerships: Maintain regular, two-way communication with families to leverage their cultural insights, strengths, and individual needs. Families receive a family/ parent handbook and a more formal district policy manual. Culturally Sustaining Materials: Through the Celebrating Alum Rock's Diversity (CARDS) initiative, we curate libraries and learning centers with books that reflect diverse races, cultures, and physical abilities, ensuring every child sees themselves represented in their education. B2K Summer Learning Support: To			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				enhance summer learning, 100+ families received comprehensive resource kits. These included Raising Reader backpacks, Learning & Writing Without Tears booklets, and digital access to the Always Dream EPIC library. Families also retained their school-issued devices to access books in their home languages throughout the break. Family Engagement: Our School-Home Connection: Welcome to B2K workshop empowered parents to become learning partners. Facilitated by our community experts, the session provided families with			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Learning Together Backpacks and hands-on instruction on how to use these materials to support their child's development at home. Graduation Summer Learning Bags: To bridge the gap for students in under-resourced households, we provided Graduation Summer Learning Bags. These curated supplies foster a strong school-home connection, ensuring children have the essential tools needed to continue their academic growth outside the classroom. Extend partnerships to leverage educational, health and wellness opportunities for families (i.e.,			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.) --- SOMOS Mayfair continues to drive family wellness and school readiness in San Jose through targeted engagement initiatives: Wellness Workshops: In partnership with local agencies, the organization facilitates the ""10 Steps to a Healthier You!"" curriculum, providing seasonal wellness strategies for families enrolled in summer programs. Always Dream is a literacy family engagement program. In the 2024-2025 survey, 100% of families responded			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				favorably that the program helped them understand the relationship between family reading and their child's language development. Bridge to Kindergarten: To launch this summer initiative, 132 families attended ""Learning Together"" workshops. These sessions provided parents with time to use specialized take-home backpacks designed to deliver high-quality, vetted educational resources for students from under-resourced households. Design successful transitions for families and students entering our district (i.e., recruitment,			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				orientations, continued onboarding, and support) In 2025 and 2026, the ARUSD Early Learning Department collaborated with Kidango and SJB to host a series of evening workshops titled ""Transitioning into Transitional Kindergarten and Kindergarten."" These sessions were led by a multidisciplinary team featuring the Director & Coordinator of Early Learning, a Social-Emotional Learning expert, a Special Education specialist, and a veteran teacher. To ensure a seamless experience, an administrative assistant provided on-site registration support for families. For			

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				those unable to attend, presentation materials were shared with Center Directors to ensure all families had access to these critical transition resources.			
3.7	**Positive School Climate and Culture** Foster an inclusive school environment to increase sense of belonging, sense of safety via the implementation of an anti bullying framework and tiered interventions. Develop positive engagement opportunities such as peer support and cross-age mentoring to increase sense of belonging and sense of connectedness 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) 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) Collaborate with the Student Advisory Committee to serve as ambassadors for the development of the School Wellness Advisory Youth (SWAY) Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.)	Yes	Partially Implemented	1. Schools and families have access to Bullying Prevention information and resources on the district webpage, which is available in all three languages: English, Spanish, and Vietnamese. 2. School leaders and their staff have ongoing school presentations on bullying prevention, activities that promote positive culture and climate. 3. Schools implement PBIS and/or restorative practices to		$153,100.00	$104,030.59

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Attendance software to monitor and case manage student chronic absenteeism (i.e., Attention to Attendance, etc.) 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. Conduct regular site team meetings that monitor student attendance to prevent chronic absenteeism, middle school dropout and intervene when needed. Parent, staff and student climate surveys to maximize engagement strategies Parent workshops on the impact of chronic absenteeism on student success Implement attendance incentives 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. *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)			decrease suspensions and support attendance. 4. Implementation of Wellness Centers and Community Schools 5. Implementation of Student Advisory Committee 6. Differentiated Assistance Team meets periodically to review Chronic Absenteeism data, progress, and next steps 7. Schools have established Attendance Teams that meet monthly to review attendance and absenteeism data and plan next steps for truant and chronically absent students. Community Liaisons complete home visits. Site			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				leaders meet with parents early to prevent truancy/chronic absenteeism. 8. School Linked Services staff have offered various parent engagement workshops to date, such as but not limited to Know Your Rights, How to Talk with Kids about the News, Youth Development through Golf Course program and Bullying Prevention 9. As of December 18, 2025, 6,428 Communication Pieces have been sent, which include Notifications of Truancy, Excessive Excused Absence Letters, and Conference Notifications. Families received communication pieces in the			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				mail and via email. School Status also sends text notifications informing the families when they should expect a notification to arrive. 10. ARUSD Fall 2025 Panorama results: Climate for Families, 96% Favorable; Staff, 91% Favorable; 79% Students, Favorable. 11. Various ARUSD Schools began hosting Saturday STEAM Academies for attendance recovery."			
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.	Yes				$55,000.00	$25,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.9	**Ensuring language access for families-Translation/Interpretation** Cost for Translation and Interpretation services to provide access to monolingual families. 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). Outside agency and employee contracts to provide additional interpretation/translation support at parent meetings and district-wide events Vietnamese translator/interpreter technician to support the increased need for this language Translation and Interpretation support for IEPs and other parent meetings with Special Education parents Professional Development (i.e., trainings, workshops) for development of translation/interpretation skills	Yes	Fully Implemented	Translation and interpretation services are in place to support monolingual families and provide access in languages other than English, including Spanish, Vietnamese, and additional languages as needed, as well as Deaf and Hard of Hearing support. Services include interpretation and translation for parent meetings, districtwide events, IEPs, and other Special Education meetings. Due to increased demand, services were expanded during implementation, including the addition of a Vietnamese translator/interpreter technician and the contracting of		$339,037.08	$150,841.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				an external organization to provide supplemental translation and interpretation support at school sites and districtwide events. Professional development opportunities to strengthen translation and interpretation skills have also been implemented. Final outcomes and effectiveness measures will be reported in June 2026, following a full year of implementation and review of service utilization and family access data.			
3.10	**Visual and Performing Arts Programming** 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. Costs related to arts education program (i.e. teachers, contracted services, instruments, repairs, materials and supplies, field trips,	Yes	Fully Implemented	Most students 4th-8th grade have access to music classes if they choose to participate. 1,110 students responded to the survey questions (this		$3,269,528.68	$1,218,669.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	transportation to and from events, rentals, professional development, substitute costs and teacher extended duty)			is approximately 56% of the students we teach in grades 3-8). Our goal is to get as close to 100% as possible for the subsequent reports. The music program has shown positive outcomes in terms of student happiness, social skills development, and feelings of acceptance. However, there are clear areas for growth, particularly in helping more students express themselves emotionally through music and ensuring a sense of belonging for all. In the second half of the year, we will focus on: Expanding Emotional Expression: Offering more personalized			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				music activities and opportunities for students to connect their personal feelings to the music. Increasing Inclusivity: Targeting strategies to support the 34.3% of students who may not fully feel accepted, including more inclusive classroom practices and peer mentorship. Strengthening Social Collaboration: Continuing to build teamwork opportunities through group performances and projects. The continued investment in these areas will help us meet our goal of providing a comprehensive, engaging, and supportive arts education			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				program for all students.			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	107,752,047	108,213,679
LCFF Supplemental/Concentration Grants	26,478,327	26,394,306