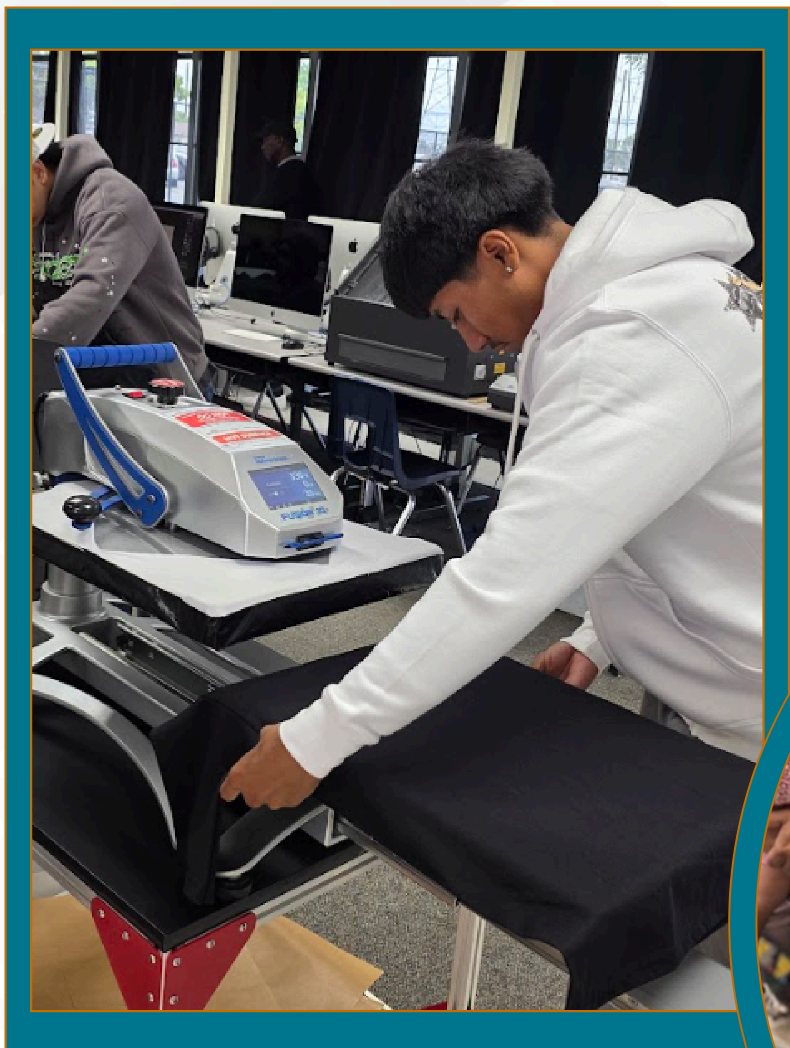
2026-2027

LOCAL CONTROL AND ACCOUNTABILITY PLAN

LCAP



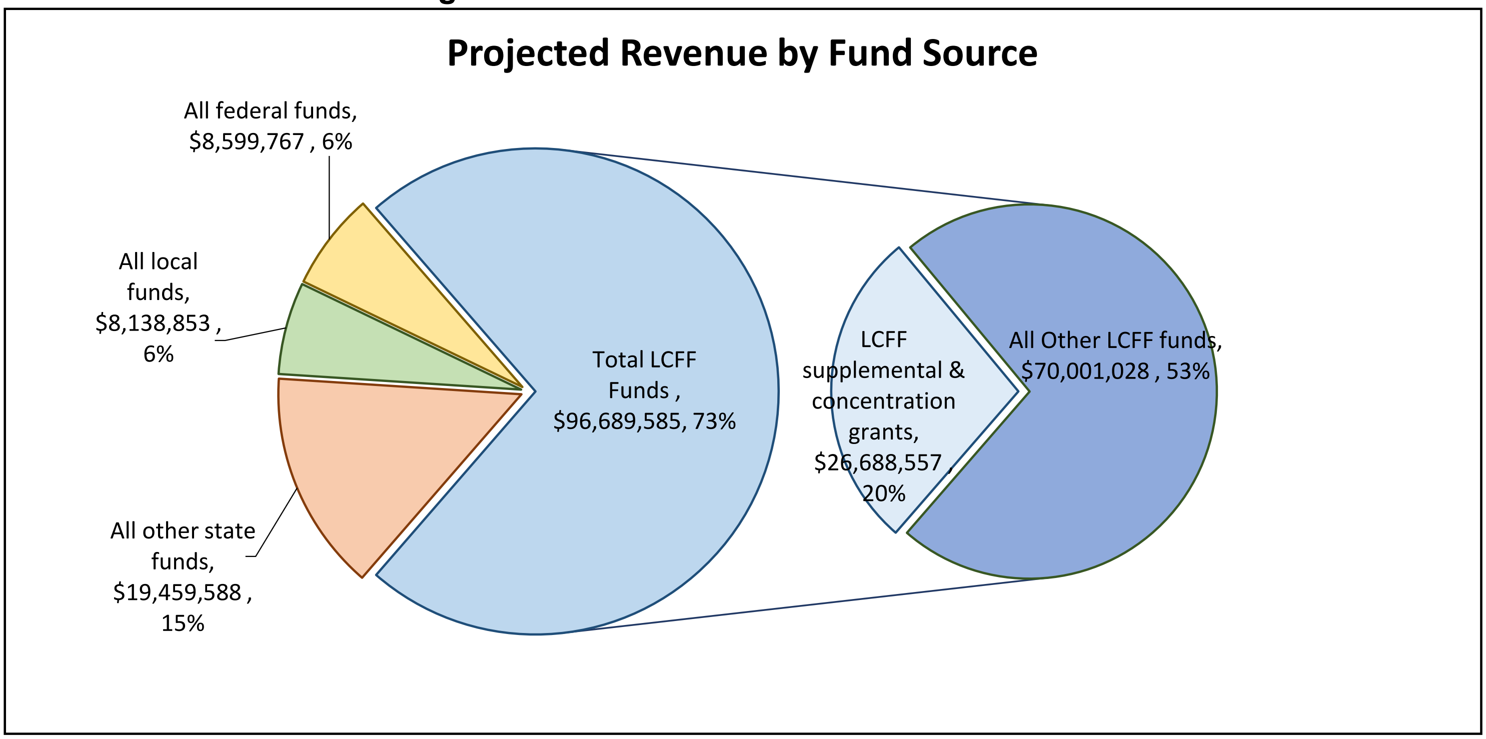
Azusa Unified School District
546 South Citrus Avenue
Azusa, CA 91702

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Azusa Unified School District
CDS Code: 19-62479
School Year: 2026-2027
LEA contact information: Adriana Garcia-Medina (626) 967-6211 X70321 agarciamedina@azusa.org

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

Budget Overview for the 2026-2027 School Year

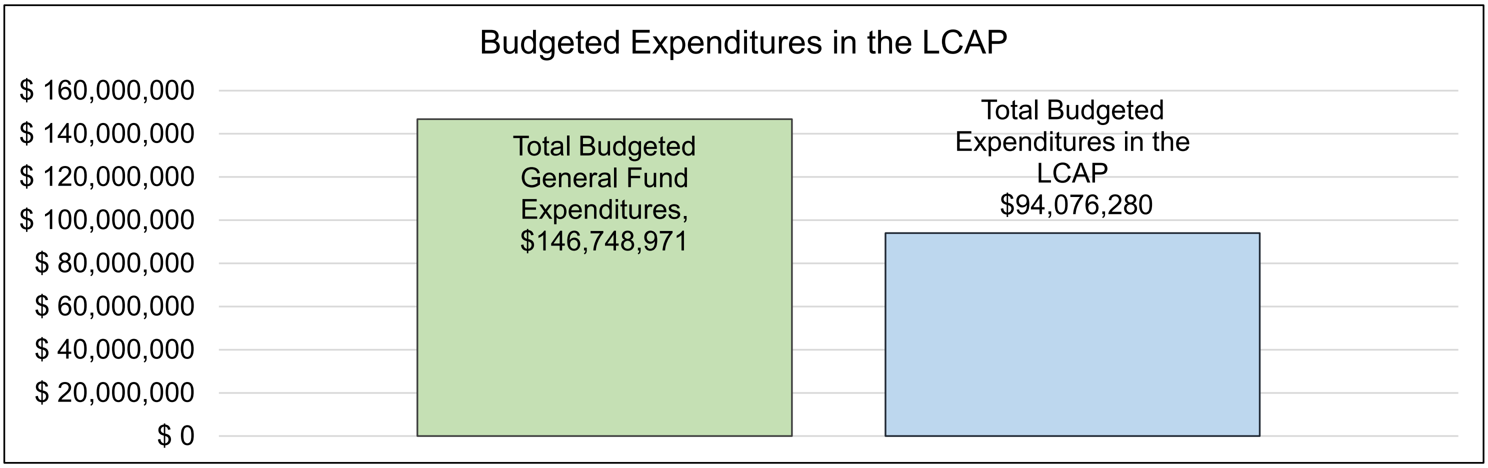


This chart shows the total general purpose revenue Azusa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Azusa Unified School District is $132,887,793.00, of which $96,689,585.00 is Local Control Funding Formula (LCFF), $19,459,588.00 is other state funds, $8,138,853.00 is local funds, and $8,599,767.00 is federal funds. Of the $96,689,585.00 in LCFF Funds, $26,688,557.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Azusa Unified School District plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Azusa Unified School District plans to spend $146,748,971.00 for the 2026-2027 school year. Of that amount, $94,076,280.00 is tied to actions/services in the LCAP and $52,672,691.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

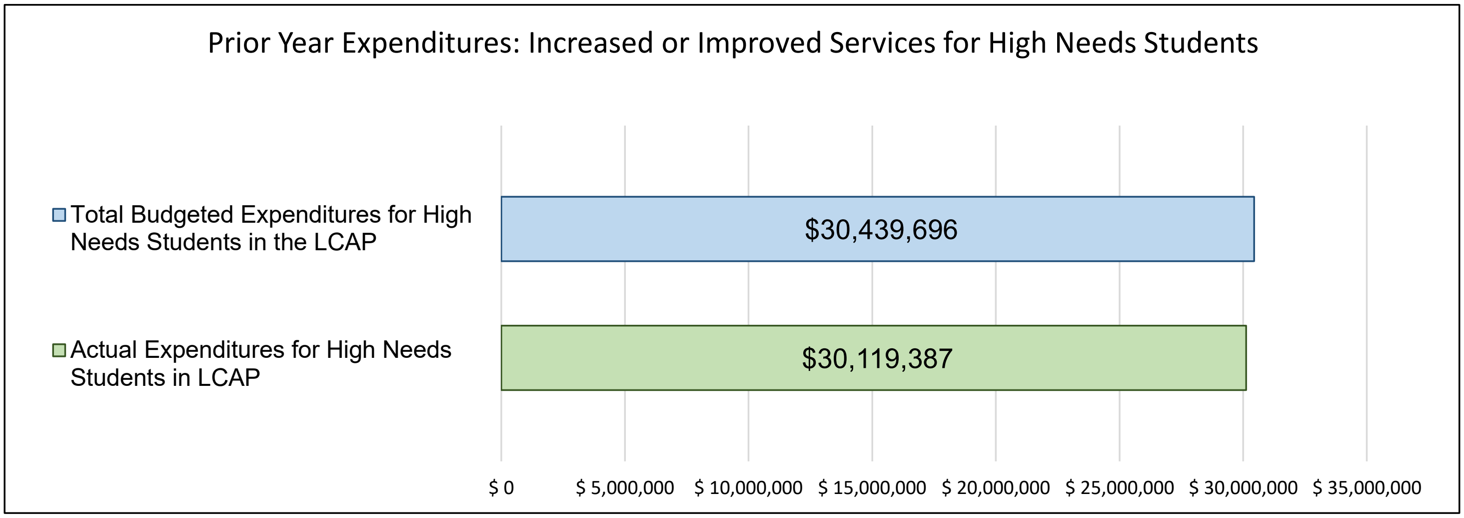
General fund budget expenditures are utilized to pay personnel costs that are outside of the LCAP, including District and site level administrators, District and site level classified employees, teachers, and employee benefits. In addition, there are costs for restricted programs and special education which will be funded outside of the LCAP and include teachers, administrators, classified staff, curriculum, medical equipment and devices, contracted programs for students, legal fees, student services placement, and site-level specialists (therapists and pathologists).

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Azusa Unified School District is projecting it will receive $26,688,557.00 based on the enrollment of foster youth, English learner, and low-income students. Azusa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Azusa Unified School District plans to spend $26,688,557.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Azusa Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Azusa Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, Azusa Unified School District's LCAP budgeted $30,439,696.00 for planned actions to increase or improve services for high needs students. Azusa Unified School District actually spent $30,119,387.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $320,309.00 had the following impact on Azusa Unified School District's ability to increase or improve services for high needs students:

Only 1.05% of the budget allocated to increasing and improving services for high-need students went unspent during the 2025-2026 school year. While all planned actions were implemented, some utilized alternative funding sources. The District chose to use one-time funds to enhance services for our high-need students, allowing us to be more fiscally prudent with funds expected to return in the following year. Due to limited substitute availability, adjustments were made to our professional learning plans. Funding for any actions and services delayed because of substitute constraints will be carried over and implemented in the next LCAP year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Azusa Unified	Adriana Garcia-Medina Director of Educational Services	agarciamedina@azusa.org 626 858-4285

Plan Summary 2026-2027

General Information

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

The Azusa Unified School District (AUSD) is situated in the foothill community of Azusa, encompassing schools in both the city and adjacent unincorporated areas. The name "Azusa" originates from the Native American term "Asuka-nga." Initially settled by a diverse group, including Native peoples, ranch owners, miners, and businessmen, the city was officially incorporated in 1898. Today, it is a thriving suburban area with a population of 47,472.

Established in 1868, the first official school in Azusa laid the foundation for what is now the Azusa Unified School District, consisting of:

7 elementary schools
1 preschool
1 middle school
2 high schools
1 adult education center serving Azusa and Glendora Communities.

The 2023-2024 school year was the first year following a comprehensive District-wide reorganization intended to optimize resources and academic offerings. This restructuring involved the consolidation of three middle schools—Slauson Middle School, Center Middle School, and Foothill Middle School—into a single middle school. Students from these middle schools now attend Gladstone Middle School. Simultaneously, Gladstone High School closed, necessitating a reallocation of high school students to Azusa High School. At the elementary level, Alice M. Ellington Elementary School and W.R. Powell Elementary School were also closed, and students were enrolled at our neighboring elementary schools in Azusa.

In the academic year 2025-2026, AUSD had a student population of 6,045, with the following demographic breakdown:

90.4% Hispanic/Latinx
2.9% White
1.9% Asian
1.3% Filipino
1.2% African American

0.9% Other

Of the total, 88.2% (5,330) are socio-economically disadvantaged, and 23% (1,391) are English learners, predominantly Spanish speakers. The District also serves 18 students in the foster care system.

AUSD strongly emphasizes academic excellence, offering various programs to enhance student achievement and readiness for higher education and careers. Notable offerings include the Early College and Dual Enrollment programs, as well as AVID at middle and high schools. Additionally, the District provides Career Technical Education (CTE) courses, including pathways in Engineering and Medicine, as well as opportunities in music and the arts, such as the Mariachi de Azusa.

The District prioritizes rigorous, standards-aligned instruction that fosters critical thinking, collaboration, and problem-solving skills. A Districtwide commitment to diversity, equity, and inclusion ensures that all students receive an outstanding education. Technology integration in classrooms promotes equitable access and prepares students for the demands of the 21st century.

AUSD's teachers and staff engage in collaborative communities focused on data-driven, student-centered instruction, reflecting a commitment to continuous improvement. The District aims to empower students and staff to realize their full potential and make positive contributions to their community through advocacy, effective communication, and compassion. AUSD remains dedicated to fostering an environment where everyone can thrive academically and personally.

Additionally, Sierra High School has been identified as an Equity Multiplier school site and will receive Equity Multiplier Funding.

Reflections: Annual Performance

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

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

Over the past three-year Local Control and Accountability Plan (LCAP) cycle, Azusa Unified School District (AUSD) has made significant strides in both addressing challenges and capitalizing on successes. This comprehensive analysis has guided the development of the 2024-2027 LCAP, ensuring a strategic approach to enhancing student outcomes, particularly for English Learners (ELs), Foster Youth (FY), Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD).

Decrease in Chronic Absenteeism: AUSD reported a 1% decrease in chronic absenteeism based on the 2025 California School Dashboard. Local data show that overall attendance rates increased by 2%, with each student group showing improved rates. This continued decline in chronic absenteeism underscores the effectiveness of interventions aimed at improving student engagement and attendance, indicating a positive trend in fostering a conducive learning environment.

Academic Achievement: Analysis of academic achievement data from the California School Dashboard reveals both areas of maintenance and decline across various student groups. While EL, SED, SWD, Hispanic students, and students experiencing homelessness maintained performance levels in English Language Arts (ELA), declines were noted in the number of points below standard for FY in ELA. Similarly, in Mathematics, EL, SED, Hispanic students, and students experiencing homelessness maintained performance levels. Still, declines were noted in the number of points below standard for specific student groups, such as SWD and FY. These findings highlight the importance of targeted interventions to address specific academic needs and disparities among student populations.

Mathematics Performance Trends:
*Standard Exceeded: Slightly increased from 7.95% in 2024 to 8.08% in 2025.
*Standard Met: Slightly increased from 13.85% in 2024 to 13.89% in 2025.
*Standard Nearly Met: Maintained consistency at around 25-26% in 2024 and 2025.
*Standard Not Met: Showed a slight decrease from 52.59% in 2024 to 52.28% in 2025.

ELA Performance Trends:
*Standard Exceeded: Maintained consistency at around 10-11% in 2024 and 2025.
*Standard Met: Slight increase from 22.52% in 2024 to 23.45% in 2025.

*Standard Nearly Met: Slightly increased from 24.64% in 2024 to 25.99% in 2025.
*Standard Not Met: Decrease from 42.10% in 2024 to 39.95% in 2025.

ELA Language Fluency Performance Trends:
The 2024-2025 ELA Language Fluency data for Ever ELs reflect upward progress across SBAC performance areas. There were slight increases in the percentage of students exceeding and meeting the standards, with relative stability in the nearly met band. Additionally, the percentage of students not meeting the standard decreased, indicating positive movement. These results demonstrate growing momentum and suggest the current instructional approaches are beginning to yield results. The District will continue to build on this progress by strengthening Tier 1 instruction, deepening both designated and integrated English Language Development, and expanding targeted supports to further accelerate ELs' achievement.

ELPAC Performance Trends:
The 2024-2025 ELPAC proficiency data reflect continued positive movement across proficiency levels. There was a slight increase in the percentage of students at the Well-Developed level and a notable increase at the Moderately Developed level. The percentage of students in the Somewhat Developed and Beginning to Develop levels decreased, indicating a shift toward higher levels of English language proficiency. This demonstrates positive momentum and suggests that the instructional supports are strengthening language development. The District will continue to build on this progress by refining designated and integrated ELD through professional learning and coaching, expanding dual-language opportunities for ELs, and deepening language-rich instruction across content areas to increase opportunities for academic discourse and advance language proficiency.

Program Expansion and Implementation Improvement: Building on the successes of the previous LCAP cycle, AUSD is committed to expanding programs and services while enhancing implementation strategies throughout the year. This proactive approach aims to address identified areas of need and capitalize on initiatives that have demonstrated positive impacts despite interruptions caused by the COVID-19 pandemic.

In addition to statewide assessments, AUSD utilizes local measures to comprehensively track student progress and growth throughout the academic year. These local assessments have revealed encouraging trends, particularly in English Language Arts (ELA) and Mathematics, where students have demonstrated notable improvements in mastery, with increases of up to 10%.

These advancements in student proficiency are indicative of the effectiveness of the District's targeted interventions and instructional strategies. Moreover, the data highlights a positive trajectory in academic achievement, suggesting that AUSD's initiatives are yielding tangible results.

While disparities in ELs' performance relative to their peers persist, there is evidence of progress within this student group. Over the years, EL student performance on local indicators has shown steady improvement, signifying the efficacy of interventions tailored to meet their unique needs. Notably, the academic performance of reclassified EL students who have attained English proficiency through intentional language development (integrated and designated ELD) and primary language/DLI programs surpasses that of their peers. This underscores AUSD's approach's success in supporting ELs on their journey toward English proficiency and academic success.

Looking ahead, the 2026-2027 LCAP will build upon these successes, particularly focusing on Goals 1, 2, and 3, which encompass academic achievement, equity, and student engagement. By leveraging data-driven insights and continuing to refine instructional practices and support mechanisms, AUSD aims to further narrow achievement gaps and ensure equitable educational opportunities for all students, including ELs. Through sustained efforts and targeted interventions, the District is committed to fostering a learning environment where every student can thrive academically and achieve their full potential.

Graduation Rate Trends: Based on the 2025 CA School Dashboard, graduation rates increased by 4%, with significant gains for students experiencing homelessness. While rates for English Learners remained consistent, the District is currently addressing a minor 1% dip in the Students with Disabilities student group. Overall, these results validate our strategic focus on equity and student-centered support, ensuring all graduates are prepared for their next chapter.

AUSD's proactive approach to enhancing college and career readiness is evidenced by the expansion of various initiatives aimed at preparing students for post-secondary education and the workforce. Notably, the District has significantly increased the availability and participation in Career Technical Education (CTE) Pathways, providing students with practical skills and knowledge aligned with industry needs. Additionally, the rise in dual enrollment opportunities in community college courses reflects AUSD's commitment to exposing students to higher education experiences while still in high school. The success of AUSD's Early College Program is evident in the high percentage of students exiting high school with 30 or more transferable units. This achievement speaks to the effectiveness of early college initiatives in accelerating students' progress toward higher education and equipping them with a head start in their academic journey. By offering rigorous coursework and college-level experiences, AUSD is preparing students to transition into post-secondary education with a solid foundation seamlessly.

While students' overall performance level was deemed low for the College/Career Indicator, with 33.3% prepared and a 2.9% decline from 2023 to 2024, there is recognition of areas needing improvement, particularly for ELs, LTELs, and Students with Disabilities whose performance levels were categorized as very low. This underscores the importance of targeted interventions to address the specific needs of these student groups and ensure equitable access to college and career readiness resources.

College and Career Readiness: Based on the 2025 California School Dashboard data, AUSD has demonstrated an upward trajectory in preparing students for post-secondary success. After a slight dip during the 2024 reorganization period, the District achieved a significant 10% increase in the "Prepared" level for All Students, rising from 33% to 44% on the California School Dashboard. Our EL and SWD students both saw positive gains, with ELs nearly tripling their "Prepared" rate from 5.1% to 14.2%, and students with disabilities rising from 4.7% to 13.6%. Furthermore, our Low-Income and Hispanic/Latinx populations, which represent the vast majority of our students, both experienced a 10% increase, bringing their combined share to 42.6%. These double-digit increases across all key demographics demonstrate that our commitment to diversity, equity, and inclusion is translating into tangible postsecondary readiness for our most vulnerable learners.

The suspension rate was maintained when comparing the 2024 and 2025 California School Dashboard overall and resulted in a high performance level with only three schools at the low performance level: Dalton Elementary School, Valleydale Elementary School, and Gladstone Middle School. Additionally, the SWD student group received a low or very low performance level for four out of the ten school sites. Sierra High School improved from very low to high, and five of the seven elementary schools had either high or very high-performance levels overall. This ongoing success is attributed to the implementation of Positive Behavior Interventions and Supports (PBIS), Peer Mediation programs, and the expansion of Restorative Practices, where challenges within the community regarding gang involvement persist.

To address these challenges, we have forged partnerships with external organizations such as 2nd Call and the Western Justice Center. Through these collaborations, we have endeavored to provide more focused and comprehensive support. Together, we are implementing restorative justice practices and alternative discipline approaches aimed at reducing suspension rates and fostering positive behavior among students.

Our efforts include training staff in conflict resolution techniques, establishing peer mediation programs, and cultivating a supportive disciplinary environment that emphasizes understanding and accountability. By leveraging these strategies and resources, we are committed to creating a safe and inclusive school environment where all students feel valued, supported, and empowered to succeed.

AUSD's dedication to enhancing college and career readiness is further reinforced by the integration of continued and expanding programs into the upcoming LCAP cycle. By embedding these initiatives into the District's strategic plan, AUSD reaffirms its commitment to fostering a culture of lifelong learning and preparing all students for success beyond high school.

AUSD's focus on supporting ELs has yielded tangible results, as evidenced by the increase in the reclassification rate of EL students in 2023. This 14% reclassification rate represents a 4% increase from the 2022 school year. This year, our reclassification rate is 9.5%, a slight decrease from last year. However, the progress of the District's interventions and support mechanisms in facilitating language proficiency among EL students continues to show positive outcomes. The success of AUSD's Dual Language Immersion (DLI) programs is particularly noteworthy, as reflected in the increased rates of reclassification among EL students enrolled in these programs. By providing instruction in students' primary language (an asset), DLI programs not only support language acquisition but also foster academic achievement and cultural proficiency. This success underscores the importance of providing culturally and linguistically responsive education to EL students.

AUSD's commitment to addressing the needs of EL students is evident in the planned actions and services outlined in the 2024-2027 LCAP. These include increasing access to primary language and DLI instruction for ELs, intensifying monitoring efforts to track student progress effectively, and providing targeted professional learning opportunities for educators to address achievement gaps.

AUSD's targeted professional learning opportunities have been instrumental in supporting the academic, social-emotional, and college/career readiness of low-income, EL, and foster students. The successful implementation of evidence-based professional learning strategies underscores the District's commitment to continuous improvement and educational excellence. Moreover, feedback forms and survey data indicate strong support and recognition from teachers and administrators, with over 66% acknowledging the value of professional learning experiences over the last two years.

In conclusion, the data analysis underscores the importance of data-informed decision-making in shaping educational strategies and interventions. By leveraging successes, addressing challenges, and prioritizing equitable opportunities for all students, AUSD is poised to make further strides in advancing student achievement and fostering a supportive learning environment in the upcoming LCAP cycle.

For a detailed list of CA School Dashboard 2022-2023 results, organized by school and student group, please refer to the appendix following the action tables at the end of this document. This list provides the category, student group, and status for all lowest performance indicators (red) and the aligned goal and action.

For the 2026 -2027 school year, AUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. As a result, the following actions within the 2026 - 2027 LCAP include LREBG funds based on the needs assessment.

Goal 1 Action 3 will provide academic support by funding Academic Success Coaches. This action aims to accelerate progress toward closing learning gaps by implementing and enhancing evidence-based learning supports as allowable uses of LREBG funds. Certificated Academic Success Coaches will provide small group learning support in ELA and math. These interventions focus on English learners (EL), socioeconomically disadvantaged students, and students experiencing homelessness, groups most affected by disrupted learning and systematic inequities. Success Coaches will work closely with classroom teachers, use formative data to monitor progress, and deliver culturally responsive instruction and mentorship during the school day through push-in and pull-out sessions. This action is aimed at supporting K-12 students who are not meeting grade-level standards or graduation requirements, as identified by the needs assessment.

Based on the needs assessment, Goal 1 Action 16 will provide high-dose tutoring to accelerate progress in closing learning gaps by implementing evidence-based learning supports, such as tutoring, as an allowable use of LREBG funds. This action will accelerate learning in ELA and math for students performing below grade level, particularly English learners, socioeconomically disadvantaged students, and those experiencing homelessness. Trained staff provide small-group instruction (3–5 students), aligned with classroom content and personalized to address learning gaps. Students will be identified using multiple measures, including assessments, teacher input, and progress monitoring. Tutors collaborate with teachers to deliver culturally and linguistically responsive instruction, with targeted supports for English learners and students needing scaffolding.

Goal 2 Action 9 will provide Kindergarten through 5th-grade professional learning and coaching support to accelerate progress to close learning gaps by enhancing evidence-based learning supports, such as providing professional development and coaching as an allowable use of LREBG funds. This action will strengthen Kindergarten through fifth-grade literacy instruction through comprehensive professional learning, job-embedded coaching, and high-quality instructional materials based on the needs assessment for students who are not meeting grade level standards in K-5th grade. This initiative equips teachers with research-based strategies for early reading development, differentiated instruction, and language-rich support for English learners, all aligned with the California Standards for Professional Learning. Teachers will receive training in foundational literacy skills, integrated language and literacy instruction, and formative assessment use. Instructional practices emphasize oral language development, academic discourse, vocabulary in context, and scaffolding strategies drawn from the California ELA/ELD Framework. Trained literacy and language development coaches support implementation through modeling, co-planning, observation, and feedback, helping teachers create culturally and linguistically responsive classrooms that promote literacy for all students.

Based on the needs assessment, Goal 3 Action 5 will provide secondary credit recovery and student support teacher access to instruction for credit-deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, as an allowable use of LREGB funds. The District is using Emergency Block Grant funds to assign a certificated secondary teacher and supplemental materials to support credit-deficient students at risk of not graduating on time. This teacher provides targeted academic support, coordinates credit recovery, and tracks student progress in real time, with a dedicated period for one-on-one outreach and regular communication with families to remove barriers and offer personalized guidance. This position specifically supports students most impacted by learning disruptions—English learners, socioeconomically disadvantaged students, and those experiencing homelessness—by fostering strong teacher-student relationships and school-home connections that re-engage students and promote accountability. This targeted support is expected to boost credit recovery, raise graduation rates among underserved groups, and strengthen partnerships that sustain student achievement.

Reflections: Technical Assistance

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

Azusa Unified School District is eligible for Differentiated Assistance based on the 2024 CA Dashboard for:

-African American Students in Chronic Absenteeism and Suspension Rate
-English learners in CAASPP (ELA and Math performance in red); English Learner Proficiency Indicator (ELPI), and College Career Indicator(CCI)
-Long-term English Learner in CAASPP(ELA and Math performance in red); ELPI, CCI
-Students with Disabilities in CAASPP (ELA performance in red and Math performance in orange) and CCI

Azusa Unified School District is eligible for Differentiated Assistance based on the 2025 CA Dashboard for:

-Long-term ELs: Chronic Absenteeism and Suspension Rate

Chronic Absenteeism: AUSD reported a 1% decrease in chronic absenteeism on the 2025 California School Dashboard, with local data indicating improved attendance trends across student groups. These gains reflect the effectiveness of proactive strategies, including attendance monitoring, Student Attendance Review Team (SART) processes, and expanded family engagement. (Action 4.1, 4.4, and 5.9)

The District has strengthened its approach through home visits, personalized outreach, and case management led by Community Schools teams and School Social Workers to address barriers through a whole-child approach. (Action 5.4 and 5.9)

For Long-Term English Learners (LTELs), targeted supports include early identification, progress monitoring, and coordination between instructional staff and family outreach teams to improve engagement and prevent chronic absenteeism. (Action 2.5, 2.6, and 2.7)

Mathematics Performance:
-Standard Exceeded: Slightly increased from 7.95% in 2024 to 8.08% in 2025.
-Standard Met: Slightly increased from 13.85% in 2024 to 13.89% in 2025.
-Standard Nearly Met: Maintained consistency at around 25-26% in 2024 and 2025.
-Standard Not Met: Showed a slight decrease from 52.59% in 2024 to 52.28% in 2025.

ELA Performance:
-Standard Exceeded: Maintained consistency at around 10-11% in 2024 and 2025.
-Standard Met: Slight increase from 22.52% in 2024 to 23.45% in 2025.
-Standard Nearly Met: Slightly increased from 24.64% in 2024 to 25.99% in 2025.
-Standard Not Met: Decrease from 42.10% in 2024 to 39.95% in 2025.

Academic Achievement: Analysis of academic achievement data from the California School Dashboard reveals both areas of maintenance and decline across various student groups. While EL, SED, SWD, Hispanic students, and students experiencing homelessness maintained performance levels in English Language Arts (ELA), the number of points below standard in ELA declined in FY. Similarly, in Mathematics, EL, SED, Hispanic students, and students experiencing homelessness maintained performance levels. Still, declines were noted in the number of points below standard for specific student groups, such as SWD and FY.

Local assessment data further reflect up to 10% growth in student mastery in ELA and Math, reinforcing the effectiveness of targeted instructional strategies.

Data for Ever ELs reflect upward progress across SBAC performance areas. There were slight increases in the percentage of students exceeding and meeting the standards, with relative stability in the nearly met band in ELA and Math. Additionally, the percentage of students not meeting the standard decreased, indicating positive movement. The District will continue to build on this progress by strengthening Tier 1 instruction, deepening both designated and integrated English Language Development, and expanding targeted supports to further accelerate ELs' achievement. (Action 1.7, 2.4, 2.6, and 2.9)

AUSD's commitment to addressing the needs of EL students is evident in the planned actions and services outlined in the 2024-2027 LCAP. These include increasing access to primary language and DLI instruction for ELs, intensifying monitoring to track student progress effectively, and providing targeted professional learning opportunities for educators to address achievement gaps, thereby reducing the number of students who become Long-term ELs. (Actions 2.3 and 2.5)

While disparities in ELs' performance relative to their peers persist, there is evidence of progress within this student group. Over the years, EL students' performance on local assessments has steadily improved, indicating the efficacy of interventions tailored to their needs. Notably, the academic performance of reclassified EL students who have attained English proficiency through intentional language development (integrated and designated ELD) and primary language/DLI programs surpasses that of their peers. This underscores the success of AUSD's approach in supporting ELs on their journey toward English proficiency and academic success.

ELPI Performance: The District improved its ELPI performance level from red to orange, with Long-Term English Learners (LTELs) showing the most significant growth, increasing by 8% and moving from red to green.

The 2024–2025 ELPAC data reflect continued upward movement across proficiency levels, with increases at the Well-Developed and Moderately Developed levels and decreases at the Somewhat Developed and Beginning levels, indicating a shift toward higher levels of English proficiency.

These results demonstrate positive momentum and the effectiveness of targeted instructional supports. The District will continue to strengthen designated and integrated ELD through professional learning, expand dual-language opportunities, and deepen language-rich instruction to further advance academic language development and student achievement. (Action 2.4 and 2.9)

Graduation Rate: According to the 2025 CA School Dashboard, graduation rates increased by 4%, with significant gains for students experiencing homelessness. While rates for English Learners remained consistent, the District is currently addressing a minor 1% dip in the Students with Disabilities student group. Overall, these results validate our strategic focus on equity and student-centered support, ensuring all graduates are prepared for their next chapter. (Actions 3.1 and 3.2)

CCI: Azusa's performance indicator on the CA Dashboard increased from orange to green, with EL performance moving from red to orange. Notably, the District has significantly increased the availability and participation in Career Technical Education (CTE) Pathways, providing students with practical skills and knowledge aligned with industry needs. Additionally, the rise in dual-enrollment opportunities in community college courses reflects AUSD's commitment to exposing students to higher-education experiences while still in high school. The success of AUSD's Early College Program is evident in the high percentage of students exiting high school with 30 or more transferable units. This achievement speaks to the effectiveness of early college initiatives in accelerating students' progress toward higher education and equipping them with a head start in their academic journey. By offering rigorous coursework and college-level experiences, AUSD is preparing students to transition into post-secondary education with a solid foundation. (Action 3.3)

Suspension Rate: The Suspension Rate was maintained between 2024 and 2025, with slight improvements for African American students and students experiencing homelessness. These outcomes are attributed to the implementation of PBIS, restorative practices, and peer mediation, as well as partnerships with community organizations such as 2nd Call and the Western Justice Center. (Action 5.1 and 5.8)

Efforts include staff training in trauma-informed practices and conflict resolution, contributing to a more supportive and inclusive school environment. (Action 5.2)

For Long-Term English Learners (LTELs), targeted supports include monitoring discipline data by student group, participation in restorative practices and peer mediation, and alignment with the double-blocked ELA and Designated ELD structure to strengthen engagement, relationships, and communication skills. (Action 2.7 and 2.8)

Looking ahead, the 2026-2027 Local Control and Accountability Plan (LCAP) will build on these successes, with a particular focus on academic achievement, equity, and student engagement. By leveraging data-driven insights and continuing to refine instructional practices and support mechanisms, AUSD aims to further narrow achievement gaps and ensure equitable educational opportunities for all students, including ELs, low-income, and foster, through sustained efforts and targeted interventions, the District is committed to fostering a learning environment where every student can thrive academically and achieve their full potential.

AUSD's targeted professional learning opportunities have been instrumental in supporting the academic, social-emotional, and college- and career-readiness of low-income, EL, homeless, and foster students. The successful implementation of evidence-based professional learning strategies underscores the District's commitment to continuous improvement and educational excellence. Moreover, feedback forms and survey data indicate strong support and recognition from teachers and administrators, with over 66% acknowledging the value of professional learning experiences over the last two years.

AUSD continues to collaborate with the Los Angeles Office of Education (LACOE) through a series of monthly meetings to review data, examine strategies, and determine next steps.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Azusa Unified School District does not have schools identified as eligible for comprehensive support and improvement for the 2026 - 2027 school year.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Council - Plus (PAC+)	The Parent Advisory Committee Plus (PAC+), a representative committee of parents, classified staff (other school personnel), certificated staff, administrators, and local bargaining unit members, typically meets five times a year, with each meeting lasting five hours. Translation is available at all meetings for those who may request it. The time allows for the group to a) gain a strong understanding of California's Local Control Funding Formula (LCFF), b) dive deeply into the LCAP, and c) provide specific feedback that is implemented and incorporated into LCAP development. This year, meetings were held in person for participants. In 2025-2026, the PAC+ met five times for up to five hours each meeting. Meeting dates for 2025-2026 were October 24, 2025, December 12, 2025, February 27, 2026, March 27, 2026, and May 15, 2026. PAC + provided input and feedback on developing the 2026-2027 LCAP and supported the effort to administer and use the District Annual Survey data. AUSD has developed a spreadsheet format for the LCAP, making it easier for educational partners to access. It is also used as a working document during planning phases. The spreadsheet allows for a more direct review of the goals, metrics, actions/services, and budgets, and tracking of specific input from educational partners. After each meeting, feedback and changes resulting from educational partner feedback are highlighted on the spreadsheet, so it is clear how and where the LCAP incorporates educational partner input. The District Superintendent and designee respond in writing to questions and comments reflected in the meeting minutes. The PAC+ Committee is an expanded parent advisory committee that includes all adult educational partners, including teachers, principals, and classified staff. In addition to having representation on the PAC+, all parents/families, teachers, principals, and District staff were provided opportunities to consult and provide input on the LCAP through the District Annual Survey. Additionally, bargaining units were able to provide feedback and input directly to the Director of Educational Services.
Student Advisory Council	The LCAP Student Advisory Council, a diverse body representing both District high schools, was instrumental in shaping the 2026–2027 LCAP. The Council convened for four intensive in-person sessions, held on October 8, 2025; December 3, 2025; February 11, 2026; and April 8, 2026, with each meeting spanning four to five hours. Much like the PAC+, this group conducted deep-dive reviews of District progress and District Annual Survey data to provide specific, actionable input. By offering direct consultation to the Superintendent and District leadership, these students ensured that the resulting goals, metrics, and budget allocations authentically reflect student needs and priorities.
District English Learner Advisory Council (DELAC)	The District English Language Advisory Council (DELAC) oversees the selection of members for the PAC+ Committee. Once a member is selected, they participate in all PAC+ meetings to voice the needs of our EL students. However, throughout the school year, the entire DELAC group actively reviews and provides input on the LCAP during scheduled DELAC meetings. In collaboration with the Director of Multilingual and Categorical Services, the Director of Educational Services presented updates to DELAC on November 18, 2025; February 3, 2026; March 24, 2026; and April 20, 2026. These presentations included opportunities for DELAC members to provide input on goals, actions, services, and budgets within the LCAP using protocols and feedback forms. Resources were shared with participants at meetings, including the LCAP Overview for Parents, the midyear update, and the LCAP plan on the District webpage.
District Annual Survey (Parents, Staff, Other School Personnel, Students)	Surveys are crucial in guiding decision-making by collecting specific data from educational partners. They help identify trends and patterns, measure satisfaction levels, and test hypotheses or assumptions. Survey data also assists in prioritizing actions, segmenting audiences, and improving actions and services based on feedback. Additionally, surveys evaluate the effectiveness of initiatives, guiding future strategies. Overall, surveys provide valuable insights that inform decisions across our District. Each year, we seek input from our educational partners through a family, student, and staff survey. Survey results serve as metrics for many of our LCAP actions and services. This data is analyzed and disaggregated by student groups to provide further insight and is used to identify areas of need and strengths within our District. Data from the District Annual Survey is shared with all educational partners through various meetings, including PAC+, Student Advisory Council, DELAC, Coffee with the Principal, School Site Council, and English Language Advisory Council (ELAC) meetings. School leadership teams, in collaboration with site administrators, are able to analyze data that is specific to their school sites, student groups, or grade levels and can be compared from year to year. The overall response rate was 66%, with 2,904 family surveys, 3,829 student surveys, and 532 staff surveys completed.
Board of Education	The District also gathered input and feedback during the school year through public Board of Education meetings. On February 10th, 2026, the LCAP midyear update was presented at a public meeting. During this meeting, the Board of Education was presented with

	progress on goals, metrics, actions/services, and budgets, which were reviewed in preparation for the draft 2026 - 2027 LCAP plan. On April 7, 2026, the Board of Education held an LCAP and Annual District Survey study session during which the current-year survey data and the midyear update were reviewed. This study session allowed the Board of Education to dive into the survey data and connect it to the annual midyear update. By the end of April, all stakeholder input and feedback had been synthesized to create a collaboratively developed 2026 - 2027 LCAP. The public was notified of the opportunity to view and submit written comments regarding specific actions and expenditures prior to all Board of Education meetings. Before the public hearing on June 16, 2026, the public could access a hard copy of the document in the District Office lobby. The notification was made by the District Communications Department through the District website and social media, as applicable, and electronic copies were made available. The District held a public hearing on the LCAP on June 16, 2026. The Board of Education adopted the LCAP at its following meeting on June 23, 2026.
Consultation with the Special Education Local Plan Area (SELPA)	On March 26, 2026, the District engaged in a formal consultation with the Executive Director of the East San Gabriel Valley SELPA and the District’s Director of Special Education to review the proposed LCAP. This session focused on a rigorous analysis of data identifying the Students with Disabilities (SWD) student group for Differentiated Assistance. Participants evaluated the alignment of LCAP actions and services with State Performance Plan Indicators and Special Education Plans, ensuring that the strategic plan specifically addresses the needs of students in areas where performance targets have not yet been met.
Superintendent	The Superintendent attended PAC +, DELAC, and Student Advisory meetings to gather input. Written responses to questions from our Superintendent from all committees (PAC+, DELAC, Student Advisory, Superintendent's Roundtable) and individuals were provided as needed. Written responses to questions and comments were not required this year, as neither committee posed any questions/comments that required written responses.
School Site Principals	School site principals presented the mid-year LCAP update to parents, families, and certificated and classified staff (other school personnel). Opportunities were given to ask questions and give input on progress.
Sierra High School School Site Council	Sierra staff have engaged in work around the CA Dashboard and the areas to grow in several ways. The principal facilitates meetings with staff, the School Site Council, and ELAC to share data and engage partners in discussions to improve student outcomes. The SSC includes the principal and elected members, as well as teachers, classified staff (other school personnel), students, and parents. The SSC met five times this year to discuss and give input on creating the school's areas of need, goals, and action plans. The SSC approved budget allocations and all changes to the school plan, which informed the goal and actions for the equity multiplier. In addition, the SSC reviewed action items for effectiveness and made recommendations based on the data provided during the reviews. Four of the five SSC meetings discussed the equity multiplier goal, actions, and budget, which were held on November 4, 2025, February 3, 2026, March 24, 2026, and May 5, 2026.

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

Educational Partners provided feedback on the development of the District's 2026 - 2027 LCAP. An analysis of the current LCAP helped committees assess progress toward goals and identify areas of need. Educational partners recommended that the District continue focusing on reducing chronic absenteeism rates for all student groups, while also increasing attendance rates. They suggested that support staff continue to support the outreach process for students with chronic absenteeism and for those at risk of being identified as chronically absent. As a result, the budgets for Goal 4 Actions 1 and 3 will include an opportunity for staff to receive extra hours to focus on parent outreach. Educational partners also reiterated the importance of continuing to build attendance campaigns at the school sites to promote attendance and increase the understanding of good attendance through family outreach.

Additionally, PAC + participants noted a need to continue supporting efforts to increase reading and math scores by offering interventions during and after the school day. These services are reflected in Goal 1 Action 3, where staffing is supported to provide intervention for students at all sites. Parents also noted that while many workshops are offered at school sites, there should be a focus on increasing parent-facing workshops that help them support academics at home. As a result, Goal 1 Action 3, which includes Teachers on Special Assignments, will help bridge that gap for parents by offering academic parent workshops at the school sites. The Student Advisory Council valued tutoring and suggested continued support of after-school tutoring opportunities offered by Goal 3 Action 3 and Goal 1 Action 16.

Based on the District's Annual Survey data, PAC + also identified a need to increase our students' sense of safety, but noted an improvement from the 2025 student survey data, indicating positive progress. They suggested that we continue to offer mental health and well-being opportunities to foster a stronger sense of safety and a positive learning environment. This is reflected in maintaining budgets for Goal 5 Action 2, 3, and 8 to support these initiatives. Educational partners noted that music, art, and expanded learning opportunities were evident across school sites, and they identified the need to continue to sustain these opportunities both during the day and after school to increase student engagement for all students. As a result, Goal 1 Action 11, 12, and 14 will continue to receive funding to support these engagement efforts to expand opportunities for students.

Furthermore, the DELAC committee noted substantial differences in proficiency levels between EL students and all students. Following further discussions and input, the DELAC committee recommended continued efforts to provide differentiated, targeted interventions based on students' language needs. They suggested allocating funding for interventions and tutoring opportunities during and after the school day. This recommendation is reflected in the actions, services, and maintained budget for Goal 2 Action 6. PAC+ advocated for inclusion and advocacy, requesting materials in native languages to reduce stigma. These supports will be provided through Goal 2 Actions 2 and 6. Additionally, Student Advisory shared that social integration and peer comfort were key for EL students. They suggested creating more "low-stakes" spaces where EL students can practice English comfortably without fear of judgment. In particular, they recommended hosting discussion clubs where EL students could engage in real-time practice through conversation to develop language skills. Students suggested that after-school or lunchtime clubs could serve this purpose. This will be provided by Goal 2 Action 6, which provides extra hours for both certificated and classified staff to expand opportunities for EL students as suggested by the Student Advisory.

Educational partners continue to identify professional development for our staff as a means to increase academic achievement following a review of California School Dashboard data. They suggested that the focus of professional learning should be on EL students' reading needs and on increasing staff capacity in math instruction. This recommendation is supported by Goal 2 Action 4; however, substitute shortages continue to impact professional learning during the school day. Educational partners suggested maintaining budgets for teacher hourly rates to support these professional learning efforts beyond the school day. This recommendation is reflected in Goal 2 Action 9, which allocates funding for professional learning through extra hours.

PAC+ continues to suggest that students receive increased academic counseling support. This year, the District successfully filled all social worker positions at all school sites. PAC+ reiterated the importance of having social workers at each school site so counselors would be more available to provide academic counseling. Furthermore, adding social workers at each school site would support our students' social-emotional needs and enhance a sense of safety and connectedness. Goal 5 Action 4 will continue to support the efforts of school-based social workers.

Common among all educational partners was a unified focus on maintaining safe, positive environments at all levels. Data from this year's engagement survey shows that our current actions and services are yielding positive outcomes, specifically through a measurable increase in safety perception among parents and staff. While students still report lower levels of safety perception, the overall upward trend confirms that our strategic investments are working.

To build on this momentum, Goal 5 remains dedicated to ensuring safe and restorative school climates. PAC+ recommended sustaining the budgets for Goal 5 Actions 2 and 8, which provide professional learning for trauma-informed practices and restorative justice. Partners noted that these systems directly foster student engagement and connectedness. Furthermore, there is continued advocacy for increased funding for Positive Behavior Interventions and Support (PBIS) under Action 3 to further solidify these restorative environments. Recognizing the Student Advisory Council's request for enhanced mental health support, we will prioritize the availability of wellness centers and safe spaces, utilizing the materials and supplies budgets from Goal 5 Actions 2 and 3 to fulfill this need. As a Community Schools District, we remain committed to building capacity in these proven restorative and trauma-informed practices to ensure the safety of all students.

Recognizing that academic achievement is closely tied to a student's connection to their school, the PAC+ advocated for continued funding for Goal 1 Action 14. This initiative prioritizes hands-on and project-based learning opportunities that transform the student experience. The importance of this action was validated by the students themselves in the District Annual Survey, where they consistently cited interactive learning as their most effective instructional model. Maintaining this budget allows the District to bridge the gap between curriculum and real-world application.

The Student Advisory Council provided critical insights into strengthening college and career readiness, emphasizing that the quality and relevance of course offerings take precedence over sheer quantity. Students advocated for a more robust, frequent communication strategy to ensure that both families and students are fully aware of available pathways through the District's existing channels. A key priority identified was the need for "hands-on" career exposure and guidance on complex milestones, such as completing FAFSA and tracking a-g requirements. These student-led recommendations will be directly supported by the specialized college and career-readiness staff funded through Goal 3 Action 3, ensuring our secondary students are not only eligible for postsecondary success but also actively prepared for it.

Equity Multiplier:
Sierra staff have engaged in work around the CA Dashboard and the areas to grow in several ways. The principal facilitated meetings with staff, the School Site Council, and ELAC to share data and engage partners in discussions on how to improve student outcomes. The SSC includes the principal and elected members, as well as teachers, classified staff, students, and parents. The SSC meets at least 5 times per year to discuss and provide input on the development of the school's areas of need, goals, and action

plans. The SSC approves budget allocations and all changes to the school plan, which informs the goal and actions for the equity multiplier. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

The Sierra High team met to review goals, actions, and services; analyze progress on goals and budget; and make revisions to the school plan across five meetings throughout the school year. Educational partners have noted growth in metrics aligned with Goal 6, and they continue to recommend increased academic intervention (Goal 6 Action 1), support systems (Goal 6 Action 3), and alternative discipline approaches for students (Goal 6 Action 4). Additionally, professional learning opportunities around culturally responsive teaching practices were also recommended (Goal 6 Action 2).

Sierra staff meet to review academic and school dashboard data, establish school-wide instructional priorities, and monitor progress on these priorities. These discussions informed the revision and development of the Equity Multiplier plan.

Finally, SHS used student data collected in January 2025 and January 2026 via the District Annual Survey to gather student feedback on the student and family experience at Sierra High School.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	AUSD will ensure growth and achievement for all students on California State Standards.	Broad Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

Azusa Unified School District (AUSD) is committed to ongoing efforts to improve and ensure that all students achieve academically. The District identifies strengths and weaknesses, plans for improvement, and reflects upon progress through the collection and analysis of data and the engagement of educational partners. The 2023 California School Dashboard demonstrated that while AUSD has made some progress for students, including those who are in high need, there is still work to be done. AUSD students maintained similar performance levels as the previous year's California School Dashboard baseline data, resulting in an orange indicator for all students in English Language Arts (ELA) and mathematics. In ELA, students slightly declined their average distance from standard by 2 points. In mathematics, students slightly decreased their average distance from the standard by 0.5 points. Our local assessments served to monitor student progress, in particular, any unrealized or unfinished learning by some students. All assessment results demonstrate the need to continue to prioritize student achievement, in particular for English learner students. The 2023 California School Dashboard ELA and mathematics results demonstrate a need to continue to focus on closing the achievement gap for student groups, including English learners (EL) students, homeless students, and students with disabilities, all of which scored a red indicator. Upwards of 60% of all students struggled to master grade-level standards in both ELA and math in 2022-2023. For EL students and students with disabilities, the rate of mastery was even lower, with 13% or fewer students in these groups being at standard on local assessments. AUSD also tracked and monitored grades during the 2022-2023 school year. The rate of A-C grades for secondary students increased from the previous school year. In 2022-2023, 67% of secondary students had A-C grades on their report card compared to 66% in 2021-2022. In 2022-2023, students with disabilities had an A-C rate of 57%, which was 2% lower than the previous year; low-income students increased by 2% to an A-C rate of 67%, and EL students maintained an A-C rate of 57%. These data explain why AUSD will continue to address student academic achievement for all student groups and also focus on the grade progress for EL students, students experiencing homelessness, and students with disabilities. While survey data from our AUSD families show favorable rates of satisfaction with AUSD schools (77% at the elementary level), achievement monitoring reflects a need to continue to target professional learning, resources, and instruction that effectively support the achievement of high-need students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP ELA All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% Low-income students: 35% Students with disabilities: 8% Foster Youth: 0% Homeless: 20% African American: 23% Asian: 60% Filipino: 71% Hispanic/Latinx: 35% White: 46%	2024 CAASPP ELA All students: 33% EL students: 7% Reclassified Fluent English Proficient (RFEP): 49% Low-income students: 31% Students with disabilities: 9% Foster Youth: 0% Homeless: 21% African American: 25% Asian: 64% Filipino: 69% Hispanic/Latinx: 32% White: 49%	2025 CAASPP ELA All students: 34% EL students: 5% Reclassified Fluent English Proficient (RFEP): 48% Low-income students: 32% Students with disabilities: 9% Foster Youth: 11% Homeless: 25% African American: 38% Asian: 43% Filipino: 57% Hispanic/Latinx: 33% White: 51%	Increase for all groups ≥ 10% points	2025 CAASPP ELA All students: 3% Decrease EL students: 3% Decrease Reclassified Fluent English Proficient (RFEP): 8% Decrease Low-income students: 3% Decrease Students with disabilities: 1% Increase Foster Youth: 11% Increase Homeless: 5% Increase African American: 15% Increase Asian: 17% Decrease Filipino: 14% Decrease Hispanic/Latinx: 2% Decrease White: 5% Increase

2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% Low-income students: 21% Students with disabilities: 6% Foster Youth: 0% Homeless: 14% African American: 17% Asian: 54% Filipino: 41% Hispanic/Latinx: 21% White: 36%	2024 CAASPP MATH All students: 22% EL students: 6% Reclassified Fluent English Proficient (RFEP): 27% Low-income students: 21% Students with disabilities: 7% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 11% African American: 4% Asian: 55% Filipino: 48% Hispanic/Latinx: 20% White: 37%	2025 CAASPP MATH All students: 22% EL students: 5% Reclassified Fluent English Proficient (RFEP): 29% Low-income students: 20% Students with disabilities: 6% Foster Youth: 11% Homeless: 13% African American: 22% Asian: 57% Filipino: 50% Hispanic/Latinx: 20% White: 34%	Increase for all groups ≥ 10% points	2024 CAASPP MATH All students: 0% Difference EL students: 2% Decrease Reclassified Fluent English Proficient (RFEP): 1% Increase Low-income students: 1% Decrease Students with disabilities: 0% Difference Foster Youth: 11% Increase Homeless: 1% Decrease African American: 5% Increase Asian: 3% Increase Filipino: 9% Increase Hispanic/Latinx: 1% Decrease White: 2% Decrease

3	CAASPP California Science Test (CAST) percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP CAST All students: 17% EL students: 2% Reclassified Fluent English Proficient (RFEP): 23% Low-income students: 16% Students with disabilities: 5% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 9% African American: 17% Asian: 48% Filipino: 37% Hispanic/Latinx: 15% White: 38%	2024 CAASPP CAST All students: 21% EL students: 2% Reclassified Fluent English Proficient (RFEP): 25% Low-income students: 20% Students with disabilities: 5% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 15% African American: 8% Asian: 54% Filipino: 45% Hispanic/Latinx: 19% White: 39%	2025 CAASPP CAST All students: 20% EL students: 1% Reclassified Fluent English Proficient (RFEP): 24% Low-income students: 17% Students with disabilities: 4% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 14% African American: 23% Asian: 23% Filipino: 50% Hispanic/Latinx: 19% White: 40%	Increase for all groups ≥ 10% points	2025 CAASPP CAST All students: 3% Increase EL students: 1% Decrease Reclassified Fluent English Proficient (RFEP): 1% Increase Low-income students: 1% Increase Students with disabilities: 1% Decrease Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 5% Increase African American: 6% Increase Asian: 25% Decrease Filipino: 13% Increase Hispanic/Latinx: 4% Increase White: 2% Increase
4	Local Assessment Grade 3-8 & 11 English Language Arts meeting/exceeding standard	2024 Local Assessment Grade 3-8 & 11 ELA All students: 45% EL students: 28% Low-income students: 20% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 16%	2025 Local Assessment Grade 3-8 & 11 ELA All students: 41% EL students: 25% Low-income students: 20% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 17%	2026 Local Assessment Grade 3-8 & 11 ELA All students: 23% EL students: 18% Low-income students: 23% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 9%	Increase for all groups ≥ 10% points	2026 Local Assessment Grade 3-8 & 11 ELA All students: 22% Decrease EL students: 10% Decrease Low-income students: 3% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 7% Decrease

5	Local Assessment Grade 3-8 & 11 Mathematics meeting/exceeding standard	2024 Local Assessment Grade 3-8 & 11 MATH All students: 36% EL students: 22% Low-income students: 26% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 19%	2025 Local Assessment Grade 3-8 & 11 MATH All students: 37% EL students: 22% Low-income students: 26% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 13%	2026 Local Assessment Grade 3-8 & 11 MATH All students: 30% EL students: 25% Low-income students: 34% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 18%	Increase for all groups ≥ 10% points	2026 Local Assessment Grade 3-8 & 11 MATH All students: 6% Decrease EL students: 3% Increase Low-income students: 8% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Decrease
6	Percentage of A-C grades for 9th-grade students Source: AERIES. Student Information System	2023-2024 All: 69% EL students: 57% Reclassified fluent English proficient: 75% Low-income students: 70% Students with disabilities: 70% Hispanic/Latinx: 71%	2024-2025 All: 75% EL students: 55% Reclassified fluent English proficient: 78% Low-income students: 74% Students with disabilities: 61% Hispanic/Latinx: 74%	2025-2026 All: 74% EL students: 57% Reclassified fluent English proficient: 82% Low-income students: 74% Students with disabilities: 61% Hispanic/Latinx: 74%	≥ 77% for all groups	2025-2026 All: 7% Increase EL students: 0% Difference Reclassified fluent English proficient: 5% Increase Low-income students: 4% Increase Students with disabilities: 9% Decrease Hispanic/Latinx: 3% Increase
7	Percent of fully credentialed/authorized teachers Source: Williams Report and Human Resources Report	2023-2024 95.26%	2024-2025 99%	2025-2026 98.91%	100%	2025-2026 3.65% Increase

8	Percent of appropriately assigned teachers Source: Williams Report and Human Resources Report	2023-2024 100%	2024-2025 99%	2025-2026 98.25%	100%	2023-2024 1.75% Decrease
9	Percent of students with standards-aligned instructional materials Source: Williams Report	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	2025-2026 0% - On target
10	Third-grade and fourth-grade reading proficiency rate (Lexile measure) Source: Illuminate Education, Assessment Management System	2023-2024 (March) Third grade: 44% Fourth grade: 24%	2024-2025 (March) Third grade: 45% Fourth grade: 23%	2025-2026 (March) Third grade: 44% Fourth grade: 27%	≥ 67%	2024-2025 (March) Third grade: 0% Difference Fourth grade: 3% Increase
11	First-grade and second-grade math proficiency rate (Math Diagnostic) Source: Illuminate Education, Assessment Management System	2023-2024 (March) First grade: 27% Second grade: 24%	2024-2025 (March) First grade: 28% Second grade: 29%	2025-2026 (March) First grade: 32% Second grade: 29%	≥ 67%	2025-2026 (March) First grade: 5% Increase Second grade: 5% Increase

12	Implementation of State Standards Local Metric Source: California Dashboard Rating Scale (lowest to highest): 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	2024 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 5 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	2025 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	All areas increase to or maintain 5	2025 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: No difference Standards-based instructional materials: No difference Instructional policies and programs: No difference Academic standards adoption: No difference Support for teachers and administrators: No difference
13	District Local Math Assessment TK Source: Illuminate Education, Assessment Management System	2024 All students: 80% EL students: 77% Low-income students: 78% Foster Youth: (not available - student group is 11 or fewer students)	2025 All students: 80% EL students: 75% Low-income students: 75% Foster Youth: (not available - student group is 11 or fewer students)	2026 All students: 86% EL students: (EL Status Undetermined in TK) Low-income students: 85% Foster Youth: (not available - student group is 11 or fewer students)	Increase for all groups ≥ 10% points	2025 All students: 6% Increase EL students: (EL Status Undetermined in TK) Low-income students: 7% Increase Foster Youth: (not available - student group is 11 or fewer students)

Goal Analysis for 2025-2026

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

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

The implementation of supplemental standards-aligned instructional materials, technology, and professional development (Action 1.1) and the provision of core materials (Action 1.2) were fully implemented across the District. The rollout of professional learning was designed as a multi-phase process to ensure that teachers received tiered support as they integrated the new strategies into their ELA and math instruction. The implementation of actions was in line with plans, with no substantive differences. Despite logistical challenges, the District successfully delivered the intended materials, technology, and professional learning to all school sites. School sites successfully used assessment data to purchase materials that addressed the specific needs of red student groups (HY, SWD, Hispanic, EL, and SED). Each school site established a dedicated intervention time, allowing for student groups to be rotated based on real-time proficiency gaps. Software programs provided skill reinforcement, allowing students to master complex ELA and math concepts at their own pace. The primary obstacle to implementation was the limited availability of substitute teachers. To mitigate this without compromising classroom stability, the District shifted from large-scale training sessions to strategic, targeted cohort models and job-embedded coaching. Professional learning was delivered to specific departments, single grade levels, or small cohorts rather than entire school sites. The District mapped out the school year in advance, balancing the site-level need for instructional continuity with professional development goals. While these constraints required a more complex and prolonged rollout, this strategic scheduling ensured that all staff received the planned training without creating a shortage of substitutes on a given day.

Action 1.3, which provides comprehensive intervention for high-needs students, Action 1.5, which provides instructional support for students and families, and Action 1.16, which provides high-dosage tutoring, were fully implemented. These actions strategically addressed the needs of targeted student groups (foster youth, SWD, Hispanic, ELs, and low-income) identified on the California School Dashboard. While Action 1.3 provided resource teachers and Action 1.16 delivered high-dosage tutoring to address students' direct academic needs, Action 1.5 focused on increasing instructional support and access to communication for students and families. Through this action, supplemental instructional aides and an additional translator went beyond baseline requirements to help parents and families navigate information, access core instruction, and actively support their students' learning at home. School sites systematically used local data to prioritize families with the highest language acquisition needs and support needs, ensuring that translation and navigation resources were directed to where they would have the greatest impact on student success. Actual implementation aligned fully with the planned actions, resulting in no substantive differences in the delivery of support services.

A primary success for Action 1.3 was the flexible use of push-in and pull-out models. Success coaches provided relationship-based academic and socio-emotional interventions through both push-in and pull-out models. This allowed for targeted, data-driven support that integrated into the daily classroom routine, ensuring students remained connected to core instruction while receiving the help they needed. Success was further seen in the fluidity of student groupings, as groups shifted throughout the year based on ongoing data analysis. Combo-support teachers successfully reduced class sizes in early learning environments, enabling the individualized scaffolding necessary for foundational literacy and numeracy, particularly for EL students. High-dosage tutoring (Action 1.16) was integrated into the intervention framework to provide intensive, small-group sessions that accelerate achievement for the highest-need student groups. This action complemented the work of Success Coaches by providing the additional "time on task" students needed to master foundational standards. The most notable challenge was the high volume of students requiring intensive support in ELA and math. While the actions were fully implemented, the high number of students needing interventions required the District to be highly disciplined in ongoing data analysis to prioritize focus areas.

Action 1.4, which provides web-based programs to support student achievement through outcomes monitoring, was fully implemented. This action specifically addresses the needs of red student groups (HY, SWD, Hispanic, and SED) in ELA and math by providing the infrastructure necessary for data-driven decision-making. The implementation centered on the assessment system and its integration with the District’s student information system. Actual implementation aligned with the planned action, with no substantive differences. A major success was the integration between systems that allowed teachers to push assessment results and lesson progress directly into their grade books. This push feature maximizes the utility of both systems, ensuring that student records are up to date for progress monitoring. These programs offered more robust analytics, enabling staff to monitor student data with greater detail. This allowed site leadership and teachers to accurately identify learning gaps and group students for targeted interventions described in other actions.

The District fully implemented Actions 1.6 and 1.9, ensuring that all students are supported by fully credentialed, appropriately assigned teachers and high-quality Early Childhood Education (ECE) staff. A major focus of this implementation was expanding Transitional Kindergarten (TK) and aligning professional learning for ECE and elementary teaching staff to ensure instructional continuity. While the District planned to monitor the need for expanding the full-day/full-year California State Preschool Program (CSPP) at Longfellow School, a second class was not opened because community interest did not warrant the expansion at this time. However, the District remains prepared to scale as needed. A significant success was the integration of ECE and elementary professional learning. Teachers were trained in math best practices to support number sense through

Counting Collections and high-leverage pedagogical strategies through the Sobrato Early Academic Language (SEAL) training. All eight new preschool and TK teachers (cohort 4) successfully completed their SEAL Sustainability professional development as scheduled. The District's Math Teacher on Special Assignment (TOSA) and Longfellow School's resource teacher provided consistent, scheduled coaching and lesson demonstrations. This support ensured that Counting Collections and SEAL strategies were implemented with fidelity in all classrooms. The primary challenge was balancing TK enrollment growth with available space and staffing. While the District successfully added three classes, ensuring these new classrooms were fully equipped with appropriate instructional materials and that new teachers were immediately integrated into the professional development cycle required strategic coordination from the ECE Director.

The District partially implemented Action 1.7, which provides Instructional Coaches and Teachers on Special Assignment (TOSAs) to support academic achievement and professional development. This action was prioritized to address the needs of red student groups (HY, SWD, Hispanic, EL, and SED) by ensuring that core instruction is accessible, rigorous, and data-driven across all school sites. There was a substantive difference between planned and actual implementation due to staff vacancies. The challenge has been the ongoing vacancy of the Diverse Learner TOSA position, which remained unfilled as of the March update. This resulted in a gap in specialized coaching support specifically for the SWD group. In response to this vacancy, the active TOSA team focused on adjusting coaching and professional learning to ensure that all students had access to core instruction and that foundational teaching was strengthened in every classroom to meet diverse needs.

A primary success for Action 1.7 was the TOSAs' focus on enhancing Tier 1 instruction. By delivering coaching on conceptual understanding in mathematics and foundational literacy, they ensured that core lessons were designed to be accessible to all students. The team successfully implemented differentiated instructional strategies that allowed EL and LTEL students to engage with grade-level content while simultaneously developing language proficiency. Despite the staffing gap, collaboration among the TOSAs helped align professional learning across school sites, ensuring a consistent instructional experience for all students. The limited availability of substitute teachers also challenged the TOSA team's ability to work with the full grade-level team simultaneously. To address this, the District implemented long-range planning and scheduling. By carefully mapping the school year and focusing on smaller cohorts or specific departments rather than entire sites, the TOSA team provided high-quality professional learning without exceeding the capacity of the substitute pool.

Action 1.8, which provides summer school, was fully implemented. This action accelerated achievement for over 1,000 students during the summer of 2025. This action addresses the needs of EL, SWD, and students not yet meeting grade-level standards in ELA and math. Planning for the summer of 2026 is currently underway, beginning in December to ensure a well-coordinated rollout. A key success was the collaboration with Citrus College, which enabled approximately 400 students to recover credits. Supplemental and Concentration (S&C) funding for the summer program is strategically expended in late spring and early summer to align with the start of the session. This action supported a wide array of courses, including science exploration, math, ELA, and English Language Development (ELD) support. Secondary students also had access to original credit and dual enrollment opportunities. High school students used APEX and Citrus College courses to either accelerate their graduation path or make up necessary units, ensuring they remained on track for post-secondary success.

At the elementary and middle school levels, the District delivered rigorous, project-based learning across all content areas, bridging academic gaps through high-engagement instructional models. The District maintained a recruitment process that prioritized ELs, SWDs, and those identified as not meeting grade-level standards. Despite the program's overall success, ongoing staff shortages remained a primary challenge. This limited the District's ability to offer an even wider variety of courses at all levels. To address these shortages, the District initiates recruitment and mapping as early as December. This allows site leadership to balance student demand with available certificated and classified staff, ensuring that the most critical support classes are fully staffed.

The District fully implemented Action 1.10, which engages a specialized grant-writing consultant to actively secure external funding. This Districtwide initiative is designed to expand services and equitable opportunities for low-income, EL, and foster youth. By leveraging specialized expertise, the District successfully supplements its budget to provide enhanced academic support, enrichment opportunities, and improved student well-being. Actual implementation mirrored the planned action with no substantive differences. The District maintained the partnership as intended throughout the year. The consistency of this collaboration enabled the simultaneous pursuit of multiple high-value grant opportunities, resulting in a significant increase in supplemental resources.

The primary success for Action 1.10 was securing over $23 million in additional funding to support our goals. The District successfully secured Community Schools funding for all school sites. These resources are being used to strengthen academic programs, enhance student supports, and increase family and community engagement. A major win included a $5 million grant for bilingual teacher preparation. This expands our capacity to recruit and develop bilingual educators, directly addressing the needs of our EL students through high-quality, language-focused instruction. These grants have enabled us to sustain and expand programs that foster well-being and academic success, ensuring that our most vulnerable student groups receive the robust support they deserve. However, a notable challenge was the complexity of aligning and coordinating multiple grant-funded initiatives across various sites. Because each grant has unique reporting requirements and implementation timelines, strategic planning is required to ensure coherence and maximize the impact of funding. The District focused on ongoing monitoring to ensure that these external funds remained in compliance with grant regulations while staying seamlessly integrated with our core instructional goals.

Actions 1.11 and 1.12 were fully implemented, focusing on increasing student engagement through a robust visual and performing arts (VAPA) and expanded music instruction. These initiatives prioritize the needs of student groups, including HY, SWD, Hispanic, and low-income, by integrating creative expression with academic development in ELA and math. While the programs were successfully delivered at all sites, a substantive difference in staffing occurred. For the second consecutive year, the fourth elementary itinerant art position remained unfilled despite active recruitment efforts. To ensure all students maintained access to art instruction, existing itinerant art teachers and site leadership collaborated to adjust schedules and delivery models. This flexibility ensured that no school site was left without standards-aligned art instruction, meeting the original intent of the action.

A major success for Action 1.11 was the second annual elementary art show, which showcased over 200 student art pieces and drew more than 600 participants on opening night. This event provided a platform for student voice and community celebration of the arts. Music opportunities grew significantly this year with the expansion of the elementary strings program, which includes approximately 180 students who play the violin (Action 1.12). Art and music teachers participated in Professional Learning Communities (PLCs) to focus on vertical articulation. This collaboration ensures that skills are carried over from one grade level to the next, creating a cohesive, sequenced learning experience. Another success is the overwhelmingly positive feedback from the community. Educational partners have noted the value of these expanded offerings and have recommended continued growth and careful sequencing of VAPA courses to sustain student interest in secondary education. The primary challenge remains the persistent difficulty in hiring specialized VAPA staff. The specific nature of these roles has made filling this final itinerant position a multi-year obstacle.

Action 1.13 was fully implemented, focusing on expanding technology access to support academic achievement in ELA and math. This initiative specifically targets low-income, foster youth, and EL students, ensuring they have equitable access to the digital tools required for modern learning both during the school day and beyond. Actual implementation aligned with the planned action, with no substantive differences in the delivery of technology services. All scheduled projects and device deployments were completed as intended. All middle school and high school students received new devices. This deployment ensures that priority student groups can access supplemental academic programs at school and at home, bridging the "digital divide." Simultaneously, a focus on cybersecurity and campus technology safeguards ensures that the digital environment remains a safe, secure space for students to thrive. Dedicated site technicians provide ongoing assistance, and technology access has been extended into after-school programs, allowing students additional time to complete assignments and utilize software. Implementation challenges include sustaining technical literacy. As classroom technology becomes more sophisticated, the ongoing challenge is providing consistent professional learning for staff to ensure these tools are being used to their full instructional potential. Also, maintaining robust safeguards against ever-changing digital threats remains a priority. This requires constant system monitoring and the implementation of strict access controls to protect student data nd privacy.

Actions 1.14 and 1.15 were fully implemented, focusing on expanding enriched learning opportunities and diversifying library and classroom resources. By aligning site-level School Plans for Student Achievement (SPSA) with overarching priorities, school sites invested in targeted services to improve outcomes and engagement for student groups, including HY, SWD, Hispanic, and SED. Actual implementation aligned with the planned actions, with no substantive differences in the delivery of enrichment or library services. The strategic use of funds enabled seamless integration of site-specific needs with broader instructional goals. All planned materials, field trips, and staff training were executed as intended. Key success includes hands-on and STEAM engagement. Sites successfully invested in hands-on learning experiences and after-school STEAM activities. These programs have been instrumental in fostering academic discourse and significantly improving student engagement. Additionally, school libraries and classroom collections were strategically updated with a wide range of literature by diverse authors centered on Diversity, Equity, and Inclusion (DEI) topics. This initiative ensures students see themselves reflected in their reading and provides the foundational content necessary for deeper academic engagement. Expanded learning opportunities, such as field trips and assemblies, directly connected instructional content to real-world experiences. Site leadership supported these efforts by funding the necessary substitute time and extra planning hours required for effective implementation.

Implementation challenges for Action 1.14 and 1.15 included logistical coordination. Coordinating a high volume of site-specific requests, ranging from diverse book orders to field trip transportation, requires significant administrative oversight to ensure that materials and experiences are delivered in a timely and equitable manner. Additionally, sustaining resource alignment was also a challenge. As school sites update their libraries and collections, ensuring that all new materials consistently align with both state standards and DEI goals requires ongoing collaboration between site staff and instructional leadership. The successful execution of these actions demonstrates a unified commitment between site-level leadership and District priorities to provide a well-rounded, relevant education that has been met with strong support from our educational partners.

We either partially implemented or fully implemented all actions as described in the 2025-2026 LCAP.

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

Material differences include the following:

Action 1.7 (Instructional Coaches/TOSAs): This action resulted in lower expenditures than budgeted due to a TOSA vacancy that remained unfilled during the school year. While existing TOSAs and Success Coaches absorbed the highest-priority support tasks to minimize the impact on students, the personnel costs for this specific position were not realized.

Action 1.11 (Visual and Performing Arts): This action saw lower expenditures than budgeted due to a vacancy for a fourth elementary itinerant art teacher that was not filled during the school year. The District maintained arts programming through the remaining itinerant staff and site-based resources, but the full planned expansion of the itinerant model was limited by this recruitment challenge.

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

Actions related to supplemental standards-aligned materials, technology, and professional development (1.1), the provision of core instructional materials (1.2), credentialed and appropriately assigned staffing (1.9), and comprehensive student intervention (1.3) were effective. Evidence of their effectiveness includes a notable 11% increase in CAASPP ELA and Math foster youth results compared to the baseline, signaling that targeted supports for our most vulnerable students are yielding results. Local assessment performance provides a more current and favorable picture of student growth than state testing alone. In ELA, 18% of EL students and 20% of low-income students met or exceeded standards on local assessments. Math proficiency trends show a higher performance than CAASPP assessment results, with 25% of EL students and 34% of low-income students meeting or exceeding standards. CAASPP ELA scores declined by 3% for both EL and low-income students compared to the baseline. Similarly, math scores for low-income students declined by 1%, while EL students declined by 2% from the baseline. While local assessment gains suggest that classroom-level strategies are positively impacting learning, these CAASPP declines indicate a "lag" in standardized performance. This highlights a need to further align daily interventions (Action 1.3) with the specific rigor and formatting of state assessments to ensure classroom growth is accurately reflected in CAASPP results. Input from Educational partners is also favorable; the District Annual Survey indicated that over 70% of families feel students have the necessary support and resources to achieve learning goals. This suggests that the ongoing use of formative, locally monitored assessments, enabled by these digital tools, helps identify student needs in real time and provides timely support, contributing to incremental improvements in performance.

Action 1.4, which monitors student progress, Action 1.5, which provides instructional support for high academic needs, Action 1.7, which provides instructional coaches/TOSAs, Action 1.13, which provides technology access, and Action 1.16, which provides High-Dosage tutoring, were effective. Evidence of their effectiveness includes significant acceleration in state assessment scores for vulnerable student groups, rising proficiency on local diagnostics, drops in chronic absenteeism, and strong satisfaction with staff professional development from the baseline year to the current year. Demonstrating the direct impact of high-dosage tutoring (Action 1.16) and TOSA-led coaching (Action 1.7), Foster Youth students achieved a notable 11% proficiency increase in both ELA and Math compared to the baseline. On local diagnostics, English Learners achieved 18% proficiency in ELA and 25% in Math, while low-income students reached 20% proficiency in ELA and 34% in Math. Reflecting the direct impact of Action 1.5's emphasis on family communication and translation support, chronic absenteeism dropped significantly across high-priority groups. Attendance data show a 6% decrease among English Learners and a substantial 8% decrease among Foster Youth, demonstrating that helping families successfully access school information removes barriers to daily attendance. District Annual Survey data indicate that support systems are highly valued, with 66% of staff providing positive ratings regarding professional development and systemic support. Staff noted that the additional translation capacity and instructional aide support under Action 1.5 greatly enhanced their ability to partner with families to support student learning.

Feedback from site administrators, EL coordinators, and community liaisons indicates that the addition of an extra translator and dedicated instructional aides for family support operated with high fidelity. Educational partners noted that providing parents with direct, translated access to instructional expectations served as a critical bridge for equity. While aggregate state data showed minor, localized lags (with ELA declining by 3% for EL and low-income students, and Math declining by 2% and 1%, respectively), the decreases in chronic absenteeism and strong local diagnostic gains verify that the District's home-school connection infrastructure is highly effective. Moving forward, the District will continue to leverage these family support systems to ensure that increased parent engagement translates directly into higher proficiency on state standardized assessments.

The action supporting early childhood education programs (Action 1.6) was effective, as evidenced by local math assessments, which showed that 86% of TK students met or exceeded standards, a 6% increase from the baseline data. This high achievement level is attributed to the focused implementation of play-based learning, the integration of math into daily classroom routines, and a strategic prioritization of foundational numeracy skills. By centering early education on developmentally appropriate practices, the District has ensured that its youngest learners enter the elementary grades with a strong academic foundation. Educational partners have also shared positive feedback on the quality of these programs and highlighted the need for continued efforts to expand access to early education. This feedback underscores the community's value of early intervention as a bridge to long-term academic success.

Action 1.8, which provides summer school to accelerate achievement, was effective. Evidence of its effectiveness includes a multi-year increase in senior graduation rates, significant equity gains among high-priority student groups, and local diagnostic data proving strong academic mastery for foster youth from the baseline year to the current year results (2026). Reflecting the direct impact of summer school course completion, the District's overall graduation rate increased by 4% to reach 88% in 2025, successfully moving the California School Dashboard indicator from the Yellow to the Green performance tier. Summer school offerings acted as a critical bridge for closing opportunity gaps. English Learners demonstrated a significant 8% increase (from 69% to 77%) in meeting graduation requirements, while low-income students achieved a 4% increase (from 85% to 89%). While official California School Dashboard metrics for the foster youth student group are suppressed to protect student privacy due to an n-size of fewer than 11 students, local progress monitoring verifies that these targeted summer interventions accelerated their achievement. Local ELA diagnostic data shows that 26% of foster youth students met or exceeded standards, outperforming the District-wide "all student" average by 3%. Furthermore, local Math assessments reveal that 30% of foster youth met or exceeded standards, matching the performance tier of the general student body.

High school responses on the District Annual Survey identified “Academic Challenge” and “College and Career Readiness” as the highest-rated themes on campus. This qualitative feedback confirms that summer programs are successfully balancing credit recovery with the rigor necessary to prepare students for postsecondary pathways. Feedback from high school counselors, site administrators, and registrars indicates that summer school scheduling and individualized credit tracking operated with high fidelity. Educational partners noted that EL and low-income student groups' ability to swiftly erase credit deficiencies over the summer directly stabilized their graduation trajectories heading into the fall. This qualitative support, paired with the state-verified jump to a Green graduation indicator and strong local foster youth metrics, affirms that Action 1.8 is highly effective at accelerating academic equity and post-secondary readiness.

The action that supports a grant-writing service to increase grant funding (Action 1.10) has demonstrated effectiveness in improving student outcomes. The grants obtained through this action have supported professional development for bilingual teachers and enabled the continued support of Community Schools at all school sites, both aimed at addressing the needs of ELs and other underserved student groups. The strategic use of these grants correlates with a substantial 8% increase in graduation rates for EL students (from 69% to 77%) and a 4% increase for low-income students (from 88% to 89%), suggesting that enhanced instructional support contributes to improved long-term academic outcomes. While data for foster youth are closely monitored, specific data were unavailable because the student group had fewer than 11 students, which falls below the reporting threshold. Increased student engagement and connection are reflected in consistent attendance across all groups. All students improved by 0.14 percentage points (to 90.94%), while EL and low-income students remained steady at 91.25% and 90.94%, respectively, with EL students slightly higher than the all-student group. Foster Youth showed a notable gain of 2.02 points (to 92.41%). These gains suggest that investments in community support structures, such as Community Schools, are helping improve attendance rates and reduce chronic absenteeism.

Although the graduation and attendance data for EL students are encouraging, the English Learner Progress Indicator (ELPI) showed a decline of 10.9 percentage points, from the baseline at 50% to 39%. Similarly, the reclassification rate decreased from 14% to 8.2%. These data points indicate that while broader academic outcomes are improving, there is still a need for more intensive language acquisition supports and instructional strategies specifically targeting English proficiency. The improved graduation and attendance outcomes among EL, foster youth, and low-income students suggest that the strategic use of grant funding, particularly for professional development and wraparound services, is beginning to yield positive results. However, the decline in ELPI and reclassification rate highlights the need to deepen and refine the implementation of these supports to ensure they also accelerate language development. In response, the District will focus on future grant-seeking and professional development efforts to accelerate English proficiency, matching the growth seen in graduation and engagement. Overall, Action 1.10 is effective, with a promising impact and clear areas for continued focus.

Actions aimed at improving student engagement to enhance academic achievement have yielded effective results. Providing visual and performing arts programs (Action 1.11), offering additional music instruction opportunities (Action 1.12), funding schools for expanded and enriched learning experiences (Action 1.14), and supplying culturally relevant materials and library resources (Action 1.15) were effective. Evidence of effectiveness includes improved attendance rates. EL students' attendance rates increased to 92.46% (a 2.1% increase). Low-income students' attendance increased to 92.8% (a 1.96% increase), and foster youth attendance increased to 93.99% (a notable 5.07% increase). There was also a reduction in chronic absenteeism, with EL student rates declining to 18% (a 6% decrease) and foster youth rates declining to 22% (an 8% decrease). Low-income chronic absenteeism rates remained the same as the baseline at 23%. Evidence of effectiveness includes a notable 11% increase in CAASPP ELA and Math for foster youth compared to CAASPP baseline data, signaling that targeted supports for our most vulnerable students are yielding results. Local assessment performance provides a more current and favorable picture of student growth than state testing alone. In ELA, 18% of EL students and 20% of low-income students met or exceeded standards on local assessments. Math proficiency trends show a higher performance than CAASPP assessment results, with 25% of EL students and 34% of low-income students meeting or exceeding standards. CAASPP ELA scores declined by 3% for both EL and low-income students compared to the baseline. Similarly, math scores for low-income students declined by 1%, while EL students declined by 2% from the baseline. While local assessment gains suggest that classroom-level strategies are positively impacting learning, these CAASPP declines indicate a "lag" in standardized performance. These results suggest that students are making progress on day-to-day instruction aligned to grade-level standards, likely supported by expanded access to engaging, hands-on learning experiences.

Results from the District's Annual Survey showed that students, families, and staff rated engagement-related themes at 60% to 76% positive responses, with a 4 to 5 rating on a 5-point scale. Educational partners have also observed increased availability of music, arts, and hands-on learning across school sites, along with greater access to culturally relevant materials. They report improved student engagement and recommend continued or increased funding to sustain these efforts. While state assessment results reflect some academic challenges, the positive trends in local assessment data, attendance, absenteeism, and school climate confirm that these engagement-focused actions have a meaningful impact in strengthening student engagement and school connectedness. Evidence of areas where actions require further refinement includes performance on CAASPP ELA and math assessments for ELs and low-income students. Scores declined by 3% for both EL and low-income students compared to the baseline. In math, scores for low-income students declined by 1%, while EL students showed a 2% decrease from the baseline. While the engagement-focused actions have successfully brought EL, foster youth, and low-income students back into the classroom more consistently, there remains a "lag" in state testing. The District will focus on leveraging this increased attendance to provide more targeted, rigorous instruction for these specific student groups.

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

Based on an analysis of 2025-2026 implementation and outcomes, the District determined that no changes were necessary to the goal, metrics, target outcomes, or actions for the coming year. However, continuous improvement efforts led to strategic adjustments to implementation focus areas, as outlined in the following actions.

Action 1.3 (Student Intervention) - Alignment to State Rigor: While local assessments showed growth for EL and low-income students, CAASPP scores showed a 3% decline. Consequently, Action 1.3 will be refined to include a specific focus on aligning daily intervention materials with rigor and formatting of the CAASPP through the use of FIAB. This ensures that the academic gains observed in the classroom are more accurately reflected in state standardized testing.

Action 1.5 (Instructional Support for Students and Families) – Formalizing Family and Translation Support Schedules: Reflections on the success of using supplemental instructional aides and an additional translator to help families access school information and instruction have led to a strategic, more formalized coordination of this model for the upcoming school year. To maximize the impact of this contributing action, the District is restructuring scheduling parameters to align translation and instructional aide support hours more rigidly with the needs of our unduplicated student populations (ELs, foster youth, and low-income students) and their families. Rather than deploying these aides for isolated specialized classroom roles, this formalized model ensures that family communication, translation services, and instructional navigation are systematically available during key parent engagement windows, school-to-home outreach initiatives, and intervention periods. This streamlined operational focus remains strictly dedicated to expanding and improving services, ensuring that language and systemic barriers are eliminated so that targeted families can fully support their students' academic progress.

Action 1.10 (Grant Writing) – Shift to Intensive Language Support: Reflection on the 10.9 percentage point decline in the English Learner Progress Indicator (ELPI) and the decrease in reclassification rates has led to a strategic shift. Grant-writing efforts will now prioritize funding for intensive language-acquisition programs and specialized professional development for bilingual staff to accelerate English proficiency among EL students.

Action 1.11 (Visual and Performing Arts) - Based on reflections from the past two years, this will be adjusted to fund three itinerant elementary art teachers instead of four. This change reflects actual practice, as the District has successfully maintained standards-aligned art instruction at all elementary sites with a three-teacher model. By formalizing this staffing level, resources can be reallocated more effectively while ensuring no reduction in student access to high-quality visual arts instruction.

Action 1.13 (Technology Access and Support) – Balancing Infrastructure with Pedagogy: While the District Annual Survey indicates that 70% of families feel students have the necessary resources, the organization recognizes that technology is constantly evolving. Consequently, Action 1.13 will be modified to follow a continuous upgrade cycle to ensure hardware remains current and functional. Simultaneously, the focus will expand to include deeper professional learning on using these evolving digital tools to provide real-time formative feedback, specifically to bridge the achievement "lag" for EL, foster youth, and low-income students.

Action 1.16 - (High-Dosage Tutoring) – Alignment to Standardized Rigor: While high-dosage tutoring was effective in supporting Foster Youth growth and improving overall attendance, the 3% decline in CAASPP scores for EL and low-income students suggests a "lag" between tutoring support and state assessment performance. For the coming year, Action 1.16 will be refined to ensure tutoring sessions specifically incorporate CAASPP-aligned performance tasks and rigorous, multi-step problem-solving. This shift aims to ensure that the individualized support provided during tutoring translates directly into proficiency on state standardized measures.

The planned expenditures for Actions 1.8 and 1.15 have been decreased due to reduced projected LCFF Supplemental and Concentration (S/C) funding and declining enrollment. However, these funding adjustments will not impact the implementation of the actions, and all planned services and activities will continue as intended.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental standards-aligned instructional materials, technology and professional development	Student performance data points to a District-wide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, EL students, and foster students. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and EL students have limited access to technology at home. The increased access to technology and instructional materials will support instruction for low-income, EL students, and foster students. Research (Fisher, Frey, & Hattie, 2016) points to the positive impact of measuring and providing students with instruction that mitigates learning gaps and advances achievement. As a result of this action and service, we will purchase standards-aligned instructional materials and technology in support of a culturally relevant, constructivist learning environment. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	$686,687.00	Yes
2	Provide all students standards-aligned instructional materials	Provide standards-aligned instructional materials and supplies for all students.	$1,285,446.00	No
3	Provide comprehensive intervention for students at all sites	LREBG Action Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, ELs, and foster students. Additional custodial staff will be allocated to the sites to support intervention programs that occur beyond the school day. This service is principally directed to addressing the academic outcomes we have for our EL, low-income, and foster students. Through this District-wide action, intervention staff will increase and improve instructional support for UDP students. Resource teachers will provide individual and small group instruction; intervention staff will support ELs' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the	$4,945,398.00	Yes

		reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support will also include the development and implementation of a Student Study Team Protocol and early intervention. The District is using Learning Recovery Emergency Block Grant (LREBG) funds to implement targeted academic interventions through Success Coaches—certificated teachers who provide small-group and individualized support in ELA and math. These interventions focus on ELs, socioeconomically disadvantaged students, and students experiencing homelessness—groups most affected by disrupted learning and systemic inequities. Success Coaches work closely with classroom teachers, use formative data to monitor progress, and deliver culturally responsive instruction and mentorship during the school day through push-in and pull-out sessions. Research shows that targeted support from trained educators significantly improves literacy and math outcomes (Gersten et al., 2009; Fuchs & Fuchs, 2001). Studies also confirm that relationship-based, whole-child approaches are especially effective for underserved students (Learning Policy Institute, 2020). Hattie’s meta-analyses (2023) further validate this model, highlighting the impact of strategies like teacher clarity, small-group instruction, strong teacher-student relationships, and response to intervention—all integral to the Success Coach approach. Metric being used to monitor the action: Metric 1.1 CAASPP ELA and 1.2 CAASPP Math LREBG Funds supporting this action: $926,230 per year through 2027 - 2028		
4	Provide web based progress to support monitoring of student achievement and outcomes	Through this action/service, we will provide the improved means to generate assessments, as well as frequently monitor high need students' achievement, and use the data to inform instructional practice, this includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. This service is principally directed toward meeting the identified needs of EL students and foster students. These systems allow us to disaggregate results by student groups. Evidence has shown when data is used to monitor and improve instruction for our students, stronger academic impact results. We will renew contracts for the District student information system and the data and assessment system which provides added ability for assessing and monitoring student needs. This action would include funds for standards-based assessment tools designed to support in assessing student learning against specific standards, providing valuable insights to inform instruction and improve student outcomes.	$100,000.00	Yes
5	Increase instructional support for students and families	Instructional aides will be provided to support students and families in accessing information and instruction. An additional translator, beyond what is required, will help parents access information and instruction to support students in their learning.	$516,297.00	Yes
6	Early childhood education programs	The California School Dashboard indicates that 88% of AUSD students are socioeconomically disadvantaged. Despite these challenges, there's a recognized need to provide early childhood education programs to support academic and social-emotional development from an early age. Research by Duncan & Magnuson (2013) underscores the significant impact of preschool programs on student achievement. In response, AUSD is committed to investing in additional educational opportunities tailored for low-income students, ELs, and foster youth. This commitment includes maintaining an Early Childhood Education Director to oversee preschool programs and expanding services. The District will align preschool and transitional kindergarten curriculum with grade K -3 to facilitate smoother transitions and maintain early learning for students. Transitional kindergarten is universally available for all 4-year-olds across all sites to enhance early literacy, math, and social-emotional development. Supplemental instructional aides will reduce the student-to-adult ratio (10 to 1) in TK classes and will allow our program to include	$1,533,716.00	No

		early TK students. AUSD anticipates that these efforts will lead to the growth of the early childhood education program and increased academic achievement among high-need students, as evidenced by ongoing assessments from preschool through third grade.		
7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Teacher coaching has emerged as a promising alternative to traditional models of professional development. We will provide 9 FTE instructional coaches to support increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum. This service is principally directed to meeting the academic achievement outcomes of ELs, LTELs, low-income students, and foster students. Through this action, the instructional coaches will provide instructional support to teachers as they address instructional rigor and lesson implementation for our low-income, EL, LTEL, and foster students. The outcome of improved classroom instruction for students will result in greater academic achievement.	$1,789,364.00	Yes
8	Provide summer school to accelerate achievement towards meeting standards	Our low-income students, EL students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, enrichment, and original credit. We will increase summer school offerings and sections for enrichment, intervention, credit recovery, grade improvement, and original credit with a focus on enrolling high-need students such as English learner students in order to meet grade-level standards, increase the graduation rate, and keep students on track to meet A-G requirements.	$220,000.00	Yes
9	Provide fully credentialed, appropriately assigned teachers	We will provide fully credentialed and appropriately assigned teachers at all of our school sites and provide added support to new teachers.	$51,310,108.00	No
10	Purchase grant writing services to increase grant funding	This District-wide initiative aims to enhance the support and opportunities available to our low-income, EL, and foster students by engaging a grant-writing consultant. By leveraging their expertise, we seek to develop comprehensive grant proposals tailored to secure additional funding for initiatives targeted at improving the academic outcomes and overall well-being of our low-income students, EL students, and foster students. The decision to collaborate with a grant writer consultant stems from the recognition that securing external funding is crucial in expanding and sustaining programs designed to meet the diverse needs of our student population. Past experiences have demonstrated that grant awards have yielded tangible benefits for students and their families. These benefits include enhancements in instructional practices, increased community involvement, and the establishment of specialized support programs explicitly tailored for low-income, EL, and foster students. Through this strategic approach, we aim to build upon our successes and further strengthen our commitment to providing equitable educational opportunities for all students.	$75,000.00	Yes
11	Provide visual and performing arts curriculum and materials	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, all students benefit, especially students from low-income backgrounds and ELs (Caterall, 2012). We will provide supplemental materials, including art materials, instructional materials, and access to multimedia for the secondary art program, elementary art program, and other District visual and performing arts programs, such as theater or drama so that high-need students can garner the benefits of a rich arts program in AUSD during the school day. Additionally, four elementary art teachers will provide additional arts education with an emphasis on integrating social-emotional learning for all elementary students.	$648,221.00	Yes
12	Provide added opportunities for music instruction and instruments at all schools	Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases	$1,185,550.00	Yes

		eliminating) the gap that often appears between low-SES students and their more advantaged peers. This action will increase student music instruction and improve music programs by providing instruments, materials, and supplies to increase equity and access for our low-income students. In the past, students from low-income families have been able to access additional music education in our District, more students participated in our music programs. With this action's resources, we expect to see continued increases in participation both within and outside the school day. It is expected that participation will increase so that all 4th - 5th graders are participating in music during the day and that this creates a pipeline to increase our middle school and high school music program participation.		
13	Increase technology access and support for technology District-wide	Many of our low-income students, foster students, and ELs currently lack access to reliable technology. The technology department aims to enhance technology access, maintenance, support, and research and development (R&D) efforts to meet our goal of maintaining and increasing student access to technology, including technology for ELs, as well as foster and low-income students. We will implement technology solutions to ensure reliable access to designated programs, focusing on increasing technology access and support, and enhancing R&D efforts to meet the specific needs of our diverse student population. We will invest in improving technology infrastructure, upgrading systems to provide better performance, accessibility, and reliability. Additionally, we will enhance communication through District-wide digital systems to facilitate consistent and reliable communications. The increased technology will be used to supplement intervention instructional materials and instruction for EL students, low-income students, and foster youth both during and beyond the school day. Access to technology will be extended to after-school programs and during extended learning opportunity hours for low-income, EL, and foster students since survey data reflects that they don't have access to a reliable internet connection. Site technicians will support staff and students to access technology and programs earmarked for student achievement.	$2,755,993.00	Yes
14	Provide schools funding for expanded and enriched learning opportunities	Provide supplemental instructional materials to support differentiated instruction in core subjects and that support diversity, equity, and inclusion. District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are ELs, foster students, and students from low-income families. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and ELs (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). This action will provide funding for each school site to purchase materials and/or services in support of these strategies to improve student learning outcomes. This service is principally directed toward meeting the instructional objectives that target ELs, low-income, and foster students as their achievement trends below that of non-high-need students.	$307,500.00	Yes
15	Provide culturally relevant materials and library resources for all students	When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of EL, Foster, and low-income students. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. Evidence-based	$110,000.00	Yes

		research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of EL students, low-income, and foster students and will include: a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this District-wide goal, this action/service will increase and improve unduplicated students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from low-income families have less access to high-quality reading materials, which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high-interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and review library usage data to influence outcomes for low-income, ELs, and foster students.		
16	High Dosage-Tutoring	LREBG Action To accelerate learning in ELA and math for students performing below grade level—particularly ELs, socioeconomically disadvantaged students, and those experiencing homelessness—the District is using Emergency Block Grant funds to implement high-dosage tutoring. Trained staff provide small-group instruction (3–5 students), aligned with classroom content and personalized to address learning gaps. Students are identified using multiple measures, including assessments, teacher input, and progress monitoring. Tutors collaborate with teachers to deliver culturally and linguistically responsive instruction, with targeted supports for ELs and students needing scaffolding. This approach reflects best practices for high-dosage tutoring: consistent tutor-student pairings, frequent sessions, data-driven instruction, and real-time progress monitoring. Research from the Annenberg Institute at Brown University (Robinson et al., 2021) and the National Bureau of Economic Research shows that tutoring three or more times per week leads to significant gains in reading and math, especially for underserved students. Through this targeted intervention, the District aims to increase the number of students meeting grade-level standards, close achievement gaps, and ensure instructional coherence between core and supplemental supports.	$400,000.00	No

		LREBG Funds supporting this action: $385,000 per year through 2027-2028 Metric to be used to monitor the action: Metric 1.2 ELA and Metric 1.3 CAASPP Math		

Goal

Goal #	Description	Type of Goal
2	AUSD will meet the diverse needs of English learner (EL) students and accelerate their academic achievement and English proficiency through an assets-oriented, culturally responsive approach.	Broad Goal

State priorities addressed by this goal.

4, 5, 2

An explanation of why the LEA has developed this goal.

AUSD's EL Population
Significant Presence: AUSD has a substantial EL population, accounting for 25.9% of its student body.
Diverse Needs: These EL students have varying academic and language needs depending on their specific category within the EL typology (e.g., Newcomers with limited English proficiency vs. Long-Term English Learners (LTELs) with developing skills).

The Data: Achievement Gap and Progress
State Assessment (SBAC): Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider:

ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points).
Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points).

California School Dashboard:
ELA: All students received an "orange" performance level, along with Hispanic, SED, and white, but ELs, SWD, homeless, and foster students received a "red".

Math: All students received an "orange" performance level, while ELs, SWD, homeless, and foster students received a "red" performance level.
EL students are also part of other student groups.

Bright Spot: Three schools (Murray Elementary School, Valleydale Elementary School, and Hodge Elementary School) implemented a specialized professional development program for EL teachers (Sobrato Early Academic Language) and showed promising results for their EL students, as evidenced by green performance levels for Murray Elementary School and Valleydale Elementary School and blue for Hodge Elementary School.

ELPAC (English Language Proficiency Assessments for California): This assessment measures EL proficiency levels:

16% - Well Developed
36% - Moderately Developed
28% - Somewhat Developed
19% - Beginning Stage

Reclassification: Approximately 14% of EL students were reclassified as Fluent English Proficient in the 2022-2023 school year. This ongoing progress highlights the need for continued support to help all EL students achieve fluency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard Source: California Dashboard	2023 CAASPP ELA All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% LTEL students: 4% Foster Youth: 0.0%	2024 CAASPP ELA All students: 33% EL students: 7% RFEP: 49% LTEL students: 3% Foster Youth: 0.0%	2025 CAASPP ELA All students: 34% EL students: 5% RFEP: 48% LTEL students: 0% Foster Youth: 11%	Increase for all groups ≥ 5% points	2025 CAASPP ELA All students: 3% Decrease EL students: 3% Decrease RFEP: 8% Decrease LTEL students: 4% Decrease Foster Youth: 11% Increase
2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% LTEL students: 1% Foster Youth: 0%	2024 CAASPP MATH All students: 22% EL students: 6% RFEP: 27% LTEL students: 1% Foster Youth: 0%	2025 CAASPP MATH All students: 22% EL students: 5% RFEP: 29% LTEL students: 0% Foster Youth: 11%	Increase for all groups ≥ 5% points	2025 CAASPP MATH All students: 0% Difference EL students: 2% Decrease RFEP: 1% Increase LTEL students: 1% Decrease Foster Youth: 11% Increase

3	Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores. Source: California School Dashboard	2022-2023 ELs making progress toward proficiency: 50%	2023-2024 ELs making progress toward proficiency: 39%	2024-2025 ELs making progress toward proficiency: 39.4%	Increase ≥ 60%	2024-2025 ELs making progress toward proficiency: 10.6% Decrease
4	Rate of reclassification of EL students Source: AERIES, Student Information System & Ellevation EL Program Management	2023-2024 Reclassification Rate: 14%	2024-2025 Reclassification Rate: 9%	2025-2026 Reclassification Rate: 9.5%	Increase ≥ 15%	2025-2026 Reclassification Rate: 4.5% Decrease
5	Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years) Source: Dataquest	2022-2023 LTELs: 11%	2023-2024 LTELs: 8.5%	2024-2025 LTELs: 11.3%	Reduction of rate ≥ 5%	2024-2025 LTELs: 0.3% Increase

6	CAASPP SBAC English Language Arts percent of EL students in DLI meeting/exceeding standard Source: AERIES, Student Information System & Ellevation EL Program Management	2023 All students: 37% EL students: 8% EL students in DLI: 36%	2024 All students: 33% EL students: 7% EL students in DLI: 39%	2025 All students: 34% EL students: 5% EL students in DLI: 21%	Increase for all groups ≥ 5% points	2025 All students: 3% Decrease EL students: 3% Decrease EL students in DLI: 15% Decrease

Goal Analysis for 2025-2026

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

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

Action 2.1, which provides assessment and language assistance support for families and students of newcomers and students learning an additional language, was fully implemented to address the needs of newcomer and EL students in ELA and math with no substantive differences or challenges in implementation. A key achievement has been the establishment of the ALAS Center, which has solidified its role as the cornerstone of the District’s support system for multilingual families. The center serves as a centralized hub that ensures timely initial assessments, with over 250 students assessed to date, while simultaneously connecting families with school programs, including information regarding the Dual Language Immersion (DLI) Programs. This asset-based approach has streamlined transitions for our multilingual community and significantly improved family access to District services. Central to this success is the center’s vital role in adapting staff and resources to guarantee that every newcomer is tested quickly and welcomed into the District with immediate support.

Action 2.2, which provides supplemental instructional materials to address the unique needs of newcomers, LTELS, and EL students, was fully implemented to address the needs of these targeted student groups in ELA and math. A key success was the consistent provision of specialized ELD curriculum across all secondary sites, ensuring materials were tailored to specific student typologies. This implementation was bolstered by direct support from the ELA/ELD TOSAs, who assisted teachers with the use of materials and instructional alignment. Furthermore, ensuring that every teacher had up-to-date technology and supplemental programs enabled EL students to more effectively build academic vocabulary and access core content. However, a notable challenge was ensuring consistency in the high-leverage integration of these supplemental digital tools across all diverse school sites. While this required additional coaching and “office hours” facilitated by the TOSA team to support teacher familiarity, it did not create a substantive difference in implementation, as all planned materials and technology were successfully deployed and utilized as intended.

Action 2.3, which supports the DLI program to increase student achievement, was fully implemented to address the needs of EL students and the broader community in ELA and core content areas. A major success was the expansion of the Spanish DLI program into the high school level, where students were successfully transitioned into Pre-AP Spanish and biology taught in Spanish. The program is now structured to offer two Spanish-led courses per year (one language and one content-based). Furthermore, the Mandarin DLI program successfully expanded into first grade, maintaining the goal of adding one grade level annually. To support this growth, a partnership with CABE provided targeted immersion training for middle school teachers, ensuring instruction is grounded in the cognitive and academic benefits of bilingualism. A notable challenge was the recruitment and retention of highly qualified, bilingual-authorized staff specialized in secondary-level content to sustain dual-language immersion as it scales into higher grade levels. This challenge required a more intensive focus on customized professional development and strategic, long-term staffing plans to ensure that the unique demands of DLI are met without substantive differences in implementation. To ensure the ongoing success of the high school expansion, the CABE partnership will expand to the high school level to provide specialized professional learning for teachers of core content in Spanish.

Action 2.4 provides professional learning opportunities to target the specific needs of LTELs, newcomers, and EL students. This action was fully implemented to address the needs of EL students in ELA and math. A key success was the successful implementation of the Sobrato Early Academic Language (SEAL) professional learning offered at all elementary sites. The SEAL model is a research-based approach designed to enhance academic achievement and language proficiency for EL students, helping to prevent them from becoming LTELs. This initiative supports student access to all content areas through integrated units of study, with high-leverage strategies to increase academic language through oral language opportunities and to expand daily opportunities for reading, writing, listening, and speaking, which are essential for low-income, foster, homeless, and EL students. Furthermore, the TOSA team provided essential professional learning to support the development of integration of units of study, which strategically utilized language functions to support acquisition in both ELA and math. To support this, teachers were provided with training, structured planning time, and opportunities for collaboration. However, a challenge identified by staff was the increased need for additional release time to further plan and refine these integrated units of study beyond what was originally scheduled. This was complicated by the limited availability of substitute teachers to provide classroom coverage. While the lack of substitute availability made it difficult to provide extra planning time, the core professional learning goals were still achieved through the use of the TOSA team and scheduled professional development days. There was a substantive difference in expenditures for this action, as the District used the Educator Effectiveness Block Grant (EEBG) one-time funding to cover these costs, thereby lowering overall supplemental and concentration expenditures without reducing the level of service provided.

Action 2.5, which monitors the academic and language progress of EL students to overcome content academic barriers, was fully implemented to address the performance needs of EL students in ELA and math. A success has been the strategic use of monitoring platforms to track EL progress in real time. With the use of ELLevation, a comprehensive data management platform that has streamlined the reclassification process, 9.5% of students have already been reclassified using the system. Furthermore, the District successfully implemented the Test of English Language Learning (TELL) as a formative assessment aligned with the ELPAC. This allows teachers to identify areas of need and provide proactive interventions. Finally, the District has moved forward with the State Observation Protocol for Teachers of English Language Learning (OPTEL), ensuring standardized teacher evaluations and meaningful parent consultation during the reclassification process. A challenge was the learning curve associated with integrating multiple data tools, requiring significant time for site staff to calibrate their observations and data entry. The challenge required additional technical support and professional learning to ensure that the data collected was used accurately to inform instruction. However, this did not result in a substantive difference in implementation, as all monitoring cycles and reclassification rounds were completed as planned.

Actions 2.6 and 2.9, which provide targeted instructional support and professional learning for culturally relevant, rigorous instruction, were fully implemented to address the performance needs of EL students in ELA and math. A success was the professional learning facilitated by the TOSA team in support of Professional Learning Communities (PLCs). TOSAs collaborated with teachers to analyze student data and refine high-leverage instructional strategies tailored to EL typologies. Furthermore, the District successfully deployed bilingual paraprofessionals and provided specialized materials to support language acquisition. A challenge was the ongoing recruitment and retention of qualified bilingual personnel and paraprofessionals to fully staff all positions funded by Action 2.6. While recruitment hurdles required existing staff and TOSA to be highly disciplined in prioritizing support, there were no substantive differences in the delivery of services. Additionally, funds were utilized to provide extra hours to current staff. This ensured that students continued to receive the necessary instructional support and targeted interventions to accelerate their academic achievement. However, there was a substantive difference in expenditures for Action 2.9, as the District utilized the EEBG to fund the professional learning and TOSA-led collaboration. This allowed the District to maximize one-time funding while maintaining the high quality of teacher support.

Action 2.7, which provides Expository Reading and Writing Course (ERWC) sections at our secondary sites, was partially implemented to address the red performance level of EL students in ELA. A notable outcome was the intentional rollout of ERWC as a research-based, linguistically responsive curriculum designed to bridge the gap in academic reading and writing skills. This targeted focus contributed to early indicators of progress, most notably a decrease in the District's LTEL rate from 11% to 10.5%. This shift demonstrated that the curriculum is successfully moving students toward the literacy benchmarks required for reclassification. However, a notable challenge was the phased implementation of dedicated course sections and the logistical complexity of ensuring full student access within secondary master schedules. While the rollout of dedicated course sections was more gradual than planned, the remaining funds were strategically used to provide specialized classroom materials. This phased approach ensured that students in existing sections had high-quality, linguistically responsive resources to support their academic reading and writing development. Courses were implemented with high fidelity; the only substantive difference was that not all eligible students could be scheduled into a dedicated ERWC section during this initial phase.

Action 2.8, which provides a language support program for newcomer students, was fully implemented to address the red performance level of EL students in ELA and math. A key success was the implementation of dedicated newcomer support classes tailored to the unique linguistic, academic, and social-emotional needs of newcomer students. These specialized programs provide high-leverage instruction in all four language domains (speaking, listening, reading, and writing) while creating a welcoming and safe environment. This "safe space" allows students to navigate cultural norms and receive targeted guidance, ensuring they have the resources they need to thrive both socially and academically in their new learning environment. A challenge was the ongoing arrival of new students throughout the year, which required the program to remain flexible and adaptable to changing class sizes and varying levels of prior schooling. While the continuous enrollment necessitated frequent adjustments to instructional groupings and resource allocations, the District maintained the integrity of the program. There was no substantive difference in the implementation, as all newcomers were placed in supportive environments with access to the specialized support as planned.

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

Material differences for Goal 2 include the following:

Action 2.4 (EL Professional Learning) - Actual expenditures exceeded the originally budgeted allocation for the school year. This overage was driven by an operational decision to expand the scope and frequency of professional learning sessions targeting the specific academic and linguistic needs of Long-Term English Learners (LTELs) and newcomers, including a deeper rollout of our specialized pedagogical models. To fund this expanded capacity-building initiative without impacting other core actions, the District strategically leveraged alternative funding streams, specifically the Educator Effectiveness Block Grant (EEBG). This fiscal adjustment directly supported our instructional infrastructure, resulting in a highly successful rollout of professional development. This is validated by our local data, which shows a 72% positive staff response rate in professional development satisfaction and contributed directly to our LTEL student group accelerating into the Green performance level (46.7% making progress) on the California School Dashboard's ELPI indicator.

Action 2.9 - (Culturally Relevant and Rigorous Professional Learning) - The actual expenditures for Action 2.9 were substantively lower than the originally budgeted allocation, resulting in an underspend for this action item. This variance was not due to a lack of implementation but rather to strategic cost efficiency and resource optimization. The District successfully maximized and streamlined the use of the Educator Effectiveness Block Grant (EEBG) funding alongside existing internal instructional resources to deliver these professional learning opportunities. By leveraging job-embedded training structures and internal coaching capacity, the District was able to fully execute the planned professional development tracks at a lower operational cost than initially projected. There was no negative impact on the implementation or scope of this action. The professional learning was delivered with full fidelity, as evidenced by the 72% positive staff response rate on the District Annual Survey for professional development support. Furthermore, these rigorous instructional strategies successfully built the capacity necessary to drive our LTEL student group into the Green performance tier (46.7% making progress) on the California School Dashboard's ELPI.

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

Action 2.1, which provides assessment, language assistance, support for families, newcomers, and students learning an additional language, and Action 2.5, which provides progress monitoring, were effective. Evidence of their effectiveness includes accelerated growth on state assessment scale scores, high proficiency rates within specialized language pathways, declining long-term tracking metrics, and strong local diagnostic trends from baseline-year to current-year data. English Learners demonstrated stronger academic growth than the overall District average on the California School Dashboard, improving by 6.6 points in ELA (moving to -76.8 distance from standard [dfs]) and by 6.4

points in Math (moving to -102.7 dfs). Disaggregated data reveal exceptional outcomes in our specialized pathways, with 21% of EL students in the DLI program meeting or exceeding state assessment standards, significantly outperforming the general EL average. Local ELA and Math assessments showed that EL students performed better on ongoing diagnostic measures (18% proficient in ELA and 25% proficient in Math) than on single-state summative indicators. This proves that the consistent application of timely progress monitoring (Action 2.5) effectively allows educators to capture and respond to incremental student growth more accurately than a single summative assessment (while overall ELA CAASPP scores for EL students sat at 5.16%, representing a 3% decrease from the baseline). The total percentage of LTEL students dropped from 11% to 10.5%, verifying that localized monitoring structures are successfully identifying and moving students toward reclassification before they reach long-term status. Feedback from site instructional leaders, EL coordinators, and bilingual staff indicates that the overarching language assistance and monitoring frameworks are highly successful at driving baseline linguistic growth and outperforming District averages in scale score points. Educational partners noted that the dramatic success of the DLI cohort (21% proficiency) and the restructuring of the high school LTEL course provide a clear, proven model for replication. This strong combination of state-verified growth points and elevated local diagnostic gains (18% and 25%) affirms that our targeted language support and progress monitoring systems are operating effectively to advance English Learner outcomes across the District.

The ALAS center (Action 2.1) remains the primary hub for initial assessment, ensuring that 100% of new EL families receive a consistent, resource-rich, and welcoming entry process. This is reflected in the District Annual Survey, where EL families reported a 78% positive response rate on the Communication and Feedback Theme (3% higher than the general population) and a 75% positive rate on the Resources Theme (5% higher than the general population). However, there are areas identified for continued efforts. While the English Learner Progress Indicator (ELPI) on the California School Dashboard showed a decline from the 50% baseline to 39.4%, a multi-year comparison reveals that performance has stabilized. The rate was 39% in 2024 and remained at 39.4% in 2025, indicating that the prior decline has been halted and that progress toward English proficiency has remained consistent. Despite stabilization in the ELPI, the ELA and math CAASPP saw slight declines of approximately 3% and 2%, respectively, and remain areas of focus for progress monitoring. Current reclassification rates are 9.5%, a 4.5% decrease from the baseline. These data points highlight a need for deeper attention to intensive language acquisition strategies to ensure that the progress seen in the DLI and local data scales across the entire District.

Action 2.2, which provides supplemental instructional materials for newcomers, LTELs, and ELs; Action 2.4, which provides professional Learning for EL/LTEL needs; and Action 2.9, which provides professional learning for culturally relevant, rigorous instruction, were effective. Evidence of their effectiveness includes an increase in performance on the California School Dashboard, accelerated scale score growth that outpaces District averages, strong staff survey benchmarks, and positive preliminary language proficiency trajectories from baseline-year to current-year data. A major indicator of systemic effectiveness is the significant growth of Long-Term English Learner (LTEL) students. The percentage of LTELs making progress toward English proficiency increased to 46.7%, successfully moving this high-priority student group into the Green performance level on the California School Dashboard’s English Learner Progress Indicator (ELPI). Across all EL students, 39.4% are making progress toward proficiency, demonstrating a stabilized upward trajectory from 39% in 2024. California School Dashboard data reveal that English Learners demonstrated stronger academic growth than the overall District average, increasing by 6.6 points in ELA (reaching -76.8 distance from standard [dfs]) and by 6.4 points in Math (reaching -102.7 distance from standard [dfs]). Due to highly responsive instructional tracking, the percentage of students identified as LTELs consistently declined from 11.3% to 10.5% over the last two school years, indicating that monitoring and supplemental support are moving students toward reclassification before they reach long-term status. While aggregate CAASPP proficiency scores showed a minor decline (with ELA moving from 8% to 5.16% and math moving from 7% to 5.37%), the deployment of high-leverage pedagogical practices through the SEAL model narrowed learning gaps on local assessments. On local diagnostic measures, EL students achieved 18% proficiency in ELA and 25% proficiency in Math, indicating that these actions are building the foundational skills necessary to eventually maximize state summative performance. Preliminary 2026–2027 ELPAC data indicate the District is on track to exceed the total number of English Learners meeting proficiency compared to the prior year. This growth highlights the immediate effectiveness of restructuring our high school LTEL courses to increase targeted academic rigor.

The District Annual Survey reflected a 72% positive response rate under the Professional Development and Support theme. This score consistently exceeds the “California Typical Schools” benchmark, indicating that educators feel well-equipped to implement the language acquisition strategies needed to move EL students toward proficiency. Feedback from site administrators, EL coaches, and classroom teachers indicates that the instructional infrastructure, material distribution, and professional learning frameworks are operating with fidelity. Educational partners noted that the dramatic jump of the LTEL student group into the Green performance band on the ELPI (46.7%), paired with high teacher satisfaction (72%), proves that our capacity-building efforts are hitting the mark. Moving forward, the District will continue to leverage these strong pedagogical models to ensure the linguistic growth verified on the ELPI translates fully into increased proficiency on state standardized assessments.

Action 2.3, which supports a DLI program, was effective in increasing student achievement and fostering academic rigor through an assets-oriented model. Evidence of its impact includes strong performance by EL students enrolled in the DLI program. On the CAASPP ELA assessment, 21% of EL students in DLI met or exceeded standards, significantly outperforming the 5.16% rate of the general EL population. In mathematics, the trend continues, while only 5.37% of EL students overall met or exceeded standards on the CAASPP math assessment, 14% of EL students in DLI reached that benchmark. Local math assessments also show that 25% of EL students meet standards, representing a narrower achievement gap than observed in the general student population. Educational partners have consistently provided positive feedback, noting that the DLI program effectively supports student learning, language development, and academic achievement with specific examples of the asset-based partnerships with families through SEAL implementation. There is a strong interest among educational partners in seeing the program continue to grow and serve more students.

Action 2.6, which provides instructional support for EL students to accelerate achievement, and Action 2.8, which provides language support for newcomer students, were effective in accelerating student academic progress and fostering an inclusive learning environment. Local assessment data reveal a more real-time and positive growth trend than state summative assessment results. While 5.16% of EL students met or exceeded standards on the CAASPP ELA assessment, 18% of EL students met that benchmark on local assessments. Similarly, while CAASPP math results were at 5.37% of EL students meeting or exceeding standards, local data showed 25% of EL students meeting standards, indicating that the performance gap is narrowing when measured through ongoing, formative tools. While the ELPI reflects a decline from the 50% baseline to 39.4%, a comparison of the past year shows performance has stabilized, moving from 39% in 2024 to 39.4% in 2025. Despite the baseline shift in the ELPI, the percentage of students identified as LTELs decreased from 11% to 10.5%, confirming that these actions are moving students toward reclassification. Results from the District Annual Survey affirm that EL students feel supported and challenged. EL students rated the Relationship Theme 2% higher and the Academic Challenge Theme 2% higher than the “All Students” group. Their engagement remained equal to that of their peers, suggesting that the “safe space” newcomer support and instructional supports have created a high-quality, inclusive environment. The decline in the reclassification rate from 14% to 9.5% remains a priority for the District. However, the combination of high student satisfaction and stabilized language progress suggests that the foundational elements for improved performance are in place.

Action 2.7, which provides the Expository Reading and Writing (ERWC) course, was effective in providing high-level academic literacy support and moving LTELs toward proficiency. The most significant indicator of effectiveness is the growth of LTELs on the California School Dashboard, ELPI indicator, which shows that 46.7% of LTELs are making progress. This is an increase of 7.9% from the previous year. This growth moved the LTEL student group from the red to the green performance indicator, indicating growth in language acquisition. While 11th-grade ELA CAASPP scores declined from 5% to 0%, internal success markers are showing growth. The percentage of EL students earning A-C grades in ERWC is at 84.6%, which is notably higher than the 77.2% pass rate for the “All Students” group. This confirms that the EL students are not only accessing but excelling in this rigorous, college-preparatory curriculum. The targeted literacy focus of ERWC contributed to a reduction in the LTEL rate from 11% to 10.5%, suggesting that the curriculum is equipping students to exit long-term status. According to the District Annual Survey, EL students rated the College and Career Readiness Theme at 50% positive responses, meaning the theme received 4s and 5s on a 5-point scale, matching the “All Student” group. This indicates that EL students feel equally prepared for post-secondary success as their peers, affirming the inclusive and empowering nature of the ERWC sections.

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

Based on an analysis of 2025-2026 implementation and outcomes, the District determined that no changes were necessary to the goal, metrics, target outcomes, or actions for the coming year. However, continuous improvement efforts led to strategic adjustments to implementation focus areas, as outlined in the following actions.

Action 2.3 (Support Dual Language Immersion) - Due to the significant success of the DLI program (21% meeting the ELA standard compared to 5.16% overall), the District will support the expansion of DLI at the secondary level by increasing professional learning opportunities. This also includes developing Spanish core content courses to ensure that asset-oriented instruction continues through graduation.

Action 2.4 (Professional Learning) - To address the need to improve CAASPP ELA performance, the District will refine SEAL model implementation to place greater emphasis on the transition from oral language to formal academic writing. This adjustment aims to bridge the gap between the high engagement seen in classrooms and the summative test outcomes.

Action 2.5 (EL Monitoring) - In response to the 4.5% decrease in reclassification rates, the District will use ELLevation and TELL data to plan support cycles for students who have met all reclassification criteria except one specific measure.

Action 2.7 (ERWC Sections) - The District will move from a "phased rollout" to a full-scale implementation of ERWC sections at all high school sites. Following the 84.6% A-C pass rate, the District will also provide additional professional development for master schedulers to ensure that this course is principally directed towards LTELs.

Action 2.9 (Culturally Relevant/Rigorous PD) - To address the 10.9% drop from the ELPI baseline, the District will shift the focus of TOSA-led PLCs to Integrated ELD in Mathematics. This change is a direct response to CAASPP math scores (5.37%) and is designed to provide teachers with specific linguistic tools to help ELs navigate complex word problems and mathematical reasoning.

The planned expenditures for Actions 2.4, 2.6, and 2.9 have been decreased due to reduced projected LCFF Supplemental and Concentration (S/C) funding and declining enrollment. However, these funding adjustments will not impact the implementation of the actions, and all planned services and activities will continue as intended.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for ELstudents. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of EL students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement.	$654,744.00	Yes
2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and	Many EL students lack adequate access to technology in their homes. Providing technology tools, such as tablets, laptops, and Chromebooks, can significantly enhance the instructional program for EL students by enabling increased differentiation. These technological resources, when integrated into the curriculum, will not only support language acquisition but also improve the	$123,000.00	Yes

	ELs	development of literacy and research skills, particularly in intervention and support class settings, such as ELD support courses, newcomer programs, and LTEL support courses. To further boost EL students' achievement across content areas, we will also purchase supplemental, standards-aligned instructional materials and technology. Specific technology programs and purchases designed to support language acquisition may include devices and accessories like microphones, earphones, and translation software.		
3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Collier and Thomas (2004) assert that DLI programs effectively narrow the academic achievement gap for EL students, improving proficiency in both their second (L2) and first language (L1), especially for those initially below grade level. Additionally, research by Umansky & Reardon (2014) underscores the long-term benefits of bilingualism and DLI programs for the academic achievement and reclassification of EL students. Expanding the DLI program within and across our schools presents an opportunity for LI, FY, and particularly those identified as ELs, to build biliteracy, bilingualism and enhance academic success. Expanding access through the middle school helps address needs of growing adolescent newcomer EL populations who have limited or interrupted formal schooling thereby, providing instruction that builds from an asset (L1) as opposed to a deficit (L2). Our DLI program provides additional teachers and instructional aides beyond the core requirements to support academic instruction in two languages and enrolls low-income, foster, and EL students. The program is designed to enhance both linguistic and academic development, supporting the students' journey toward bilingualism. This linguistically integrated approach best supports ELs by promoting language proficiency, literacy, and academic achievement in both their first and second languages. Additionally, it fosters cross-cultural understanding among students. Teachers in our DLI program receive specialized training tailored to the needs of EL through instruction in the target language of ELs, thereby advancing language acquisition and preventing LTELs. This program provides an inclusive and supportive environment that nurtures the academic and linguistic growth of EL, low-income, and foster students. AUSD's successful and growing DLI program has consistently yielded higher levels of student achievement, particularly among EL students. Moreover, the effectiveness of DLI programs extends beyond academic outcomes. They foster a school environment where cultural diversity is respected and celebrated, creating connections that transcend social class and language barriers. This action addresses the red performance level on the 2023 California School Dashboard for EL students in ELA at Valleydale Elementary School.	$4,521,201.00	Yes
4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	The importance of effective professional learning, research by Hargreaves & Fullan (2012) emphasizes the necessity for sustained follow-up and job-embedded coaching throughout the year. This approach ensures educators have ongoing support and guidance to implement new strategies effectively. To address the specific needs of EL students, our professional learning initiatives will be intensified and refined. These efforts will be closely aligned with the California English Learner Roadmap, providing educators with targeted training focused on enhancing the academic achievement and language acquisition of EL students. To facilitate this process, consultants and Teachers on Special Assignment, possessing expertise in serving the needs of ELs, will be actively involved in providing support and guidance to educators. Through their assistance, teachers will receive tailored coaching and resources to effectively implement strategies that meet the diverse needs of EL students, including LTELs and Newcomer students. By prioritizing increased and improved professional learning opportunities, we aim to see tangible improvements in EL students' academic achievement and language acquisition growth. Through ongoing support and targeted training, educators will be better equipped to address the unique challenges faced by EL students, ultimately leading to enhanced outcomes in both academic performance and language development.	$160,000.00	Yes

5	Monitor academic and language progress to overcome content academic barriers of ELs	To effectively support EL students, it's crucial to monitor their progress in listening, speaking, reading, and writing individually, rather than relying solely on an overall performance score. This tailored approach is especially important for AUSD staff to address the diverse needs of Newcomers, LTELs, and EL students. To facilitate this monitoring process, we will renew performance monitoring software designed specifically for EL students. This software will assist teachers in implementing integrated and designated English Language Development lessons effectively. By tracking progress across multiple language domains, we aim to ensure that EL experience language acquisition growth and improved academic achievement. Castañeda v Pickard (1981) emphasized the importance of language education programs being grounded in sound educational theory, effectively implemented with adequate resources, and proven effective in overcoming language barriers. In line with this mandate, ongoing monitoring of EL students' English language development is essential for closing academic gaps and fostering language proficiency (Olson, 2010). While annual state language assessments provide valuable insights, they may not offer a comprehensive view of students' progress. Therefore, we will supplement these assessments with an additional English language assessment to track ongoing progress and identify advancements toward reclassification.	$60,000.00	Yes
6	Provide instructional support for EL students to accelerate achievement	Our school sites have different needs with regard to the services they can provide EL students. Some schools may have very high percentages of ELs (up to 65%). Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for ELs. School sites will utilize resource teachers/instructional aides to provide interventions for students.	$645,527.00	Yes
7	Provide Expository Reading and Writing Course (ERWC) Sections	The California Department of Education has identified the ERWC as a promising practice for LTELs. In alignment with this recognition, we will offer ERWC as dedicated course sections tailored specifically to seniors, with a focus on serving LTELs and EL students. ERWC offers a comprehensive curriculum designed to enhance students' reading comprehension and writing skills, particularly in expository and analytical writing. For LTELs and ELs, who may face additional challenges in mastering academic English, ERWC provides targeted support to improve their language proficiency and academic literacy. By offering ERWC as dedicated course sections for seniors, we aim to provide these students with intensive instruction and practice in reading and writing, equipping them with essential skills for college and career readiness. This targeted approach recognizes the unique needs of LTELs and ELs, and aims to empower them to succeed academically and beyond. By providing access to high-quality instructional materials and support, we strive to ensure that all students, including those who may face language-related challenges, have the opportunity to achieve their full potential and thrive in their academic endeavors. This action addresses the red performance level on the 2023 California School Dashboard for ELs in ELA for Azusa Unified and Azusa High School. This action also addresses the red performance level on the 2023 California School Dashboard for EL graduation rate for Azusa High School.	$185,000.00	Yes
8	Language support program for newcomer students	We will provide differentiated levels of English Language Development with an additional dedicated language support class for our newcomer students. The language support class plays a critical role in assisting newcomer students as they adapt to their new educational environment, enhance their language skills, and excel academically. Newcomer students often arrive with limited English proficiency. The language support class offers targeted instruction in English language skills, focusing on improving speaking, listening, reading, and writing abilities. In addition to language development, newcomer students may require assistance with academic content, especially if they have had limited or interrupted formal schooling. The language support class offers specialized instruction to help them grasp and engage with academic materials, ensuring they can keep up with their peers. Moreover, newcomer students may be navigating a new	$170,000.00	Yes

		cultural and educational setting. The language support class provides a safe space for them to share experiences, ask questions, and receive guidance on understanding cultural norms and expectations. These classes typically comprise students from diverse linguistic and cultural backgrounds who are facing similar challenges. This inclusive environment fosters a sense of community and belonging, which is crucial for newcomer students who may feel isolated in their new school environment. As newcomer students gain proficiency in English and grow more comfortable with their academic and cultural surroundings, they can transition into mainstream classes with increased confidence and success. The language support class serves as a bridge, helping them integrate fully into the regular academic program. Given the diverse needs and learning styles of newcomer students, individualized support is essential. The language support class offers smaller class sizes and personalized instruction, allowing teachers to address each student's unique strengths and challenges effectively. This action addresses the red performance level on the 2023 California School Dashboard for ELs in ELA for Azusa Unified and Azusa High School. This action also addresses the red performance level on the 2023 CA Dashboard for EL graduation rate for Azusa High School.		
9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	LREBG Action Research indicates that schools with high populations of economically disadvantaged students often struggle to meet academic standards. However, maintaining high expectations for these students is crucial for their success (Gehrke, Kappa Delta Pi, 2005). To address this, we are committed to enhancing and expanding professional learning opportunities for AUSD staff, focusing on our Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Our analysis of low-income, EL, and foster youth student performance data highlights a District-wide need to elevate the rigor and alignment of instruction with state standards. Evidence-based research demonstrates that a culturally relevant, constructivist learning environment fosters academic achievement and engagement across all student demographics (Hughes et al., 2010; Gay, 2010; Armson & Laughter, 2016). By providing professional learning that supports this approach, AUSD aims to deliver rigorous, inquiry-based instruction within respectful and inclusive learning environments. These environments address issues of social justice and racial inequity while promoting increased student motivation, engagement in academic discourse, and positive perceptions of learning (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, funding will support professional learning initiatives such as Innovation Labs at elementary sites, exposing EL students to STEM career possibilities (Fouad and Santana, 2016). Curriculum development and implementation of state standards and frameworks will also be emphasized in our professional learning plan. Through these District-wide efforts, we aim to provide ongoing support to teachers in increasing rigor and improving achievement for EL students. Our professional learning initiatives are designed to equip educators with the tools and strategies necessary to uphold high academic expectations and deliver standards-aligned instruction, particularly tailored to the needs of ELs, foster, and low-income students. This professional learning plan includes support from TOSAs, contracted professional learning consultants, substitute release time for planning and coaching, and extra hours for participation in professional learning outside of the workday. The District is using Learning Recovery Emergency Block Grant funds to strengthen K–5 literacy instruction through comprehensive professional learning, job-embedded coaching, and high-quality instructional materials. This initiative equips teachers with research-based strategies for early reading development, differentiated instruction, and language-rich support for ELs, all aligned with the California Standards for Professional Learning.	$507,500.00	Yes

		Teachers receive training in foundational literacy skills, integrated language and literacy instruction, and formative assessment use. Instructional practices emphasize oral language development, academic discourse, vocabulary in context, and scaffolding strategies drawn from the California ELA/ELD Framework. Trained literacy and language development coaches support implementation through modeling, co-planning, observation, and feedback, helping teachers create culturally and linguistically responsive classrooms that promote literacy for all students. Research from the National Literacy Panel (2006) and Hattie's Visible Learning (2023) supports this model, highlighting the impact of practices such as explicit vocabulary instruction, oral language development, teacher clarity, and collective efficacy. Sustained, high-quality professional learning and coaching are key to achieving improved early reading outcomes, increased K–2 benchmark attainment, and more equitable literacy instruction for English Learners and other at-risk students. Metric being used to monitor the action: Metric 2.1 CAASPP ELA and Metric 2.4 Reclassification Rate LREBG Funds Supporting this action: $110,000 per year through 2027-2028		

Goal

Goal #	Description	Type of Goal
3	AUSD students will graduate and be prepared for college or post secondary opportunities.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Through educational partner engagement opportunities and data collection, AUSD identified the need for our third goal. Preparing students for college or post-secondary opportunities is an outcome all educational partners felt strongly about as the LCAP was developed; as such, Goal 3 focuses on ensuring our students are prepared for post-high school success. The California School Dashboard reports an overall score for the College and Career Indicator (CCI). However, due to the COVID-19 pandemic years, the overall CCI was not reported for 2020, 2021, or 2022. In 2023, when reporting resumed, data showed that 36% of students graduating from AUSD schools were considered prepared, yet not all student groups showed similar rates; in particular, SWD and EL students had lower readiness rates. These differences between the groups reveal a need to provide additional support and opportunities to be college and/or career-ready. The District seeks to continue to focus on and address differences between student groups and desires to increase college/career readiness for all students, with a particular focus on the readiness of our high-need students.

Graduation rates for our students have fluctuated over the last three years, with 2023 showing 84% of AUSD students graduating with their 4-year cohort. AUSD seeks to maintain the focus on supporting students in meeting graduation requirements, especially as we face unrealized student learning brought about by the COVID-19 pandemic. AUSD has identified two student groups - our EL students graduating at a rate of 69% and our Students with Disabilities graduating at a rate of 64% - who are in need of additional support. As such, additional resources and support staff will be directed to ensure that the two identified student groups receive the needed support to successfully graduate.

Measuring and Reporting Results

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

1	EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 EAP/CAASPP ELA 11th grade 11th grade: 44% EL students: 5% Low-income students: 44% Students with disabilities: 5% Hispanic/Latinx: 43% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) LTEL students: 4%	2024 EAP/CAASPP ELA 11th grade 11th grade: 51% EL students: 4% Low-income students: 51% Students with disabilities: 12% Hispanic/Latinx: 50% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: 55% LTEL students: 0%	2025 EAP/CAASPP ELA 11th grade 11th grade: 43% EL students: 0% Low-income students: 41% Students with disabilities: 9% Hispanic/Latinx: 42% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: 64% LTEL students: 0%	Increase for all groups ≥ 10% points	2025 EAP/CAASPP ELA 11th grade 11th grade: 1% Decrease EL students: 5% Decrease Low-income students: 3% Decrease Students with disabilities: 4% Increase Hispanic/Latinx: 1% Decrease Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: 9% Increase from 2024 Baseline LTEL students: 4% Decrease

2	EAP/CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 EAP/CAASPP MATH 11th grade 11th grade: 16% EL students: 0% Low-income students: 13% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Hispanic/Latinx: 13% White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) LTEL students: 0%	2024 EAP/CAASPP MATH 11th grade 11th grade: 22% EL students: 0% Low-income students: 21% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 2% Hispanic/Latinx: 20% White: 46% LTEL students: 0%	2025 EAP/CAASPP MATH 11th grade 11th grade: 15% EL students: 0% Low-income students: 14% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 2% Hispanic/Latinx: 14% White: 27% LTEL students: 0%	Increase for all groups ≥ 10% points	2025 EAP/CAASPP MATH 11th grade 11th grade: 1% Decrease EL students: 0% Difference Low-income students: 1% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Increase Hispanic/Latinx: 1% Increase White: 19% Decline from 2024 Baseline LTEL students: 0% Difference
3	Meeting College/Career Preparation Indicator as prepared on CA Dashboard Source: CA Dashboard	2023 All students: 36% English learners: 4.6% Low-income students: 36% Foster Youth: 0.0% Students with disabilities: 4.4% Hispanic: 35.4%	2024 All students: 33% English learners: 5% Low-income students: 33% Foster Youth: Fewer than 11 students - data not displayed for privacy Students with disabilities: 5% Hispanic: 32%	2025 All students: 44% English learners: 14.2% Low-income students: 42.6% Foster Youth: Fewer than 11 students - data not displayed for privacy Students with disabilities: 13.6% Hispanic: 42.6%	≥ 50%	2025 All students: 8% Increase English learners: 9.6% Increase Low-income students: 6.6% Increase Foster Youth: Fewer than 11 students - data not displayed for privacy Students with disabilities: 9.2% Increase Hispanic: 7.2% Increase

4	Graduation Rate (CA Dashboard District Rate)	2023 All students: 84% EL students: 69% Foster Youth: 77% Homeless: 74% Low-income students: 85% Students with disabilities: 64% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 85% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)	2024 All students: 84% EL students: 77% Foster Youth: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Homeless: 77% Low-income students: 84% Students with disabilities: 74% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 85% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)	2025 All students: 88% EL students: 77% Foster Youth: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Homeless: 80% Low-income students: 89% Students with disabilities: 73% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 87% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)	Rates for all groups ≥ 95%	2025 All students: 4% Increase EL students: 8% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Homeless: 6% Increase Low-income students: 4% Increase Students with disabilities: 9% Increase Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 2% Increase White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)
5	Percent of students meeting UC/CSU Entrance course requirements (a-g) Source: AERIES, School Information System	2022-2023 All students: 38% EL students: 0% Foster Youth: 0% Low-income students: 38%	2023-2024 All students: 33% EL students: 0.47% Foster Youth: 0.23% Low-income students: 30%	2024-2025 All students: 39.37% EL students: 12.64% Foster Youth: 0.0% Low-income students: 39.04%	≥ 50%	2024-2025 All students: 1.37% Increase EL students: 12.64% Increase Foster Youth: 0% Difference Low-income students: 1.04% Increase

6	Percent of graduates Completing a CTE Pathway Source: AERIES, Student Information System	2022-2023 All students: 23% EL students: 2% Foster Youth: 1% Low-income students: 22%	2023-2024 All students: 18% EL students: 2% Foster Youth: 1% Low-income students: 18%	2024-2025 All students: 24% EL students: 8.7% Foster Youth: 1% Low-income students: 23.8%	≥ 30%	2024-2025 All students: 1% Increase EL students: 6.7% Increase Foster Youth: 0% Difference Low-income students: 1.8% Increase
7	Percent of graduates Completing a CTE Pathway and a-g completion Source: AERIES, Student Information System	2022-2023 All students: 5% EL students: 0% Foster Youth: 0% Low-income students: 5%	2023-2024 All students: 11% EL students: 0.23% Foster Youth: 0% Low-income students: 10%	2024-2025 All students: 15% EL students: 4% Foster Youth: 0% Low-income students: 15%	≥ 20%	2024-2025 All students: 10% Increase EL students: 4% Increase Foster Youth: 0% Difference Low-income students: 10% Increase
8	AP Exam Pass Rate (Percentage of total AP test takers with a score of 3 or higher) Source: AERIES, Student Information System	2022-2023 42%	2023-2024 45%	2024-2025 44%	≥ 60%	2024-2025 All: 2% Increase
9	Percent of graduates earning the California State Seal of Biliteracy Source: AERIES, Student Information System	2022-2023 5%	2023-2024 16%	2024-2025 20.53%	≥ 10%	2023-2024 All: 15.53% Increase

10	Percent of all students with access to a broad course of study as defined by CA Ed Code 51210 and 51220 (a) - (i). Source: California School Dashboard Local Indicators	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	2025-2026 0% Difference
11	Percent of A-C grades for Middle School students Source: AERIES, Student Information System	2025 All: 78.1% EL students: 69.4% Low-income student: 80.8% Students with disabilities: 72.2% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 72.2%	N/A	2026 All: 80.10% EL students: 70.70% Low-income student: 79.4% Students with disabilities: 74.6% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 80.3%	Increase for all groups ≥ 5% points	2026 All: 2% Increase EL students: 1.3% Increase Low-income student: 1.4% Decrease Students with disabilities: 2.4% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 8.1% Increase

Goal Analysis for 2025-2026

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

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

Action 3.1, which provided comprehensive college and career readiness support, was fully implemented to address the needs of targeted student groups (including EL, SWD, low-income, and Hispanic students) with no substantive differences between the planned actions and actual implementation. A primary success was the multi-year, developmental approach that spans from middle school through graduation. A cornerstone of this action's success was the counseling team's consistent, individualized support. Counselors met with all students in grades 6 through 12 to create and update comprehensive academic plans. At the middle school level, counselors conducted individual 1:1 meetings with students to create individualized academic plans. These meetings introduced a-g requirements and explored pathways to the California State University (CSU), the University of California (UC), and the community college system, ensuring students entered high school with a roadmap. Another success was the strategic implementation of accelerated courses to lead students into the high school roadmap for Advanced Placement (AP) or Dual Enrollment. These sections, alongside the Career and College elective, AVID, STEM, the Dual Language Immersion program, and a variety of Spanish-level courses, motivated students to challenge themselves and set post-secondary goals. To ensure equitable access, 0-period elective options were provided, allowing EL students to participate in high-interest courses such as AVID and STEM without displacing their required language support.

At the high school level, students had access to the Early College Program (ECP), which successfully supported approximately 285 students in pursuing college-level certifications and Associate Degrees for Transfer (ADT) through Citrus College. Students also had the opportunity to recover credit; to date, 254 of 257 students have successfully completed APEX courses. A major highlight was the success of newcomer students, who used the bilingual APEX curriculum and teacher support to maintain their graduation and a-g trajectories. Career awareness was bolstered through job shadowing with the City of Azusa, internship, and work-based learning opportunities, participation in the Education Build California Summit, and the Citrus College Promise Program, which assists seniors in creating a successful bridge to post-secondary life. Additionally, the District effectively challenged the traditional perception of continuation schools by providing AP and Dual Enrollment opportunities. The counselor at Sierra High School served as a liaison to community college representatives, guiding students through the college application process, including private and 4-year universities, and ensuring all students had a pathway to success. A notable challenge was the logistical complexity of master scheduling at the middle school level. Balancing the requirements for intensive intervention, ELD, and elective rotations occasionally limited the number of students who could enroll in specific college-readiness electives. While all students received core counseling, adjustments to schedules meant that access to some specialized sections was phased in more slowly than originally planned.

Action 3.2, which provides career readiness support, was fully implemented with no substantive differences to address the needs of targeted student groups (including EL, SWD, low-income, and Hispanic). A primary success was validating the District's high-quality infrastructure through state-level recognition and adherence to national academy standards. Azusa High School (AHS) successfully completed the NAF Panel Review for the Computer Science Pathway, resulting in the distinction of Distinguished Academy. AHS now has three Distinguished Academies: Health Sciences, Engineering, and Computer Science. AHS is one of only three high schools in the state of California with three Distinguished Academies, and one of only 15 high schools in the nation. AHS has ensured students are enrolled in pathways that meet the highest national standards for career preparation. The District expanded its Computer Science offerings, introducing Intro to Computer Programming and articulating AP Computer Science with Citrus College. The popularity of the Engineering 101 course and the Robotics competitive teams demonstrates high student engagement in collaborative autonomous STEM learning. Also, Health Sciences Academy students regularly participate in state and national CTSO competitions with HOSA.

Career readiness begins at the middle school level with the January 8th Grade Career Fair, featuring 18 professionals and program advisors. This allowed students to rotate through three high-interest sessions to align their future high school pathway selections with their career passions. All 6th-12th graders also completed career exploration activities in Naviance. Furthermore, the College and Career elective provides 8th graders with hands-on activities across various professions, building a bridge of interest to high school. High School Counselors have met with over 90% of freshmen (381 students) to ensure they are properly placed in CTE, Dual Enrollment, or Pathway courses that match their interests. New pathway offerings at Sierra High School include the student-led enterprise of Engineering, in collaboration with SpyderLab, and the Audio Technology pathway, in which students are performing publicly as DJs. AUSD has articulation and dual enrollment agreements with Citrus, Mt. SAC, and Rio Hondo Colleges to offer CTE courses, including Engineering, Computer Science, Automotive Technology, Health Sciences, and Welding. Azusa USD also has partnership agreements with over 30 local business partners that provide work-based learning opportunities and internship placements, and students are even hired by companies immediately after graduating from high school.

A challenge was maintaining students' sustained engagement and adherence to the schedule in independent studies. While over 90% of the freshman class participated in 1:1 career planning, meeting with students in the Independent Studies program remains a logistical hurdle due to their off-campus schedules. While these students receive digital career support and invitations to events, achieving the same level of face-to-face planning as traditional students is an ongoing area for refinement. Additionally, coordinating long-term, off-site internship slots for an increasing number of interested students remains a complex logistical challenge.

The action that provides staff to support college and career readiness (Action 3.3) was fully implemented with no substantive differences to address the needs of red student groups (EL, SWD, SED, and Hispanic) on the college and career indicator and graduation rates. A key success was the personalized, proactive outreach by counselors and support staff, helping students and families, especially those from disadvantaged backgrounds, navigate the roadmap to secondary and post-secondary success. Counselors across the District conducted 1:1 meetings with students to create and update comprehensive academic plans. At Azusa High School, this resulted in over 90% of freshmen (381 students) receiving personalized guidance on a-g and CTE pathways. Counselors acted as a bridge to community resources, providing not only academic guidance but also connecting students to McKinnley, Foothill Family Services, and APU interns for vital social-mediation and trauma-informed support. Staff successfully hosted FAFSA/Dream Act workshops and Junior Night events at Sierra High School in both English and Spanish. This ensured that Spanish-speaking families were fully informed on graduation requirements, financial aid, and Dual Enrollment opportunities. At Sierra High School, the counselor and school psychologist led targeted field trips to college campuses, focusing on introducing SWD to the "Offices for Students with Disabilities" to ensure they are prepared for the transition to collegiate-level support services. At the middle school level, staff implemented a comprehensive tutoring program in which teachers from every grade and subject provided personalized help to these student groups four days a week. At Azusa High School, staff promoted the Early College Program through peer-to-peer classroom visits, helping students understand and feel comfortable with college-level work. Course offerings in CTE pathways and AVID courses were critical for college and career readiness, and certificated personnel increased enrollment across all CTE sections. A challenge was the impact of master schedule constraints on individual student needs. Staff found that students requiring support classes often lacked an open period to participate in CTE or Dual Enrollment courses. Additionally, staff identified that Math III and Chemistry remain significant hurdles for a-g completion, specifically for SWD students, indicating a need for more specialized co-teaching. At Gladstone Middle School, the lack of after-school transportation remains a barrier that limits tutoring participation for some families. While these challenges affected the breadth of student participation in specific electives, they did not constitute a substantive difference in the District's delivery of the staffing and counseling activities planned for the year.

Action 3.4 provided expanded access to electives through extended schedules and additional FTE, offering students access to middle school World Language and Art and high school LatinX Studies. This action was fully implemented with no substantive differences to address the needs of red student groups (EL, SWD, SED, and Hispanic) as measured by the college and career indicator and graduation rates on the California School Dashboard. A primary success was the systemic removal of scheduling barriers for students who traditionally had to choose between required support classes and enriching electives. By funding zero- and 7th-period options across all secondary sites, the District ensured that EL students, whose schedules are often filled with mandated ELD sections, could still access high-interest electives without displacing core academic requirements. Action 3.4 fully funded and staffed additional sections to provide students with access to a broader, more culturally relevant course of study aligned with Common Core and college and Career Readiness Standards. This expansion directly supported the goal of equitable a-g completion, allowing historically underserved students to build the well-rounded transcripts necessary for university admission while exploring creative and cultural interests. However, challenges included the complexity of master scheduling and the coordination required to balance student course loads across the extended day. Aligning zero and 7th-period offerings with student transportation needs and teacher availability required significant site-level coordination. This logistical complexity slowed the development of optimal schedules for all students during the initial rollout, but the District successfully navigated these hurdles, ensuring that all targeted students had access to the additional sections by the start of the semester.

Action 3.5 provides a secondary credit recovery and student support teacher. This action was fully implemented to address the needs of targeted student groups, including EL students, SED, and students experiencing homelessness. A primary success of this action was the intensive, relationship-based approach to credit recovery. By assigning a dedicated certificated teacher to manage the Apex Learning platform, the District provided high-level oversight that went beyond software monitoring. The teacher utilized a dedicated intervention period to conduct one-on-one family outreach, which was instrumental in removing personal barriers to attendance and engagement. This "principally directed" support fostered increased accountability and re-engaged our most vulnerable student groups, specifically those most impacted by learning disruptions, ensuring they remained on a viable path to graduation. A challenge was the varying levels of digital literacy and independent study skills among students entering the credit recovery program. While the Apex platform is robust, many high-need students require significant initial one-on-one "onboarding" to navigate the system effectively. This required the support teacher to balance technical troubleshooting with academic instruction, which initially limited the number of students the teacher could support simultaneously. However, as the teacher established clear routines and student-led milestones, the program reached its full capacity and operational efficiency.

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

There are no material differences between the planned expenditures and the estimated actual expenditures for Goal 3. All actions were funded and executed as originally projected to support the college and career readiness of our targeted student groups.

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

The actions implemented to prepare AUSD students for college readiness (Action 3.1), career readiness (Action 3.2), and to provide staff to support college and career readiness (Action 3.3) were effective. Evidence of effectiveness includes both academic measures and feedback from educational partners. The most significant evidence of success is the District’s upward movement in the state performance categories. The Graduation Rate Indicator moved from yellow to the green performance level, and the College and Career (CCI) moved from orange to the green performance level. These shifts validate that the District’s systematic roadmap infrastructure is successfully accelerating student outcomes. Dashboard data reflect a substantial increase in “Preparedness,” particularly for high-priority groups. EL students saw a significant jump to 14.2% (up from a 4.6% baseline), and low-income students reached 42.6% (up from a 36% baseline). The effectiveness of the counseling and support staff (Action 3.3) is evidenced by the steady increase in graduation rates. The EL students’ graduation rate increased to 77% (up from 69% at baseline), and the low-income students' rate rose to 89% (up from 85% at baseline).

While official California School Dashboard and CAASPP metrics for the foster youth student group are suppressed to protect student privacy due to small group size (n-size under 11), local progress monitoring verifies that college and career readiness actions are effectively narrowing equity gaps. Local ELA diagnostic assessments reveal that 33.3% of foster youth students met or exceeded standards, closing the gap significantly with the general student body. Furthermore, local Math diagnostics show that 30% of foster youth met or exceeded standards, demonstrating strong alignment with core classroom instruction. On the 11th-grade CAASPP ELA assessment, 42.89% of all students and 40.96% of low-income students met or exceeded standards (holding steady near the 44% baseline). However, local ELA diagnostics showed stronger real-time growth, with English Learners reaching 9% proficiency (outperforming their 0% proficiency score on the state summative exam). In Math, low-income students grew to 14.28% on the CAASPP (exceeding the 13% baseline), while local math diagnostics revealed even higher daily application: 42% of low-income students and 11% of English Learners met or exceeded standards.

The effectiveness of these actions is further solidified by the California Department of Education Dual Enrollment Exemplary Award and the designation of three NAF Distinguished Model Academies (Medical, Engineering, and Computer Science). These honors confirm that the District’s pathways meet the highest national and state standards for rigor and industry alignment. Educational partners, both parents and students, provide consistently positive feedback regarding the college and career opportunities offered. They find the staff-led outreach, specifically the bilingual presentations on Dual Enrollment and the Early College Program (ECP), highly useful for navigating the complexities of university and financial aid requirements. The District Annual Survey for students rates College and Career readiness as one of the highest core survey themes. The highest-rated question is: “My school has helped me develop the skills and knowledge I will need for college-level classes,” with over 50% of EL students responding positively and rating it 4 or 5 on a 5-point scale. All questions in the College and Career Readiness theme received positive response rates above 50%. Completing 1:1 academic planning meetings for over 90% of freshmen has ensured that families feel like active partners in establishing their student’s path to college and career success. Taken together, these outcomes validate the District’s actions as effective in advancing college and career readiness. By combining high-quality staffing with award-winning pathways, the District has created a system that is responsive to the needs of high-priority student groups, ensuring they are informed and positioned for post-secondary success.

Action 3.4, which expanded access to electives, including middle school World Language and Art, and offered high school LatinX Studies by providing additional FTE, was effective in advancing the goal of increasing equitable access to a-g coursework. Evidence of effectiveness includes the impact of expanded elective access, specifically for students who previously had schedule conflicts due to mandated support classes, as evidenced by the significant growth on the California School Dashboard. On the CCI indicator, all students increased to 43.5% prepared (up from a 36% baseline). EL students saw a substantial increase to 14.2% prepared (up from a 4.6% baseline). Low-income students rose to 42.6% prepared (up from a 36% baseline). Overall, the CCI indicator on the California School Dashboard improved from an orange to a green performance level, while EL students improved from a red to a yellow performance level, and low-income students improved from an orange to a green performance level, all demonstrating progress; however, foster youth data for 2025 was suppressed for privacy due to small group size. By allowing students to participate in high-interest electives like World Language, Art, and Latinx Studies without sacrificing core requirements, the District saw a direct positive impact on graduation outcomes. Graduation rates for all students increased to 88% (up from the 84% baseline), EL students to 77% (up from the 69% baseline), and low-income students to 89% (up from the 85% baseline).

While official California School Dashboard and CAASPP CCI metrics for the foster youth student group are suppressed to protect student privacy due to small group size (n-size under 11), masking progress relative to their 77% graduation baseline, local progress monitoring verifies that these students are actively thriving within the District's flexible, rigorous pathways. Local ELA diagnostics show that 33.3% of foster youth students met or exceeded standards, closing the gap with the general student body. Furthermore, local

Math assessments show that 30% of foster youth achieved proficiency, demonstrating that expanded access to electives and core courses has successfully maintained high academic expectations for this vulnerable student group.

Additional evidence includes positive feedback from educational partners, specifically counselors and site leaders, who report that the zero- and 7th-period options have provided the necessary flexibility to develop more comprehensive, college-preparatory course sequences. Staff noted that these additional sections have acted as a "bridge," allowing historically underserved students to meet a-g expectations while remaining engaged in culturally relevant and creative coursework. These outcomes demonstrate meaningful progress in reducing systemic barriers. By funding dedicated FTE for specialized electives and extending the instructional day, the District has successfully increased the number of students meeting college- and career-readiness expectations, particularly within our EL and Low-Income student populations.

Action 3.5, which provides secondary credit recovery and student support, was highly effective in making progress toward the goal of ensuring all students, regardless of past academic disruptions, graduate on time and college-ready. The primary evidence of effectiveness is the positive growth in graduation rates for the highest-priority student groups. The 2025 California School Dashboard data shows strong outcomes across all targeted categories: Low-Income Students (88.7%), Hispanic/Latinx Students (88.6%), Homeless Students (80.4%), English Learners (77.4%), and Students with Disabilities (73.3%). This growth was fueled by the high performance of the credit recovery program itself. Utilizing the Apex learning platform under the guidance of a dedicated support teacher, 254 out of 257 students (98.8%) successfully completed their courses and recovered the credits necessary to remain on track for graduation. Additional evidence includes the teacher's ability to facilitate one-on-one family outreach and personalized intervention. Educational partner feedback indicates that this "high-touch" approach was critical for Homeless students and Newcomer ELs, as it provided a dedicated advocate to help navigate personal barriers, technical hurdles, and attendance challenges that often impede digital credit recovery. The success of Action 3.5 is reflected in the District’s Graduation Indicator moving to the Green performance level. By providing a certificated teacher to manage credit-deficient students, the District has established a successful safety net that ensures academic setbacks do not become permanent barriers to graduation for our most vulnerable learners.

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

Based on an analysis of 2025-2026 implementation and outcomes, the District determined that no changes were necessary to the goal, metrics, target outcomes, or actions for the coming year. However, continuous improvement efforts led to strategic adjustments to implementation focus areas, as outlined in the following actions.

Action 3.1(College Readiness) & Action 3.2 (Career Readiness) - Based on the success of the NAF Distinguished Academies, the District will refine Action 3.2 to increase the number of students earning Industry-Recognized Certifications and participating in work-based learning opportunities. While A-G completion is strong, reflections on prior practice show that pairing a diploma with a certification provides a competitive advantage for low-income students. We will also work to better align middle school college readiness lessons with high school pathway entry to ensure the transition remains seamless. The District will work to ensure that course offerings remain relevant and high-quality, prioritizing the depth of the student experience over the number of sections offered as recommended by the Student Advisory Council.

Action 3.3 (Support for College Readiness) & Action 3.4 (Expanded Electives) - To address the "notable challenge" of scheduling constraints for English Learners, the District will move the Master Schedule planning timeline earlier in the spring. This shift in practice aims to ensure that zero and 7th-period offerings are finalized before the fall semester, reducing the "logistical complexity" noted this year and ensuring every EL student has immediate access to their chosen elective. An adjustment for the coming year is a shift toward a quality-over-quantity approach to course offerings and communication, as recommended by the Student Advisory Council. Students identified after-school tutoring as a high-value resource. In response, the District will continue to prioritize and protect the tutoring opportunities funded by Action 3.3, ensuring consistent availability for students across all secondary sites. To address the student-identified need for better awareness of pathways, the District will implement a more frequent and robust communication strategy. This ensures that students and families are fully informed of available CTE pathways and dual enrollment opportunities through existing District channels. In direct response to student advocacy for "hands-on" career exposure, the specialized College and Career Readiness staff (Action 3.3) will increase focus on guiding students through complex milestones, such as FAFSA completion and a-g requirement tracking.

Action 3.1 (College Readiness) & Action 3.3 (Support for College Readiness) - While graduation rates are high, reflection on 11th-grade CAASPP Math and ELA scores indicates a need for more integrated academic support. For the coming year, we will increase focus on co-teaching models and math-specific interventions to bridge the gap between our higher local assessment scores and state testing performance. Working with Cal-Ed partners and prioritizing lesson design, learning walks, and data-driven instructional practices will be key.

Action 3.5 (Credit Recovery) - Given the Secondary Credit Recovery teacher's 98% success rate, the District plans to explore ways to integrate more Social-Emotional Learning (SEL) into the intervention period. Reflections show that for our Homeless and Foster Youth, the "personal barriers" are often as significant as the academic ones, necessitating a continued focus on trauma-informed family outreach.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Prepare AUSD students for College Readiness	Access to academic rigor and support is important for our low-income students, foster students, EL students, and our homeless, many of whom will be first-generation college students (Hébert, 2017). Preparation for the academic demands of college is critical for college success. In fact, research reveals that high-achieving students, as well as those with access to a more rigorous course of study in high school, have better post-secondary and labor market outcomes compared	$215,000.00	Yes

		to their counterparts (Adelman, 1999, 2006; Kurlaender & Howell, 2012; Long, Conger, & Iatarola, 2012). Academic preparation for college thus requires enrollment in a rigorous set of courses, which lay the foundation for students to develop the skills necessary to succeed in college-level courses. (Kurlaender, 2019) As such, through this District-wide goal to help prepare students for college, AUSD secondary schools will provide improved and increased opportunities for our low-income, EL, and foster students so that they can 1) meet UC/CSU A-G requirements 2) take more varied and/or rigorous course offerings that include AP and dual enrollment courses with dual credits and 3) graduate on time with their 4-year cohort, which includes getting access to online and in-person credit recovery options. We will provide supplemental materials and supplies for these courses, professional learning for the instructional staff, and contracts for credit recovery options such as APEX. Also, this goal will provide students with support to overcome barriers that might have prevented access to college, such as test fees for AP, IB, or PSAT/SAT exams, challenges of the college application process, including FAFSA, college visits, and needed instructional or college-relevant materials.		
2	Prepare AUSD students for Career Readiness	Career readiness involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations; employability skills that are essential in any career area; and technical, job-specific skills related to a specific career pathway. (ACTE, 2018) As such, Goal 3 is essential for AUSD as we intend to build and improve upon students' career readiness and CTE pathway participation and completion. Efforts will be made to ensure proportional representation of our EL, Foster Youth, and low-income student groups within CTE completer rates upon high school graduation. AUSD intends to supplement course offerings by providing students opportunities to explore their self and career interests, complete CTE pathways to learn relevant technical job-specific needed skills related to career paths, acquire industry-recognized certifications, participate in work-based learning opportunities where they can apply learned skills and foster their employability skills, participate in internship/pre-apprenticeship/apprenticeship opportunities to apply learned skills in real-world work environments and participate in career-related competitions such as with CTSOs. We will provide CTE exploration and pathway completion materials and supplies, including recent and needed technology relevant to current industry needs, offer professional learning for staff, provide access to a college and career readiness platform, and support partnerships with NAF, the San Gabriel Valley Economic Partnership, and local business/industry partners.	$1,455,000.00	Yes
3	Staff Support for College & Career Readiness	Scheduling constraints prevent many low-income, foster students, homeless, and EL students from participating in needed course offerings - whether to be on track to complete a-g requirements for college readiness or to complete their CTE pathways for career readiness. In order to support students and ensure on-time graduation, AUSD will improve upon and expand offerings to students as they prepare for college or career, either through additional sections of a-g courses and college readiness/preparation offerings such as AVID, IB, AP, or Dual Enrollment, or additional sections of CTE pathway courses that focus on certification exams, work-based learning opportunities or internships and apprenticeships. As such, there is a need to provide staff, including additional FTEs, a career guidance tech, school counselors, and District administrative support, as said staffing is critical for the success of the programs as well as to ensure low-income, EL, and foster youth students have access to the course offerings. District administrative support will coordinate with the site and provide training and support to ensure the effective implementation of college preparatory and CTE programs. Counselors with specialized training to enhance the college and career technical education programs for low-income, EL, and foster youth students at all sites, will provide four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. Staffing will support programs such as AVID, IB, AP, Dual	$3,406,350.00	Yes

		Enrollment, CTE exploration, and CTE Pathways to increase equity of access for our students to a broad course of study by not only providing additional sections throughout the instructional day, but also during zero and 7th periods. Extra hours for staff are also needed for additional support, such as planning for and supervision of college and career readiness activities and programs before or after school hours, such as teacher collaboration hours, CTSO competitions, work-based learning activities, internships, and apprenticeships.		
4	Offer middle school World Language and Art; offer high school LatinX Studies	Our District aims to enhance opportunities for low-income, foster, and EL students to fulfill college readiness standards, including the completion of a-g requirements. Scheduling constraints often prevent low-income, foster, and EL students from participating in elective classes. They are often required to take an ELD class to further support their English Language Development, which decreases the fexibility in their schedules for an elective course. To overcome this barrier, all secondary schools will extend their daily schedules, allowing high-need students to enroll in elective courses alongside their core curriculum. Recognizing the importance of ELs accessing and engaging with rigorous academic standards, such as those outlined in the Common Core and College and Career Ready Standards, we are committed to providing the necessary resources. To this end, we will allocate resources for one full-time equivalent (FTE) middle school World Language teacher, one FTE middle school Art teacher, and one FTE Latinx Studies teacher. These additional elective courses will facilitate equitable access to a diverse range of courses, further supported by the introduction of zero and 7th periods.	$363,135.00	Yes
5	Secondary Credit Recovery and Student Support Teacher	LREBG Action The District is using Learning Recovery Emergency Block Grant funds to assign a certificated secondary teacher and supplemental materials to support credit-deficient students at risk of not graduating on time. This teacher provides targeted academic support, coordinates credit recovery, and tracks student progress in real time, with a dedicated period for one-on-one outreach and regular communication with families to remove barriers and offer personalized guidance. This position specifically supports students most impacted by learning disruptions—ELs, socioeconomically disadvantaged students, and those experiencing homelessness—by fostering strong teacher-student relationships and school-home connections that re-engage students and promote accountability. Research underscores the effectiveness of personalized instruction, mentorship, and family engagement in improving outcomes. Hattie’s (2023) findings on teacher-student relationships, feedback, and parental involvement affirm this model. Guidance from the Learning Policy Institute (2020) also supports relationship-based, data-informed interventions for vulnerable student populations. This targeted support is expected to boost credit recovery, raise graduation rates among underserved groups, and strengthen partnerships that sustain student achievement. Metric being used to monitor this action: Metric 3.4 Graduation Rate LREBG Funds supporting this action: $423,272	$423,272.00	No

Goal

Goal #	Description	Type of Goal
4	AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

AUSD has a rich history of authentic community engagement, which has led to improved outcomes for students. When families and schools engage with one another and establish strong relationships and work as partners, student outcomes improve. In AUSD, parents have reported on their level of engagement at the elementary, middle, and high school. To gauge parents' perceptions of school engagement, the Youth Truth Survey asked questions about parents' engagement in the school, being informed about and included in school decisions, and feeling represented and empowered. At the elementary level, 71% of parents feel engaged, whereas at the secondary level, middle school families are 46% engaged, while 50% of high school families reported being engaged. In addition, AUSD wanted to measure relationships with families, given that strong relationships are a foundation for student success. Parents were surveyed about relationships through questions that addressed the perception of respectful relationships with teachers, administrators and families, and questions about care between teachers and students and families and teachers. Additionally, the survey wanted to understand if families felt comfortable approaching teachers and administration about student progress. At the elementary level, 87% of families reported a positive perception of relationships with their schools. At the secondary level, 64% of families reported positive relationships at the middle school level and 62% at the high school level. While there are some strengths in the data for both the themes of engagement and relationships, there are also areas to grow. AUSD seeks to create opportunities to collaborate with families to improve engagement and relationship indicators. Data with regard to attendance and chronic absenteeism is an indicator of school engagement. Currently, AUSD has an overall attendance rate of 92.82%. This rate is far below the expected average of 96%, but AUSD, like all other districts, is in the process of reengaging families post-pandemic because the pandemic interrupted traditional attendance patterns. Chronic absenteeism also soared during the pandemic, and despite District-wide improvements, it is still an area that needs intentional focus and response. According to the 2019 California State Dashboard, 8.4% of students were chronically absent, whereas in 2022, 38.5% of students were chronically absent. In 2023, AUSD decreased the percentage of chronically absent students to 32.3%, a 6.2% decline. AUSD's overall data show a decrease in chronic absenteeism, with no significant student group receiving a red or very high level. However, several school sites continue with very high levels of chronic absenteeism. Lee Elementary School has an overall red indicator for both students with disabilities and Hispanic students. Magnolia Elementary School also has an overall red indicator for all students, as well as for socioeconomically disadvantaged and Hispanic students. Murray Elementary School also needs to address its population of students with disabilities who continued in red in 2023. We seek to continue the overall positive improvement trend in attendance and chronic absenteeism while seeking to address the struggles that several schools continue to face.

Measuring and Reporting Results

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

1	Chronic Absenteeism Source: AERIES, Student Information System	2023-2024 All students: 22% EL students: 24% Low-income students: 23% Foster Youth: 30% Homeless: 29% Students with disabilities: 30% African American: 28% Filipino: 7% Hispanic/Latinx: 21.60% Asian: 8% White: 24%	2024-2025 All students: 22% EL students: 22.1% Low-income students: 22.7% Foster Youth: 22.2% Homeless: 29.8% Students with disabilities: 28.7% African American: 41.4% Filipino: 11.1% Hispanic/Latinx: 22.3% Asian: 6.4% White: 23.2%	2025-2026 All students: 21% EL students: 18% Low-income students: 23% Foster Youth: 22% Homeless: 28% Students with disabilities: 30% African American: 39% Filipino: 9% Hispanic/Latinx: 22% Asian: 9% White: 22%	≤ 7% for all groups	2025-2026 All students: 1% Decrease EL students: 6% Decrease Low-income students: 0% Difference Foster Youth: 8% Decrease Homeless: 1% Decrease Students with disabilities: 0% Difference African American: 11% Increase Filipino: 2% Increase Hispanic/Latinx: 0.4% Increase Asian: 1% Increase White: 2% Decrease
2	Attendance Rate Source: AERIES, Student Information System	2023-2024 All students: 90.8% EL students: 91.28% Low-income students: 90.84% Foster Youth: 88.92% Homeless: 89.51% Students with disabilities: 89.28% African American: 87.80% Filipino: 94.30% Hispanic/Latinx: 90.84% Asian: 93.06% White: 89.43%	2024-2025 All students: 92.9% EL students: 92.46% Low-income students: 92.8% Foster Youth: 93.99% Homeless: 90.91% Students with disabilities: 91.03% African American: 90.52% Filipino: 95.7% Hispanic/Latinx: 92.86% Asian: 94.83% White: 92.86%	2025-2026 All students: 90.94% EL students: 91.25% Low-income students: 90.94% Foster Youth: 92.41% Homeless: 90.14% Students with disabilities: 91.0% African American: 90.69% Filipino: 94.81% Hispanic/Latinx: 90.91% Asian: 93.72% White: 91.23%	≥96% for all groups	2025-2026 All students: 0.14% Increase/Maintained EL students: 0.03% Increase/Maintained Low-income students: 0.10% Increase/Maintained Foster Youth: 3.49% Increase Homeless: 0.63% Increase Students with disabilities: 1.72% Increase African American: 2.89% Increase Filipino: 0.51% Increase Hispanic/Latinx: 0.07% Increase/Maintained Asian: 0.66% Increase White: 1.8% Increase
3	The degree to which families are engaged in their school and empowered to influence decision-making Source: District Annual YouthTruth Survey	2023-2024 Elementary: 71% Middle: 46% High: 50%	2024-2025 Elementary: 70% Middle: 53% High: 64%	2025-2026 Elementary: 68% Middle: 59% High: 59%	Increase ≥ 5% for all groups	2025-2026 Elementary: 3% Decrease Middle: 13% Increase High: 9% Increase

4	The degree to which families experience positive relationships in their school based on respect, care, and approachability Source: District Annual YouthTruth Survey	2023-2024 Elementary: 87% Middle: 64% High: 62%	2024-2025 Elementary: 87% Middle: 67% High: 74%	2025-2026 Elementary: 85% Middle: 74% High: 72%	Increase ≥ 5% for all groups	2025-2026 Elementary: 2% Decrease Middle: 10% Increase High: 10% Increase
5	The participation rate of parents/families who are participating in the District Annual YouthTruth Survey Source: District Annual YouthTruth Survey	2023-2024 Elementary 34% Middle 15% High 26%	2024-2025 Elementary: 41% Middle: 10% High: 14%	2025-2026 Elementary: 67% Middle: 25% High: 29%	Increase ≥ 5% for all groups	2025-2026 Elementary: 33% Increase Middle: 10% Increase High: 3% Increase
6	The participation rate of parents in participating engagement opportunities Source: District Annual YouthTruth Survey	2024 All students 65% EL students 59%	2025 All students: 65% EL students: 62%	2026 All students: 61% EL students: 68%	Increase ≥ 5% for all groups	2025 All students: 4% Decrease EL students: 9% Increase

Goal Analysis for 2025-2026

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

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

Action 4.1, which provides bilingual community liaisons at all schools, was fully implemented to address the needs of targeted student groups (SWD, SED, EL, and Hispanic), as measured by the chronic absenteeism indicator on the California School Dashboard. A primary success was the systematic professional learning received and unified outreach conducted by the liaison team. Liaisons participated in monthly District-led meetings focused on professional growth, exchange of best practices, and deep dives into local community resources. This ensured that every liaison returned to their school site equipped with high-level strategies to address attendance barriers and enhance communication with families. Liaisons utilized a multifaceted approach, including phone calls, home visits, and in-person meetings. This personal interaction was vital in ensuring that non-English-speaking parents received timely, comprehensible communication, allowing them to act on information about school programs and their child's academic progress. By facilitating a deeper understanding of school objectives among families, liaisons served as a central hub for coordinating communications between the home and the community, directly supporting the District's goals of empowering families through collaboration. Data from the District Annual Survey indicate substantial growth in the parent perspective at the middle and high school levels, with families reporting greater engagement in their schools and greater empowerment to influence decision-making. The effectiveness of the liaisons' outreach is further evidenced by a higher family participation rate on the survey across all school levels. A challenge was the occurrence of staffing vacancies at specific school sites earlier in the year, which initially created gaps in direct outreach capacity for those communities. However, this did not result in a substantive difference in overall implementation. The District successfully mitigated these temporary gaps through cross-departmental collaboration, utilizing Community Schools staff to maintain outreach efforts. Additionally, staff were offered extra hours to provide outreach support. Furthermore, all vacancies have since been filled, restoring the action to full staffing capacity and ensuring that every site currently benefits from a dedicated bilingual community liaison.

Action 4.2, which provides improved access for Unduplicated Pupil (UDP) student groups and strengthens the engagement with educational partners, was fully implemented to address the needs of EL, low-income, and foster youth in the area of District-wide decision-making and LCAP development. A key success was facilitating authentic, data-driven dialogue through interactive protocols. Meetings were intentionally designed to build the capacity of secondary students, parents, and community members to monitor progress toward District goals. By using structured protocols to review student outcome data and resource allocation, the District ensured that feedback was actionable and that all voices, especially those from underrepresented groups, were captured. LCAP mid-year updates were disseminated far beyond traditional advisory councils. The District developed a mid-year report and a shortened LCAP Overview document that used graphics and concise content to highlight key ideas. These documents were instrumental in helping educational partners quickly understand District goals and progress without the barrier of dense technical language. All engagement materials were provided in multiple languages and made readily accessible on the District website, allowing educational partners to review the information at their own pace and in their preferred language. By providing multilingual materials and presenting to the District English Learner Advisory Council (DELAC), certificated and classified staff, students, and parents in both formal and informal settings, the District strengthened two-way communication and transparency. This approach moved beyond compliance, empowering families to become advocates for their children's educational experiences and partners in equity-driven improvement. A challenge was navigating the diverse availability of parents and community members to ensure high attendance across all sessions. To address this, the District scheduled meetings early in the year to give families time to plan, and offered varied meeting times to accommodate different work schedules. Additionally, some school sites offered online options to further support participation for those unable to attend in person. Because these proactive adjustments were part of the District's commitment to accessibility, there was no substantive difference between the planned actions and the actual implementation. These strategies ensured the action was executed as intended and reached the widest possible audience.

Action 4.3, which supports the Azusa Parent Learning Network through parent leadership opportunities and facilitation, was fully implemented to address the needs of targeted student groups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White), as measured by the suspension rate indicator. A primary success was the strategic partnership with the California Association for Bilingual Education (CABE) to launch the Project 2 Inspire Level 3 leadership workshop. By increasing parent engagement and leadership capacity, the District aimed to enhance communication, foster accountability, and strengthen support systems between the home and school. This partnership is a key factor in improving student outcomes and building a school culture that reduces the need for exclusionary discipline. This initiative specifically built a foundation for a District-wide Parent Learning Network by training parents to become facilitators. The workshop drew strong interest, with representation from schools across the entire District, marking a significant step toward a sustainable, parent-led engagement model. Simultaneously, the District utilized SEAL and content-area TOSAs to provide parent workshops during Principal Coffees and site meetings. These sessions bridged the gap between home and school by helping parents support their children's academic and social-emotional development, while building leadership skills. A high-impact success was the Family Math Game Days, led by the Math TOSA in partnership with elementary sites. These events went beyond traditional meetings by teaching parents how to support number sense through standards-aligned math games. Participation rates were high, and feedback from parents, staff, and students was overwhelmingly positive. Another notable success was the partnership with the Los Angeles County Department of Mental Health to provide monthly workshops. The topics addressed a range of topics such as immigration-related stress, mental health stigma, anxiety, and understanding neurodevelopmental disorders, among others. By helping families understand the emotional and psychological challenges that can impact learning and attendance, these workshops empower parents to support their children in a more holistic and informed way. As a result, schools are better positioned to reduce barriers to student success and create more inclusive, supportive environments. A challenge involved coordinating multi-session schedules for the leadership academy to ensure consistent attendance from participants, balancing significant work and family obligations. Because this challenge was anticipated, there was no substantive difference between the planned action and actual implementation. The District continues to explore flexible scheduling options to maintain high interest and ensure the pipeline of parent-trainers remains intact, directly supporting the District's transition into a broader Community School model.

Action 4.4, which provides Student Support Services staff to support family and pupil engagement, was fully implemented to address the needs of all students, with a specialized focus on high-priority groups, to improve outcomes in attendance, chronic absenteeism, suspension, and dropout rates. A primary success of this action was the establishment of a proactive, data-driven intervention system that bridged District resources with site-level needs. Early identification and monitoring were key; student support staff collaborated closely with school sites to monitor attendance trends. By distributing monthly attendance reports, they provided a roadmap for targeted outreach, allowing teams to identify and support students before they fell into chronic absenteeism. This action fostered deep collaboration among Community Liaisons, Community Schools Program Specialists, site administrators, school-based social workers, and Student Support Services staff. Together, these multidisciplinary teams analyzed attendance data to implement responsive, site-based initiatives to promote daily engagement. Outreach efforts went beyond monitoring; staff worked directly with families to connect them with essential resources. This holistic approach addressed the root causes of absenteeism and provided the support needed to re-engage students at risk of dropping out. A challenge was the logistical complexity of coordinating interventions for students with multiple risk factors, such as overlapping attendance and behavioral issues. This required staff to dedicate more time to intensive case management than originally anticipated. To address this, the District leveraged its cross-departmental teams to share the caseload and ensure a unified approach. Because these teams successfully adapted their workflows to meet student needs, there was no substantive difference between the planned action and actual implementation. The wraparound nature of the support ensured that students remained the central focus of the outreach.

Action 4.5, which provides translation and interpretation to support low-incidence languages, was fully implemented to address the needs of the red EL student group, based on the California School Dashboard in ELA and math achievement, as well as the College and Career Indicator (CCI). A primary success of this action was the establishment of a strategic, tiered support model designed to systematically remove linguistic barriers for families of low-incidence languages. For lower-frequency, low-incidence languages that fall well below the 15% threshold, the District secured specialized outside agencies. These partners provided on-demand written translation and oral interpretation services, ensuring no family was excluded from high-stakes meetings regarding academic interventions, ELA/Math achievement, or post-secondary career planning. By providing these tailored resources, the District ensured that all EL families, regardless of their native language, could actively engage as partners in navigating complex requirements for college and career readiness. A minor challenge was the scheduling of high-quality interpretation services for exceptionally rare languages on short notice. To address this, the District refined its internal request protocols and strengthened partnerships with multiple external agencies, ensuring faster, more responsive turnaround times. There were no substantive differences between the planned action and actual implementation. The District successfully secured the necessary internal personnel and external agency contracts to ensure that every family requiring low-incidence language assistance was fully accommodated.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the actions associated with Goal 4. The District successfully utilized the allocated resources to maintain staffing for bilingual community liaisons (Action 4.1) and Student Support Services staff (Action 4.4), while also funding the CABE Project 2 Inspire partnership (Action 4.3) and the various translation and engagement services (Action 4.2 and Action 4.5). The consistency between the planned budget and the actual expenditures reflects the District's commitment to stable, sustained family engagement and the effective management of resources intended to empower our educational partners.

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

Action 4.1, which provides bilingual community liaisons, and Action 4.4, which provides Student Support Services staff, were highly effective in improving student engagement and fostering deeper family partnerships. Evidence of their effectiveness includes steady daily attendance rates. The EL student group attendance rate remained steady at 91.98% compared to the 91.28% baseline. The low-income student group had similar results with a current 90.94% compared to the 90.84% baseline, and the foster youth student group grew from the 88.92% baseline to 92.41%. These coordinated efforts by the Student Supports Services staff and site-level liaisons maintained daily attendance across the District. By using monthly attendance reports to trigger outreach, the District successfully reinforced the importance of daily participation, leading to more consistent classroom attendance. The high-touch outreach, including staff home visits and personal phone calls, was a primary driver of reduced chronic absenteeism. EL students' chronic absenteeism rates dropped from a 24% baseline to 18%, and foster youth saw a substantial decrease from a 30% baseline to 22%. While the low-income group remained stable at 23%, the targeted interventions prevented an increase. The wraparound support provided to high-priority groups directly contributed to academic persistence. On the 2025 Dashboard, the graduation rate for EL students increased from 69% to 77%, while the low-income student group grew from 85% to 89%.

Outreach efforts effectively mobilized families, resulting in District Annual Survey participation rates jumping from 15% to 25% at the middle school level, from 26% to 29% at the high school level, and from 34% to 67% at the elementary school level. The degree to which families feel empowered to influence decision-making increased on the District Annual Survey, especially among families at the secondary level. Middle school empowerment grew from 46% to 89%, and high school scores increased from 50% to 59%. At the elementary level, engagement and empowerment percentages remained high at 68%, compared to the baseline of 71%. Feedback from educational partners confirms that the bilingual community liaison holds a crucial role in fostering effective two-way communication. Parents consistently report that these outreach efforts have been instrumental in helping them access local resources and understand essential school information. This high-touch engagement has led families to feel significantly more connected to their child's academic experience and to the school community as a whole.

Action 4.2, which improves access for Unduplicated Pupil student groups and strengthens engagement with educational partners, was effective in fostering transparency, increasing participation, and empowering educational partners in the District decision-making process. Evidence of effectiveness includes a surge in District Annual Survey participation. Intentional outreach led to strong gains in survey participation across all levels, with elementary rates increasing by 33%, middle school by 10%, and high school by 3%. According to the District Annual Survey, the degree to which families feel empowered to influence decision-making has grown notably. Middle school scores increased from 46% to 59% (a 13% gain), and high school scores increased from 50% to 59% (a 9% gain). While elementary parents saw a minor 3% decline, their overall satisfaction remained high at 68%, which is significant given the massive 33% increase in total respondents. Engagement among families of EL students was a highlight, with 68% of EL parents reporting participating in engagement opportunities, a 9% increase that surpasses the overall District rate. This improved engagement correlated with high-priority outcomes. Chronic absenteeism rates for foster youth decreased by 8% (30% to 22%), and EL students decreased by 6% (24% to 18%). Chronic absenteeism rates for low-income students remained stable at 23%. The EL student graduation rate increased by 8% (69% to 77%), and the low-income student graduation rate increased by 4% (85% to 89%). Foster youth graduation rate data were unavailable because they were suppressed to protect student privacy. Additional feedback from PAC+, DELAC, and the Student Advisory Council consistently affirms the effectiveness of the meeting structures. Based on meeting surveys, educational partners specifically highlighted the clarity of information shared, including the streamlined LCAP overview, and a welcoming atmosphere for open, authentic dialogue. Educational partners reported a strong sense of inclusion in the decision-making process, fostering a culture of transparency and trust across the District.

Actions 4.3, which focuses on expanding the Azusa Parent Learning Network through parent leadership opportunities and facilitation, and Action 4.5, which provides translation services to support low-incidence languages, have proven effective in removing barriers to access and empowering parents as instructional and leadership partners. The combination of multilingual access and parent education has led to a stronger culture of attendance. The daily attendance rate for EL students increased from a baseline of 91.28% to 91.98%. Concurrently, the chronic absenteeism rate for EL students dropped by 6 percentage points, falling from 24% down to 18%. Additionally, Foster Youth saw an 8% decrease in chronic absenteeism (from 30% to 22%). By ensuring that families can access information in their primary language and attend leadership workshops like Project 2 Inspire, the District has seen more consistent daily engagement. The focus on Family Math Game Days and SEAL-aligned workshops has directly strengthened the home-school connection. Local assessment data indicate that students are meeting or exceeding standards at higher rates in both ELA and math when compared to CAASPP results. This trend is also evident among English Learner (EL) students. On the CAASPP, 5.16% of EL students in ELA and 5.37% in math met or exceeded standards. In contrast, local assessment data show higher performance levels for EL students, with 18% meeting or exceeding standards in ELA and 25% in math. These results suggest smaller proficiency gaps on local assessments than on the CAASPP. The qualitative feedback from academically aligned parent workshops indicates that parents feel more confident and better equipped to support foundational literacy and number sense at home, as the workshops are more closely connected to classroom instruction. Increased parent efficacy and stronger home-school alignment may be contributing factors to the improved performance seen on local assessments, particularly among English Learner students.

Additionally, the District's efforts to strengthen family engagement have expanded opportunities for meaningful parent participation. Because of robust translation and targeted leadership opportunities, 68% of EL parents reported participating in school engagement activities, a 9% increase from the previous year and surpassing the overall District parent participation rate. Parent empowerment scores, the feeling of having influence in decision-making, grew to 59% at the high school level and 59% at the middle school level (rising from a 46% baseline). Furthermore, families are reporting more positive and trusting relationships with school staff, which is critical for sustained engagement. According to the survey, 85% of elementary parents, 74% of middle school parents (a 10% increase), and 72% of high school parents (a 10% increase) report experiencing more positive and trusting relationships. These relationships are foundational to efforts to reduce chronic absenteeism, as research consistently shows that when families feel welcomed and valued, they are more likely to support consistent student attendance. Educational partner feedback reinforces the effectiveness of these actions. Parents report that schools are increasingly offering workshops focused on academic support and social-emotional development, resources that help them support their children's learning while strengthening their own connection to the school. These opportunities for leadership, specifically the Project 2 Inspire Level 3 "Trainer of Trainers" model, are fostering a culture where families feel equipped, valued, and motivated to support student success. Families who used translation services noted that high-quality interpretation enabled them to engage in discussions about ELA and Math achievement, as well as the College and Career Indicator.

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

Based on an analysis of 2025-2026 implementation and outcomes, the District determined that no changes were necessary to the goal, metrics, target outcomes, or actions for the coming year. However, continuous improvement efforts led to strategic adjustments to implementation focus areas, as outlined in the following actions.

Action 4.1(Bilingual Community Liaisons) - Educational partners specifically recommended that the District continue prioritizing the reduction of chronic absenteeism and the improvement of overall attendance rates. In response, the budgets for these actions will now include additional hours for support staff to conduct intensive parent outreach. This will allow for more frequent home visits and interventions for students currently identified as chronically absent, as well as those identified as "at-risk" of falling into that category.

Action 4.3 (Parent Learning Network) - To ensure the sustainability of the Azusa Parent Learning Network, the District will begin transitioning toward a "Parent-as-Facilitator" model. Leveraging the graduates of the Project 2 Inspire Leadership Academy, parent leaders will begin facilitating workshops for their peers, increasing the cultural relevance and reach of our engagement efforts. Additionally, to deepen the impact of Action 4.3, the District will broaden the scope of academic workshops to include a specific focus on Literacy Alignment. By moving beyond general engagement and offering sessions that mirror actual classroom instruction, similar to the successful Family Math Game Days, the District intends to sustain the high levels of parent confidence and support foundational student growth in ELA as reflected in local assessment data.

Action 4.4 (Student Support Services Staff) - Educational partners also reiterated the importance of site-level culture. Consequently, the District will strengthen attendance campaigns at school sites to promote the value of daily attendance and deepen family understanding of the correlation between attendance and academic success through targeted family outreach.

The planned expenditures for Actions 4.3 and 4.5 have been decreased due to reduced projected LCFF Supplemental and Concentration (S/C) funding and declining enrollment. However, these funding adjustments will not impact the implementation of the actions, and all planned services and activities will continue as intended.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide a bilingual community liaison at all schools	An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, EL students, and foster youth is important for their students' academic success. We will provide a community liaison for each school who will work alongside the Community Schools staff so that families of low-income, EL, and foster students will have access and connections to the schools. Through this collaborative work, parent engagement will increase and improve along with increased positive relationships and connections between families and schools. Community liaisons will continue to dedicate time and efforts to attendance and chronic absenteeism.	$548,805.00	Yes
2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Having access to accurate, frequent, and appropriate data to monitor progress of our EL, low-income students, and foster youth is essential in increasing responsiveness to their special needs. Data and progress of emerging bilingual students are needed as they face the dual challenge of learning content and learning English. Foster youth face increased trauma that can impact learning and they also have frequent changes in schooling. A strong understanding of their progress helps schools and districts better meet their needs. Low-income students have	$354,555.00	Yes

		historically underperformed students who are not from low-income families. In designing our District goals, actions, and budgets to meet the needs of these three student groups, the District must have a strong focus and additional attention on the implementation of its LCAP. Evidence has shown that monitoring metrics, actions, and services outlined in the LCAP improves transparency and effectiveness and provides data to improve decision-making. We will provide District staff responsible for local, state, and federal data. Staff will provide workshops and parent meetings to support the LCAP process; evaluate and monitor LCAP metrics, actions and services; and, oversee surveys and stakeholder engagement in the LCAP process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions, resulting in improved academic outcomes for low-income, EL, and foster students.		
3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Student achievement increases when parents, especially those of high-need students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. As a Community Schools District, we will provide a District-wide Azusa Parent Learning Network and a multiple-session parent education model for both parents and staff. Families of high-need students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. This network will focus on engagement across the system including low-income, EL parents, and foster families. This strategy seeks to improve engagement and relationships as a means to impact student achievement and increase California State Dashboard overall scores.	$140,000.00	Yes
4	Student Support Services staff to support family and pupil engagement	Student Support Services staff will strengthen connections to community agencies to better support students, advocate for foster youth, and provide outreach and support for families and students. AUSD's overall suspension performance level is red. In addition, multiple student groups continue to be red for such student groups as foster youth and homeless students for AUSD. Specific student groups, such as homeless and foster youth, are strategically supported through the Student Support Services office.	$838,402.00	No
5	Translation to support low incidence languages below 15% within the school's population	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for EL students. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for translation as a means to engage and connect families as partners for low incidence languages below 15% within the school's population.	$11,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	AUSD will ensure safe and restorative school climates.	Broad Goal

State priorities addressed by this goal.

1, 6

An explanation of why the LEA has developed this goal.

Through a collaborative effort with students, families, staff, and community partners, AUSD aims to improve students' learning environments and associated outcomes by providing safe, restorative learning climates that support student engagement. Restorative environments are built on the principles of relationship, respect, responsibility, repair, and reintegration. As a Community School District, safe and restorative learning climates are an expectation and are essential for student success. Current facilities inspection results report that schools scored an average of 73%, with the goal being greater than 96%. The District is in the process of conducting internal inspections to improve this indicator. The suspension indicator on the California State Dashboard is another data set that can give insight into the current school climate. In 2023, the California State Dashboard reported an overall District red indicator in the area of suspension. The percentage of students being suspended increased 2.1% to 5.3% suspended as compared to 3.2% being suspended in 2022. Further, significant student groups of African American, foster youth, Hispanic, homeless, and socioeconomically disadvantaged students were suspended at high rates. There has been an intentional effort to provide other means of correction and restorative practices to teach and support students with behavior needs. Another measure of safe and restorative school climates is the dropout rate. The current overall middle school dropout rate for 2023 is 2.93%. This includes ELs, students with disabilities, and low-income students. The high school dropout rate for 2023 is 1.83%. This also includes ELs, students with disabilities, and low-income students. AUSD's Annual Survey data indicates a need to continue work to create safe and restorative learning environments. The percentage of parents who reported that students are safe at school varied by school level: elementary school families, 71%; middle school families, 33%; and high school families, 39%. When students were surveyed about their sense of safety, the responses were different from families: elementary school students; 64%, middle school students; 49% and high school students; 46%. Staff perceptions of safety were higher than those of families and students: elementary school staff; 82%, middle school staff; 57% and high school staff; 54%. As part of a safe and restorative school climate, the District survey looked at levels of connectedness and the degree to which students had strong and supportive relationships with their teachers. Fifty-four percent of elementary school students felt connected, whereas 51% of middle school students and 44% of high school students felt that same connection. The degree to which students have strong and supportive relationships with their teachers was measured by several questions addressing teacher treatment toward students, how fair and caring teachers are, and if teachers provide extra help. Again, elementary school students communicated the highest percentage of positive responses toward this theme at 72%. Consequently, middle school students expressed a 46% positive perception toward this relationship theme, while 41% of high school students responded in a positive manner. The theme of school culture is another indicator to reflect on and then provide an intentional response. When students were surveyed on their belief that their school fosters a culture of respect and fairness, 31% of elementary school students responded positively, whereas 44% of middle school students and 39% of high school students responded positively. The student perception data is important because it provides direction for a response as AUSD seeks to continue providing and cultivating safe and restorative school climates. The 2023 California State Dashboard revealed a clear need to continue to elevate the importance of this goal and the actions that are aligned with this goal. As stated above, the 2023 overall suspension indicator was red, with overall red in the student groups of foster youth, socioeconomically disadvantaged, African American, and Hispanic. In addition, the overall suspension indicator at both high schools and one elementary school was red. Transversely, the remaining 6 elementary schools made good progress on the indicator for suspension. The District seeks to maintain this positive growth and ensure that all learning environments are conducive to the best outcomes for all students in academic achievement, social-emotional learning, positive behavior, and cultural competence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate Source: AERIES, Student Information System	2023-2024 All students: 12.26% EL students: 2.29% Low-income students: 12.19% Foster Youth: 0.26% Homeless: 1.85% Students with disabilities: 2.52% African American: 0.06% Filipino: 0% Hispanic/Latinx: 11.98% Asian: 0.06% White: 0.07%	2024-2025 All students: 1.25% EL students: 0.26% Low-income students: 1.22% Foster Youth: 0.05% Homeless: 0.48% Students with disabilities: 0.36% African American: 0.04% Filipino: 0.01% Hispanic/Latinx: 1.17% Asian: 0% White: 0.02%	2025-2026 All students: 2.68% EL students: 0.56% Low-income students: 2.65% Foster Youth: 0.20% Homeless: 1.13% Students with disabilities: 1.15% African American: 0.12% Filipino: 0.00% Hispanic/Latinx: 2.55% Asian: 0.01% White: 0.01%	≤ 2.5% for all groups	2025-2026 All students: 9.58% Decrease EL students: 1.73% Decrease Low-income students: 9.54% Decrease Foster Youth: 0.06% Decrease Homeless: 0.72% Decrease Students with disabilities: 1.37% African American: 0.06% Increase Filipino: 0% Difference Hispanic/Latinx: 9.43% Decrease Asian: 0.05% Decrease White: 0.06% Decrease
2	Expulsion Rate Source: AERIES, Student Information System	2023-2024 All students: 0% EL students: 0% Low-income students: 0% Foster Youth: 0% Homeless: 0% Students with disabilities: 0% African American: 0% Filipino: 0% Hispanic/Latinx: 0% Asian: 0% White: 0%	2024-2025 All students: 0.13% EL students: 0.16% Low-income students: 0% Foster Youth: 0% Homeless: 0% Students with disabilities: 0.06% African American: 0% Filipino: 0% Hispanic/Latinx: 0.13% Asian: 0% White: 0%	2025-2026 All students: 0.02% EL students: 0% Low-income students: 0.02% Foster Youth: 0% Homeless: 0% Students with disabilities: 0% African American: 0% Filipino: 0% Hispanic/Latinx: 0% Asian: 0% White: 0.02%	≤ 1% for all groups	2025-2026 All students: 0.02% Increase EL students: 0% Difference Low-income students: 0.02% Increase Foster Youth: 0% Difference Homeless: 0% Difference Students with disabilities: 0% Difference African American: 0% Difference Filipino: 0% Difference Hispanic/Latinx: 0% Increase Asian: 0% Difference White: 0.02% Difference

3	High School Dropout Rate Source: CDE, Dataquest	2023 All: 1.83% EL students: 0.40% Students with disabilities: 0.20% Low-income students: 1.73% Foster Youth: 0.00%	2024 All: 10% EL students: 20% Students with disabilities: 21% Low-income students: 10% Foster Youth: (N/A or data suppressed to protect student privacy)	2025 All: 8.64% EL students: 13.89% Students with disabilities: 16.67% Low-income students: 8.16% Foster Youth: (N/A or data suppressed to protect student privacy)	≤ 1% for all groups	2025 All: 6.81% Increase EL students: 13.49% Increase Students with disabilities: 16.47% Increase Low-income students: 6.43% Increase Foster Youth: (N/A or data suppressed to protect student privacy)
4	Middle School Dropout Rate Source: AERIES, Student Information System	2023 All: 2.93% EL students: 1.30% Students with disabilities: 0.33% Low-income students: 2.83% Foster Youth: 0.00%	2024 All: 1% EL students: 0.35% Students with disabilities: 0% Low-income students: 0.35% Foster Youth: 0%	2025 All: 1.12% EL students: 0.24% Students with disabilities: 0.0% Low-income students: 0.80% Foster Youth: 0.0%	≤ .5% for all groups	2025 All: 1.81% Decrease EL students: 1.06% Decrease Students with disabilities: 0.33% Decrease Low-income students: 2.03% Decrease Foster Youth: 0% Difference
5	Average of schools' facilities inspection results Source: Williams Report (FIT Report)	2023-2024 73%	2024-2025 85%	2025-2026 88%	≥ 96% for all schools	2025-2026 15% Increase
6	Parent perceptions of safety on campuses Source: District Annual YouthTruth Survey	2023-2024 Elementary 71% Middle 33% High 39%	2024-2025 Elementary: 72% Middle: 46% High: 55%	2025-2026 Elementary: 78% Middle: 56% High: 56%	Increase ≥ 5% for all groups	2025-2026 Elementary: 7% Increase Middle: 23% Increase High: 17% Increase

7	Student perceptions of safety on campus Source: District Annual YouthTruth Survey	2023-2024 Elementary 64% Middle 49% High 46%	2024-2025 Elementary: 63% Middle: 46% High: 41%	2025-2026 Elementary: 67% Middle: 48% High: 49%	Increase ≥ 5% for all groups	2025-2026 Elementary: 3% Increase Middle: 1% Decrease High: 3% Increase
8	Teacher and staff perception of safety on campuses Source: District Annual YouthTruth Survey	2023-2024 Certificated Staff: Elementary 83% Middle 50% High 57% Classified Staff: Elementary 80% Middle 67% High 38%	2024-2025 Certificated Staff: Elementary: 83% Middle: 69% High: 45% Classified Staff: Elementary: 84% Middle: 72% High: 64%	2025-2026 Certificated Staff: Elementary: 88% Middle: 71% High: 56% Classified Staff: Elementary: 84% Middle: 77% High: 57%	Increase ≥ 5% for all groups	2025-2026 Certificated Staff: Elementary: 5% Increase Middle: 21% Increase High: 1% Decrease Classified Staff: Elementary: 4% Increase Middle: 10% Increase High: 19% Increase
9	The degree to which students are connected and have a sense of belonging to school Source: District Annual YouthTruth Survey	2023-2024 Elementary: 54% Middle: 51% High: 44%	2024-2025 Elementary: 54% Middle: 52% High: 45%	2025-2026 Elementary: 56% Middle: 49% High: 50%	Elementary: ≥ 70% Middle: ≥60% High: ≥60%	2025-2026 Elementary: 2% Increase Middle: 2% Decrease High: 6% Increase
10	Teacher and staff perception of school connected and belonging Source: District Annual YouthTruth Survey	2023-2024 Certificated Staff: Elementary 85% Middle 63% High 75% Classified Staff: Elementary 92% Middle 86% High 83%	2024-2025 Certificated Staff: Elementary: 87% Middle: 79% High: 71% Classified Staff: Elementary: 91% Middle: 80% High: 79%	2025-2026 Certificated Staff: Elementary: 86% Middle: 83% High: 79% Classified Staff: Elementary: 84% Middle: 78% High: 68%	Increase ≥ 5% for all groups	2025-2026 Certificated Staff: Elementary: 1% Increase Middle: 20% Increase High: 4% Increase Classified Staff: Elementary: 8% Decrease Middle: 8% Decrease High: 15% Decrease

11	Parent perception of school connectedness and belonging Source: District Annual YouthTruth Survey	2023-2024 Elementary: 77% Middle: 46% High: 50%	2024-2025 Elementary: 78% Middle: 56% High: 66%	2025-2026 Elementary: 78% Middle: 64% High: 66%	Increase ≥ 5% for all groups	2025-2026 Elementary: 1% Increase Middle: 18% Increase High: 16% Increase

Goal Analysis for 2025-2026

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

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

The action that provides pathways for restorative, resilient, and supportive school communities (Action 5.1) was fully implemented to address the needs of red student groups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) in the suspension rate indicator. An implementation challenge was the operational coordination and scheduling alignment required to scale these high-intensity support models across multiple school sites simultaneously. Managing the logistics of integrating external providers (like 2nd Call) alongside internal site schedules created heavy operational demand on staff time, initially affecting the pace at which consistent, District-wide implementation could be achieved. There were no substantive differences between the planned actions and actual implementation. The District remained fully committed to the scope of the restorative model, ensuring that both the 2nd Call program and administrative coaching remained central to the school climate strategy.

Action 5.2, which provides trauma-informed professional learning opportunities, and Action 5.8, which increased support and professional learning for restorative practices, have been fully implemented to address the needs of red student groups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) for the suspension, chronic absenteeism, and expulsion rate indicators. Implementation began with a high-engagement, three-day Summer Institute. This served as a professional learning hub for all certificated and classified staff, focusing on creating spaces of belonging. To ensure these practices weren't limited to a single event, the District removed all financial barriers, covering registration, lodging, and travel to send 34 staff members to the Equity and Wellbeing Conference and 24 to the National Community Schools Conference. These cohorts returned as site-based experts, ensuring that trauma-informed strategies are scaled and sustained across the District. A major success was the transition of restorative skills from staff to students. The District provided transportation for 190 students and staff to attend the Peer Mediation Invitational in Downtown LA. This transformative experience equipped students with peacemaking skills, enabling them to return to their campuses as trained peer mediators capable of resolving conflicts through dialogue. This was bolstered by the 5th-grade transition program, in which year-long correspondence among students culminated in a District-funded meet-and-greet, proactively building a sense of community before students entered middle school.

Implementation extended to the physical campus. The District provided Calming Corner kits and peer mediation supplies, ensuring students had the physical space to self-regulate. Furthermore, the Healthy Play professional development provided staff with play-based strategies to improve playground culture, specifically addressing students' social-emotional health during unstructured time. To sustain this work, the District used additional staffing funding at secondary sites to manage climate initiatives and maintained a vital partnership with the Western Justice Center. This provided a rigorous framework for conflict resolution that moves beyond traditional discipline toward true restorative justice. The primary challenge was the intensity of implementation. Scaling high-quality, high-touch programs, such as transporting hundreds of students to peer mediation events and coordinating site-based meet-and-greets, requires immense logistical coordination and sustained staff compensation. While these efforts were successful, the demand for these services initially outpaced the logistical capacity to deploy them simultaneously across all sites. However, there were no substantive differences between the planned actions and actual implementation. In fact, the District exceeded its original plan by integrating Healthy Play and site-based gardening clubs, recognizing that a restorative environment must include diverse opportunities for student connection and environmental wellness.

The action that aims to increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools (Action 5.3) has been fully implemented to address the needs of red student groups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) for the suspension and chronic absenteeism indicator. A primary success was the targeted professional development partnership with the Los Angeles County Office of Education (LACOE). Site teams engaged in three full days of intensive training, which empowered them to return to their campuses and re-establish kick-off campaigns with renewed clarity. Schools are actively using the Tiered Fidelity Inventory (TFI) process to refine both Tier 1 universal and Tier 2 targeted systems. This data-driven approach has increased the consistency of positive behavior recognition and the effectiveness of interventions for students needing additional support. Staff reported that this training provided a more structured framework for setting behavioral expectations. As a result, campuses have moved toward more proactive systems that recognize positive behavior, fostering environments where students feel more connected and supported. A notable challenge was the time required for site teams to move from training to full-scale fidelity across all three tiers of support. While Tier 1 systems' universal expectations are robust, building the specific data-tracking and intervention structures required for Tier 2 and Tier 3 takes significant time and coordination, thereby slowing the pace at which Model School status can be achieved across the entire District. There were no substantive differences between the planned action and actual implementation. The District remained committed to the LACOE training cycle and the TFI evaluation process to ensure long-term sustainability.

Actions that provided staff to support safe and restorative school climates, such as providing behaviorist and social workers (Action 5.4), additional nurses and increased support for student health (Action 5.5), and personnel to support and improve student engagement (Action 5.11) were all fully implemented to address the needs student groups identified in the red performance levels for suspension (FY, Hispanic, SED, EL, and SWD) and chronic absenteeism (SWD, Hispanic, EL, and SED). The District successfully established a comprehensive safety net of professional staff to provide timely, consistent, and responsive support across all sites. Every elementary and secondary school site now has a full-time School Social Worker. This has been a transformative success, allowing for targeted mental health and behavioral interventions for high-need students (low-income, EL, and foster youth). By addressing barriers directly at the school site, social workers have significantly improved engagement and reduced suspensions. Through LCAP funding, the District successfully expanded its School Nurse team. Coordinated by the Family Resource Center (FRC), this expanded team provides proactive care and a more responsive infrastructure for medical concerns, which are key drivers of maintaining student attendance and academic continuity. Student support personnel successfully increased the bridge between schools and community agencies. These enhanced partnerships ensure that families receive the wraparound resources they need outside of school hours, further stabilizing the student’s home-to-school connection. The primary challenge across these clinical roles was the extraordinary demand for services. The high volume of intensive social-emotional and health needs required staff to prioritize the most critical cases, which limited the capacity to provide the same level of preventive, intensive support to the broader student population at all times. There were no substantive differences between the planned actions and actual implementation. The District maintained its commitment to staffing every site with professional social workers and nurses, recognizing these roles as essential "front-line" supports for student success.

Action 5.6, which supports facilities maintenance and improvement, and Action 5.10, which supports school safety professional learning and supplies, were fully implemented to ensure a secure, high-quality learning environment for all students. A primary success has been the integration of advanced technology to modernize campus security and student accountability. The District successfully implemented upgraded digital monitoring systems, significantly improving the ability to track student movement. This has resulted in quicker emergency response times and more strategic deployment of supervision staff. Additionally, streamlined digital hall pass procedures have reduced instructional disruptions while maintaining high levels of campus accountability. Recognizing the importance of digital safety, the District adopted tools to monitor student accounts for cyber-bullying, threats of violence, and other concerning online behaviors. This has allowed for earlier intervention and a more proactive response to potential conflicts before they escalate. School sites successfully updated their School Safety Plans through a collaborative process with educational partners. This ensures that emergency protocols are current, responsive to community needs, and well-understood by all partners. A minor initial challenge was the technical integration and staff onboarding required to deploy the new digital monitoring and hall pass systems. While this required some troubleshooting and brief professional learning during the initial rollout, the transition was largely seamless and did not affect the overall implementation timeline or the effectiveness of campus safety protocols. There were no substantive differences between the planned actions and actual implementation. The District maintained its commitment to facilities maintenance and safety enhancements, prioritizing technological upgrades as a key pillar of a safe and restorative school climate.

Action 5.7, which provides school gardens, nutrition enrichment, nutrition-related instructional materials, and healthy meals for students, was fully implemented to address the nutritional and social-emotional needs of socioeconomically disadvantaged students through the "Grow, Cook, Eat, Learn" model. A key success has been the high level of campus engagement, with scheduled school site visits allowing classes to utilize the garden as an outdoor classroom. These visits provide students with hands-on learning opportunities that align with science and nutrition standards, fostering a deeper connection to the "Grow, Cook, Eat, Learn" model. The integration of garden produce into the cafeteria was a massive success. Student consumption of garden-inspired items increased by 40%, and daily tossed salad servings jumped from 20 to over 100. The farm-to-table connection was made tangible as the District chef created specialized items, such as penne pasta pesto salad, using basil and tomatoes grown on-site. By securing a $5,000 Chef Ann Foundation grant, the District significantly expanded the project’s scope. Partnering with Vanny Orchards and a retired landscape professional provided the technical expertise needed for high-quality design, including cedar raised beds and professional irrigation. To ensure the garden thrives in the long term, the District established a core oversight team. A notable challenge was the logistical coordination and site preparation required for the initial build. The demolition of an old schoolhouse and delays in gravel delivery pushed the full planting schedule back by 1 month. However, these challenges were overcome through the coordination of the master gardener and landscape team. The project experienced a positive substantive difference in its scope and usage. While the original LCAP plan envisioned a small-scale start, the successful grant application and the high demand for site-based field trips to the garden led to a more robust installation. This included adding interactive walkways to accommodate entire classes during visits and planting perennials and berries to provide a low-effort, high-yield harvest for year-round student engagement.

Action 5.9 provides supplies, services, and resources to foster youth. This action was fully implemented to address the unique barriers to school stability, attendance, and well-being faced by students in foster care. The primary success of this action was the high level of coordination provided by the Student Services District Family Specialist. This dedicated role ensures that foster youth are identified immediately upon enrollment or change of status. Through a Memorandum of Understanding (MOU) with the Los Angeles County Office of Education (LACOE), the District successfully coordinated transportation for students to remain at their school of origin. This consistency is a critical factor in academic continuity and emotional stability for students in flux. The District moved beyond academic support to provide essential tangible resources, including school supplies, clothing, and shoes. Removing these basic barriers fosters a sense of belonging and ensures students can focus on their education rather than their immediate physical needs. By ensuring consistent access to school through transportation and materials, the District has created a more inclusive environment that supports early intervention and reduces suspension rates for foster youth. A challenge was the complexity of real-time transportation logistics. Coordinating school-of-origin transportation across District lines through the LACOE MOU requires intensive communication and can occasionally lead to short-term delays in establishing routes, requiring the Family Specialist to work closely with caregivers to prevent instructional time loss. There were no substantive differences between the planned action and actual implementation. The District fully utilized the allotted resources to maintain the Family Specialist position and to provide the necessary wraparound services and transportation.

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

Overall, the District’s estimated actual expenditures for Goal 5 were closely aligned with the total planned expenditures. However, one substantive difference occurred in Action 5.7.

Action 5.7 (School Gardens and Nutrition Enrichment) - There was a positive substantive difference in expenditures for this action due to the successful acquisition of a $5,000 grant from the Chef Ann Foundation. These additional funds, not included in the original LCAP budget, allowed the District to significantly expand the garden project, incorporating interactive walkways, professional irrigation, and high-quality cedar raised beds.

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

Action 5.1, which supports pathways for restorative, resilient, and supportive school climates, Action 5.3, which aims to increase and improve Positive Behavioral Intervention and Supports (PBIS) at all schools, and Action 5.8, which increased support and professional learning for restorative practices, were effective. Evidence of their effectiveness includes an incremental decrease in suspension rates based on local suspension data and feedback from the Student Advisory Council, highlighting the value of restorative dialogue and peacemaking training in reducing campus conflict. Current local suspension data for all students is 2.68%, compared to the 12.26% baseline, which is a 9.58% decrease. High-priority student groups also showed decreases in local suspension rates, with EL students decreasing from the 2.29% baseline to 0.56%, low-income students decreasing from 12.19% baseline to 2.65%, and foster youth students' rates remained steady at 0.20%. Cultural shifts in attendance show slow but steady progress. The District's focus on relationship-building activities, such as the 5th Grade Pen Pal Project and peer mediation, has begun to move the needle on chronic absenteeism. EL Students saw a significant decrease from 24% to 18%, foster youth improved from 30% to 22%, homeless students showed a slight decrease from 29% to 28%, and low-income students remained at 23%. The 6% decrease for EL students and 8% decrease for Foster Youth are early indicators that our efforts to create spaces of belonging are making school a place where our most vulnerable students feel more connected and motivated to attend.

Beyond the numbers, the effectiveness of Action 5.8 is validated by Educational Partner feedback. Staff development surveys indicate that educators appreciate the specialized learning and are actively growing in their practice. Furthermore, by involving students as leaders and peer mediators, we have ensured that the entire school community, not just the adults, is aligned with our restorative values. This shared ownership has been vital in sustaining the lower suspension rates and fostering a more empathetic campus environment. Additional evidence includes positive feedback from site leaders and staff highlighting increased student connection, improved school climate, and the impact of healing-centered practices and targeted interventions, such as the 2nd Call program, in keeping students engaged and supported in school. By implementing peer mediation and 2nd Call, we provided students with a way to resolve conflicts. Instead of a verbal altercation leading to a three-day suspension, students can now use a peer-facilitated mediation session. This positively impacted the suspension rate by replacing exclusionary discipline with instructional discipline.

The PBIS Tiered Fidelity implementation (Action 5.3) ensured that behavioral expectations were clear and that positive behavior was recognized more often than negative behavior was punished. Overall, according to the Annual District Survey, student perceptions of safety improved by 3% at the elementary and high school levels, while perceptions at the middle school level declined slightly by 1% from the baseline. These findings suggest that District-wide efforts to strengthen school climate and student supports are having a positive impact at most grade spans, while also highlighting the need for targeted strategies and additional supports at the middle school level.

Action 5.2, which provides trauma-informed practice professional learning, was effective. Evidence of the effectiveness of these strategies is demonstrated by a significant decrease in exclusionary discipline and an overall improvement in student engagement across key student groups. Evidence of effectiveness is found in the suspension rate data, which show a decline from the baseline to the current reporting period. Suspension rates for all students declined from 12.26% to 2.68%. All targeted student groups have also seen reduced suspensions from baseline data: English learners, 2.29% to 0.56%; low-income students, 12.19% to 2.65%; foster youth, .26% to .20%; and homeless, 1.85% to 1.13%. This drop in suspensions suggests that the trauma-informed initiatives, specifically the summer institute's focus on conflict resolution and the implementation of Calming Corner kits, provided staff and students with the restorative tools needed to manage behavior without resorting to classroom removal. Furthermore, Chronic Absenteeism data indicate positive trends in student belonging and engagement, particularly for our most vulnerable populations. English learners improved from 24% to 18% (a 6-point decrease), foster youth improved from 30% to 22% (an 8-point decrease), homeless students decreased slightly from 29% to 28%, and low-income students remained at 23%. The qualitative success of Action 5.2 is rooted in the District's commitment to removing barriers for staff. By sponsoring 34 educators to attend the Equity and Wellbeing Conference and funding a three-day summer institute, AUSD cultivated a trauma-informed workforce capable of implementing culturally relevant instruction.

Educational partner engagement remains high, as evidenced by the participation in the trauma-informed book club and the pilot of the Character Strong SEL program at several sites. The integration of tangible resources, such as peer mediation supplies and professional development on healthy play, has bridged the gap between professional theory and daily campus life. Feedback from site visits suggests that these restorative physical environments have made schools feel more welcoming, directly contributing to increased attendance among EL and Foster Youth, who now see the school as a primary site of support and belonging.

Action 5.4, which provides school social workers; Action 5.5, which provides additional nurses and support for health services; Action 5.9, which provides support for Foster Youth Support; and Action 5.11, which provides staff to support student engagement, were effective. Evidence of their effectiveness includes improved engagement and reduced chronic absenteeism among high-need student groups, as well as Educational Partner feedback from site administrators who reported that having full-time social workers and nurses enabled immediate, real-time intervention in cases of student crisis or medical need. The transition to Full-Time School Social Workers at every site (Action 5.4) allowed for immediate intervention. When a student was flagged for chronic absenteeism, the Social Worker and District Family Specialist (Action 5.9) identified the root cause, whether it was a lack of transportation or a lack of materials and supplies. By addressing these barriers in real time through the FRC and the nursing team (Action 5.5), the District improved the chronic absenteeism metric. Chronic Absenteeism data indicate positive trends in student belonging and engagement, particularly for our most vulnerable populations. English learners improved from 24% to 18% (a 6-point decrease), foster youth improved from 30% to 22% (an 8-point decrease), homeless students decreased slightly from 29% to 28%, and low-income students remained at 23%. We shifted the narrative from truancy to support, ensuring that high-need student groups (Foster Youth, EL, and low-income students) felt the school was a safe, stable sanctuary rather than a source of stress. Suspension rates reported in the current period declined from the baseline; all-student suspension rates fell from 12.26% to 2.68%. All targeted student groups have also seen reduced suspensions from baseline data: English learners, 2.29% to 0.56%; low-income students, 12.19% to 2.65%; foster youth, 0.26% to 0.20%; and homeless, 1.85% to 1.13%. Additionally, we have maintained expulsion rates comparable to baseline data, with all students at 0.02%, EL students at 0%, low-income students at 0.02%, and foster youth at 0.0%. This integrated approach for Action 5.4, 5.5, 5.9, and 5.11 ensures that when a student faces a barrier, be it medical, emotional, or environmental, they are met with a coordinated response rather than an isolated intervention. The effectiveness is evidenced by supports seamlessly woven into the school day, resulting in a significant, measurable increase in student stability, attendance, and readiness to learn.

Action 5.7, which provides school gardens, nutrition enhancement, and nutrition-related instructional materials, was effective. Evidence of effectiveness includes the shift in making instruction tangible. A powerful outcome was student buy-in. We found that students who participated in scheduled garden site visits were significantly more likely to try healthy options in the cafeteria. This resulted in a 40% surge in the consumption of garden-inspired menu items, with daily salad servings growing from 20 to over 100. This demonstrates that when we improve the physical and nutritional environment, students naturally gravitate toward healthier, more regulated behaviors. The school garden project proved that when instruction is tangible and edible, student behavior changes. Suspension rates reported in the current period declined from the baseline: all-student suspension rates fell from 12.26% to 2.68%. All targeted student groups have also seen reduced suspensions from baseline data: English learners, 2.29% to 0.56%; low-income students, 12.19% to 2.65%; foster youth, 0.26% to 0.20%; and homeless, 1.85% to 1.13%. Chronic Absenteeism data indicate positive trends in student belonging and engagement, particularly for our most vulnerable populations. English learners improved from 24% to 18% (a 6-point decrease), foster youth improved from 30% to 22% (an 8-point decrease), and low-income students remained at 23%. Overall, the success of Action 5.7 demonstrates the powerful connection between hands-on learning environments, student engagement, and positive student outcomes. The District Annual Survey data on student connectedness and sense of belonging also show positive trends. Comparing the baseline year to the current data indicates an overall improvement in students' sense of connectedness and belonging to school at the elementary and high school levels. Elementary student responses increased from 54% to 56%, reflecting a 2% gain over the two-year period. High school students demonstrated the greatest growth, increasing from 44% to 50%, a 6% improvement from baseline. Middle school results, however, declined slightly from 51% at baseline to 49% in Year 2, representing a 2% decrease. While the middle school data indicate an area for continued focus and support, the overall trend suggests that District efforts to strengthen school climate, student engagement, and belonging are contributing to improved student perceptions across most grade spans. By integrating nutrition education, school gardens, and experiential learning opportunities, the District fostered stronger student buy-in, healthier decision-making, and an increased sense of connectedness and belonging.

Action 5.6, which provides base funding for facilities maintenance and improvements, as well as those that enhance school safety through professional learning and supply purchases, Action 5.10, were effective in improving the overall school climate and addressing student needs. Evidence of their effectiveness includes reduced suspension rates and a significant increase in safety perceptions across educational partner groups. The all-student suspension rate fell from a baseline of 12.26% to 2.68%. Targeted student groups saw similar success, with English learners dropping from 2.29% to 0.56% and low-income students decreasing from 12.19% to 2.65%. Positive trends in student belonging contributed to an 8% decrease in chronic absenteeism among Foster Youth (30% to 22%) and a 6% decrease among English Learners (24% to 18%). District Annual Survey data reflect a surge in confidence regarding campus security. Most notably, Middle School parents' safety perception increased by 23% (to 56%), and Middle School teachers' safety perception increased by 21% (to 71%). High school students demonstrated the greatest growth in sense of belonging, with a 6% improvement (44% to 50%) from the baseline. While the data was overwhelmingly positive, Middle School student perceptions (which showed a slight 2% decline in belonging and a 1% decline in safety) identify a specific area for continued focus. However, the substantial gains in teacher and parent confidence at the middle school level suggest that the physical and digital safety upgrades (Action 5.6) are successfully stabilizing the environment, providing a foundation for future student-centered engagement efforts. These insights support the continued integration of facilities upgrades, safety systems, and professional learning to maintain momentum in fostering secure, supportive environments for all.

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

Based on an analysis of 2025-2026 implementation and outcomes, the District determined that no changes were necessary to the goal, metrics, target outcomes, or actions for the coming year. However, continuous improvement efforts led to strategic adjustments to implementation focus areas, as outlined in the following actions.

Actions 5.2, 5.3, & 5.8 - Provide trauma-informed professional learning opportunities, Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools, and increase support and professional learning for restorative justice. The focus will shift to scaling success in Restorative Practices. Consequently, we will maintain budgets for professional learning in Trauma-Informed Practices (Action 5.2) and Restorative Justice (Action 5.8). Furthermore, in response to partner advocacy for even deeper systemic change, we will increase the focus on PBIS Tier 2 and Tier 3 interventions (Actions 5.3) to ensure that the small percentage of students still facing disciplinary challenges receive targeted, restorative support rather than exclusionary consequences.

Actions 5.4 (Provide behaviorist/social workers and professional learning for social/emotional wellness) - A primary success of this year was the support provided by school social workers. PAC+ reiterated that this consistency is important, as it allows school counselors to focus on academic and college/career counseling. School social workers will continue their focus on chronic absenteeism, ensuring that social-emotional barriers are addressed by specialists to protect instructional time.

Action 5.8 (Restorative Practices) - A critical reflection on our perception data revealed a 2-point decline in middle school student belonging. To address this gap, the District will shift its implementation of Action 5.8 (Restorative Practices) to include more student-led leadership opportunities specifically for 6th–8th graders. By involving middle schoolers in the design of their own safe spaces to increase a sense of connectedness and belonging.

Actions 5.10 (Improve school safety through professional learning and supplies purchases) - Given the 23% increase in middle school parent safety perception, the District will continue to invest in and communicate the benefits of our digital monitoring and security systems. We will expand professional learning (Action 5.10) to include parent-facing workshops on cyber safety, ensuring that the sense of security felt on campus extends into our families' digital lives.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide pathways for restorative, resilient, and supportive school communities	AUSD recognizes the unique challenges faced by low-income students, ELs, and foster youth. Many of these students may have experienced trauma, impacting their ability to learn and behave positively at school. To address this, we are implementing a comprehensive program to build a more resilient and supportive school community. Including the following: 1) Trauma Healing Circles: These facilitated group sessions will provide a safe space for students to share their experiences, develop coping mechanisms, and build emotional resilience. This is particularly important for students who may have experienced trauma, which can manifest in behavior challenges. 2) Push-in Support: Specially trained professionals will work directly in classrooms alongside teachers. This "push-in" approach allows for targeted interventions and support tailored to the individual needs of ELs, low-income students, and foster youth. 3) Positive Behavior Assemblies: These engaging assemblies will celebrate student achievements and reinforce positive behavior expectations. By creating a culture of recognition and positive reinforcement, students are more likely to exhibit desired behaviors and feel motivated to	$669,550.00	Yes

		succeed. Comprehensive Staff Training: Educators and staff will receive in-depth training on trauma-informed practices, restorative justice approaches, and culturally responsive teaching methods. This equips them to create a safe and supportive learning environment where all students feel valued and understood. By implementing these multifaceted strategies, we anticipate a significant reduction in suspension rates for all student groups. Existing partnerships with organizations like the Western Justice Center and Second Call. Their expertise and support will be instrumental in implementing this program effectively and achieving our goal of a more resilient and supportive school community. The 2023 California State Dashboard results and Differentiated Assistance identification of high suspension rates for homeless and foster students elevates the importance of this action.		
2	Provide trauma informed professional learning opportunities	AUSD will provide low-income students, EL students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early implementation points to the higher levels of trauma often experienced by high-need students. District-wide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the District will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. Increased and improved professional learning will result in engagement and positive academic outcomes for low-income, EL, and foster students.	$147,000.00	Yes
3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	There is a need to refresh the PBIS understanding, implementation and practice in an effort to address the increase in suspensions for Murray, Azusa High School, and Sierra High School. All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support low-income, EL, and foster students. Professional learning and implementation will serve to create an emotionally and physically safe environment for all students. In addition, PBIS will allow all school sites to evolve and make current relevant research-based practices anchored within the PBIS framework. These practices will help address the suspension rate and the perception of school safety, climate, and culture at Murray, and Azusa High School. Low-income, EL, and foster students, who have historically experienced inequity in discipline, will benefit from improved discipline outcomes and increased academic success.	$127,500.00	Yes
4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Academic outcomes improve when low-income, EL, and foster students receive targeted support for social and emotional wellness. Our student data show a continuing need for mental health/wellness support for our low-income, EL, and foster students. We will provide staff to support the needs of these three groups beyond those of all students. Staff will provide support to students through collaboration with school staff to address barriers to learning, implement trauma-informed practices, provide evidence-based interventions, and provide programs and community resources to address student and family needs regarding symptoms of trauma, depression, anxiety, and other mental health/wellness issues.	$1,886,142.00	Yes
5	Provide additional nurses and increased support for student health	Wrap-around services for low-income, EL, and foster students add to their academic improvement and well-being. Additionally, Health Services has been an important component of providing support for students and their families that have been identified as having Chronic Absenteeism. District nurses provide increased health support to low-income, EL, and foster students. The District provided this additional health support in the past, and evidence shows that increased access to health supports for low-income, EL, and foster students contributes to better school attendance, health, earlier access to needed care, and increased learning.	$475,068.00	Yes
6	Base funding of facilities maintenance and	We will ensure all of our facilities are enhanced to provide optimum learning for all students. Facilities inspection reports reflect the efforts of staff to provide safe and healthy learning	$7,088,002.00	No

	improvements	environments for students.		
7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Evidence shows that students who are hunger-free are better able to learn. Our low-income students, EL students, and foster students experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. District-wide, students will have access to healthy food. Additionally, students learn about health, nutrition, and food through hands-on, project-based learning (elementary school garden projects) which is an effective strategy to engage students and increase learning for high needs students. We will increase and improve our school garden programs at District elementary schools. We will also implement our nutrition enhancement plan, which includes increased fresh foods, sanitation, and safety professional development, and implementation of a wellness policy.	$25,000.00	Yes
8	Increased support and professional learning for restorative justice	All schools will receive training and coaching support to address equity for low-income, EL, and foster students. As a Community School District, restorative practices and peer mediation will become an integral part of how the District supports students. Professional learning and implementation serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices in improving school culture, climate, and addressing racial disparities in discipline (González, 2016). Low-income students, EL students, and foster youth benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline.	$623,491.00	Yes
9	Provide supplies, services and resources for Foster Youth and homeless students.	In a recent study, Hass, Allen, & Amoah (2014) found that having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increases student success. AUSD will provide foster youth and parent services via frequent outreach meetings, periodic check-ins, and resources. Additionally, we will have a family resource specialist, who will conduct outreach and implement systems of support for foster youth and their families. The results of this District-wide service will improve social, emotional, and academic support for our students who are in foster care. The 2023 California School Dashboard demonstrates overall needs for foster youth. Foster youth scored a red performance level in the indicators for ELA proficiency and suspensions. By providing intentional supplies and services through partners, such as transportation, that allows foster youth students to return to their school of origin and positive continuity of school connections, foster youth will receive the support that is needed to succeed. Similarly, students who are unhoused or in transition between residences are also considered homeless under Dashboard definitions. In 2023, these students received red performance levels in ELA, math, and the suspension rate indicators. Unhoused students demonstrate needs in areas such as transportation, counseling, attendance, and academic achievement. To address these challenges, AUSD will provide intentional support and supplies to maintain school of origin stability and supplies, academic support, and other essentials to help foster and unhoused students succeed academically and emotionally.	$132,062.00	Yes
10	Improve school safety through professional learning and supplies purchases	Our District data indicate that 88% of our students are socioeconomically disadvantaged (SED)/low-income, and five out of our ten schools exceed 90% SED/low-income. Additionally, Azusa has a city crime index of 17. These factors, along with survey data from education partners, highlight the critical need to address school safety through professional learning opportunities for staff. To ensure positive and supportive school climates, we must cultivate deliberate school-wide strategies and shared expectations. A safe and supportive school culture reflects shared values and takes into account the communities and cultures students bring with them to school. This culture must include sound classroom management practices and developmentally appropriate support. Preparing staff to address the needs of EL and low-income students is essential in providing safe and supportive school environments. This action helps to address safety concerns and also builds a foundation for long-term positive school climates that are inclusive and	$85,000.00	Yes

		responsive to the needs of our diverse student population.		
11	Provide personnel to support and improve student engagement (repeated expenditure, Goal 4, Action 4)	We will provide increased support for pupil engagement, as measured by attendance, suspension, and expulsion, for all students. Student Support Services staff will increase connections to community agencies that support students, advocate for foster youth, and provide outreach and support for families and students. Supporting school programs, such as PBIS, that promote positive outcomes will be crucial in encouraging student participation and engagement in school activities. Azusa High School and Sierra High School must address their overall red indicator for suspension, with their student groups: EL, homeless, white, SWD, and SED students. Further, Murray Elementary School will elevate its work around PBIS to address the red indicator for suspensions with their student groups: English learners, SWD, SED students, and Hispanic students.	$0.00	No

Goal

Goal #	Description	Type of Goal
6	By June 2027, Sierra High School will increase the percentage of students meeting or exceeding standards by 10% points in ELA and math for all students, including Hispanic and low-income student groups, as measured by CAASPP assessments. Suspension rates will decrease to 7% or less for all students, including students with disabilities, Hispanic, low-income, and EL student groups. The College/Career Indicator (CCI) will increase to 10% or higher for all students, including the Hispanic and low-income student groups, as measured by the CA School Dashboard.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

Upon consulting with educational partners, a need was identified to address the lowest performance level (red indicators) for all students and identified student groups. The establishment of this goal is driven by a commitment to educational equity and the recognition of the unique challenges faced by students attending Sierra High School. Historically, continuation high schools serve a diverse population of students who may have experienced academic, social, or behavioral challenges in traditional educational settings. As such, it is imperative that we prioritize efforts to address disparities in academic achievement and create a supportive and inclusive learning environment where all students can thrive.

English Language Arts (ELA) and Mathematics proficiency are foundational skills essential for academic success and future opportunities. By focusing on improving performance in these subjects, we aim to ensure that students are equipped with the essential skills needed for college, career, and civic engagement.

Additionally, graduation rate serves as a critical measure of our ability to provide students with the support and resources necessary to earn a high school diploma and transition successfully to post-secondary endeavors. Increasing the graduation rate reflects our commitment to empowering students to achieve their educational goals and unlock pathways to future success.

Furthermore, addressing suspension rates is essential for creating a positive school climate and fostering a culture of inclusivity and belonging. By implementing alternative discipline approaches and support systems, we aim to reduce the disproportionate impact of suspensions on marginalized student groups and promote positive behavior and engagement.

Overall, this goal is rooted in our unwavering dedication to ensuring that every student, regardless of background or circumstance, has access to a high-quality education that prepares them for lifelong success. By targeting specific areas of need and implementing evidence-based strategies, we are committed to fostering equity, excellence, and opportunity for all students at our continuation high school.

The following student groups at Sierra High School will increase scores in CAASPP ELA and math assessments:
*All students
*Hispanic students

*SED

Suspension rates will decrease for the following student groups:
*All students
*EL students
*Hispanic students
*SED
*SWD

College and Career readiness indicator will increase for the following student groups:
*All students
*Hispanic students
*SED

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP ELA All students: 33.69% EL students: 8% Reclassified Fluent English Proficient (RFEP): 44% Low-income students: 36% Students with disabilities: 5% Hispanic: 34%	2024 CAASPP ELA All students: 36.76% EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 44.74% Low-income students: 38.10% Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 35.48%	2025 CAASPP ELA All students: 20.97% EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 28.57% Low-income students: 20.69% Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 21.67%	Increase for all groups ≥ 10% points	2025 CAASPP ELA All students: 12.72% Decrease EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 15.43% Decrease Low-income students: 15.31% Decrease Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 12.33% Decrease

2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP MATH All students: 1.08% EL students: 0% Reclassified Fluent English Proficient (RFEP): 3% Low-income students: 1% Students with disabilities: 0% Hispanic:1%	2024 CAASPP MATH All students: 1.49% EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 2.63% Low-income students: 0% Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 1.64%	2025 CAASPP MATH All students: 0.0% EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 0.0% Low-income students: 0.0% Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 0.0%	Increase for all groups ≥ 10% points	2025 CAASPP MATH All students: 1.08% Decrease EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 3.0% Decrease Low-income students: 1.0% Decrease Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 1.0% Decrease
3	Graduation Rate (CA Dashboard District Rate)	2023 All Students: 82% Hispanic: 83% Low-income students: 82.8%	2024 All Students: 93.3% Hispanic: 93.3% Low-income students: 93.3%	2025 All Students: 94.4% Hispanic: 95.6% Low-income students: 94.4%	Rates for all groups ≥ 90%	2025 All Students: 12.4% Increase Hispanic: 12.6% Increase Low-income students: 11.6% Increase
4	Suspension Rate Source: AERIES, Student Information System	2023-2024 All Students: 10.7% EL students: 14.2% Low-income students: 10.6% Hispanic: 10.8% Students with Disabilities: 14.6%	2024-2025 All Students: 2.68% EL students: 0.0% Low-income students: 2.68% Hispanic: 2.68% Students with Disabilities: 0.0%	2025-2026 All Students: 13.27% EL students: 1.77% Low-income students: 13.27% Hispanic: 12.39% Students with Disabilities: 4.42%	≤ 7% for all groups	2025-2026 All Students: 2.57% Increase EL students: 12.43% Decrease Low-income students: 2.67% Increase Hispanic: 1.59% Increase Students with Disabilities: 10.18% Increase
5	Meeting College/Career Preparation Indicator as prepared on CA Dashboard	2023 All: 3.4% Hispanic: 3.5% Low income: 2.4%	2024 All: 4.5% Hispanic: 4.5% Low-income: 4.6%	2025 All: 5.6% Hispanic: 4.4% Low-income: 5.6%	≥ 10%	2025 All: 2.2% Increase Hispanic: 0.9% Increase Low-income: 3.2% Increase

Goal Analysis for 2025-2026

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

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

Action 6.1, which provides intervention and support to at-promise students, was fully implemented to meet the needs of student groups identified as red (Hispanic and low-income) on the California School Dashboard in ELA, Math, and the College/Career Readiness indicators. A key success this school year was the increase in student participation in out-of-classroom tutoring, credit-recovery pathways, and targeted academic enrichment opportunities. Students received dedicated support in ELA and Math, alongside access to credit recovery, through specialized after-school sessions offered four times weekly. These sessions were strategically delivered in small groups, allowing for individualized instruction and intensive one-on-one support tailored to each student's specific learning gaps. Instruction was differentiated to reinforce foundational skills, extend learning, or directly support the current classroom curriculum. At-promise students were enrolled dynamically based on individual credit deficiencies, benefiting from differentiated pacing and personalized support. Through this model, participating students successfully recovered one or more courses and were disenrolled from the intervention immediately upon satisfying their graduation requirements.

To further promote campus engagement, career exploration, and holistic academic progress, a variety of new interest-based clubs were introduced, including the Special Effects Club, Weight Training Club, and a new Spyderweb design and manufacturing club. These clubs were carefully designed to reflect students' diverse interests and personal strengths. Students also gained valuable post-secondary exposure by attending local college tours, trade program presentations, and financial aid workshops, and by participating in expanded college- and career-related field trips aligned with their individualized postsecondary goals. However, a notable challenge was securing consistent student participation and daily attendance in these after-school, out-of-classroom intervention blocks, as the extended-day program operates on a voluntary basis. This challenge required site staff to engage in continuous outreach, but it did not result in a substantive difference between the District's planned actions and actual implementation. Even with varied attendance patterns, the weekly out-of-classroom interventions successfully helped targeted at-promise students recover vital credits toward graduation, improve overall course completion rates, and elevate academic progress in their core classes.

Action 6.2, which provides professional development for culturally responsive instruction, was fully implemented to provide professional learning opportunities that strengthen educators' capacity to deliver culturally responsive instruction, directly addressing the needs of student groups identified as red (Hispanic and low-income) on the California School Dashboard in ELA, Math, and the College/Career Readiness indicators. A key success this school year was the comprehensive and cross-departmental participation of site staff in a diverse range of professional learning experiences designed to build deep capacity in equity-centered classroom practices. This included targeted, on-site consultation and training provided by ThrivingYOUniversity, which focused heavily on strengthening relational capacity, deploying trauma-informed instructional strategies, and intentionally fostering an inclusive school culture. Furthermore, site teachers, academic counselors, and the school social worker attended high-impact external conferences, including the California Association of School Counselors (CASC) Conference, the California Continuation Education Association Plus (CCEA+) Alternative Education Conference, the School Climate Conference, and the Student Wellness Conference. These professional learning tracks emphasized student engagement, systemic dropout prevention, career readiness pathways, social-emotional learning (SEL) frameworks, crisis response, and culturally responsive support for highly diverse learners. Collectively, these initiatives enhanced the staff's ability to create affirming, responsive environments aligned to students' cultural, academic, and social-emotional profiles.

However, a notable challenge was navigating a fluid turnover rate in the student population throughout the academic year, which naturally complicates the site's ability to plan for long-term student needs and patterns year to year. Given this high mobility challenge, common in alternative education, staff continuously explored, modified, and implemented real-time strategies to meet the ever-changing needs of the current student body, ensuring this barrier did not result in a substantive difference between the District's planned actions and actual implementation.

Action 6.3, which provides support systems for at-promise students, was fully implemented to address their social, emotional, and academic needs and systematically reduce suspension rates among focus student groups (English Learners, Hispanic, low-income, and SWD) on the California School Dashboard. A key success this school year was the implementation of a Coordination of Services Team (COST), driven by referrals, strategic community partnerships, and dedicated site personnel. This included the continuation of a full-time mental health counselor, hired through an impactful partnership with Margaret's Place (part of the Joe Torre Safe at Home Foundation), who provided trauma-informed clinical services and a highly secure, supportive campus environment for students navigating emotional distress or external trauma. Complementing this, the

Community Schools Team, including a dedicated Case Manager, effectively coordinated intensive Tier 3 interventions, bridging critical gaps by connecting families directly to localized community resources and managing the stabilizing needs of students with complex profiles. To strengthen the Tier 1 preventive framework, Sierra High School partnered with Upstream to deploy a specialized curriculum focused on building students' coping mechanisms and proactive stress-management skills. Staff across the entire site received targeted professional development to implement this curriculum with high fidelity. Collectively, these initiatives established a comprehensive safety net prioritizing prevention, early intervention, and student well-being.

However, a notable challenge was navigating a significant, fluid turnover rate in the student population throughout the academic year, an operational reality common in alternative education settings that naturally complicates the site's ability to track long-term student patterns and assess steady performance metrics over time. Given this high mobility challenge, site staff continuously analyzed, adapted, and deployed real-time tracking strategies to meet the ever-changing needs of the current student body, ensuring this barrier did not result in a substantive difference between the District's planned actions and actual implementation.

Action 6.4, which provides alternative discipline approaches, was fully implemented to meet the needs of target student groups (EL, Hispanic, low-income, and SWD) identified as red on the California School Dashboard suspension rate indicator. A key success this school year was the systemic coordination of student recognition programs paired with in-school discipline alternatives designed to reinforce positive behaviors and reduce exclusionary practices. Recognition strategies at Sierra High School were expanded to include Student of the Month celebrations, targeted trimester awards honoring character and academic growth, and strategic report card raffles. Through the raffle system, students earned entry tickets for passing all core courses, with additional entries awarded for each "A," "B," or "C" grade, successfully boosting daily student motivation and engagement among historically underserved student groups. In parallel, Sierra High School successfully scaled on-campus alternatives to suspension, including structured restorative justice circles, small-group counseling, a dedicated reflection space, tier-2 behavior intervention supports, and peer mediation sessions. These combined approaches effectively allowed students to remain embedded in their instructional environments, continue their academic progress, and participate in guided dialogue to repair harm and rebuild campus relationships.

However, a notable challenge was navigating the fluid, high-turnover student population throughout the academic year. This high mobility, common within alternative educational settings, can interrupt the continuity of multi-tiered behavior contracts and restorative tracking. Despite this barrier, site personnel consistently adapted alternative intake and orientation practices to onboard transitioning students, ensuring this challenge did not result in a substantive difference between the district's planned actions and actual implementation.

Action 6.5, which supports family and community engagement, was fully implemented to strengthen family and community partnerships and directly address the needs of target student groups (EL, Hispanic, low-income, and SWD) identified as red on the California School Dashboard indicators. A key success this school year was the expansion of student support staff hours alongside the addition of a new, full-time School Social Worker position. These human resources increased direct, daily communication with parents and guardians, ensuring highly responsive, timely outreach for both academic progress and behavior intervention concerns. Furthermore, Sierra High School hosted targeted parent workshops, leveraging virtual sessions to maximize accessibility for working families. These workshops focused on vital navigation strategies, such as supporting at-home learning environments, understanding credit recovery pacing, and tracking graduation and college/career-readiness milestones. To actively incentivize family attendance, the site introduced unique engagement rewards, including raffle entries for additional graduation ceremony tickets, which boosted parent attendance. Additionally, traditional Back-to-School and Open House nights were structurally reimagined as community resource fairs, bringing on-campus agencies and community partners directly to provide immediate family support. Ongoing communication was further sustained through the digital distribution of the Sierra High School Weekly Newsletter, keeping families consistently informed of deadlines and campus resources to solidify the home-school connection.

However, navigating staff turnover left the Community Liaison position vacant for part of the academic year, naturally reducing the overall capacity, scope, and localized depth of direct family outreach. To mitigate this barrier, the site dynamically redistributed outreach responsibilities to the newly hired School Social Worker and site administration and offered additional hours to other site staff. Consequently, while this vacancy strained operational capacity, it did not result in a substantive difference between the District’s planned actions and actual implementation.

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

Goal 6 had no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 6.1, which provides intervention and support to at-promise students, and Action 6.2, which provides professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices, were partially effective. Evidence of its effectiveness includes significant, steady growth on long-term student outcome indicators on the 2025 California School Dashboard from the baseline year to the current year. The graduation rate for all students rose drastically from a baseline of 82% to 94.4% in 2025. This remarkable growth was mirrored across our focus student groups, with Hispanic student graduation rates rising from 83% to 95.6% and low-income student graduation rates jumping from 82.8% to 94.4%. The percentage of students meeting the CCI as "Prepared" grew consistently each year. All students increased from a 3.4% baseline to 5.6%, while the low-income student group more than doubled their baseline performance, climbing from 2.4% to 5.6% by 2025. Student survey data from Sierra High School shows that all questions related to the engagement theme achieved a positive response rate of 65% or higher, representing a 14% increase from the previous school year. Furthermore, Sierra High School students demonstrated a 10% increase in feeling a sense of belonging at their school compared to the prior year. Sierra's staff rated the professional development theme 11% higher than the previous year, reaching a 59% positive response rate. However, evidence of its ineffectiveness includes a downward trend in CAASPP achievement data over the same two-year period, where ELA proficiency for all students fell to 20.97% (from a 33.69% baseline) and Math proficiency remained at 0.0% across core student groups. These improvements collectively indicate that the combination of strategic interventions for at-promise students and sustained professional development for teachers is successfully contributing to increased student engagement, a stronger sense of belonging, and improved postsecondary readiness, especially among historically underserved student groups. However, feedback from the site principal and leadership team indicates that, while these pieces successfully kept at-promise students engaged and on track to graduate, the implementation model for small-group tutoring lacked sufficient frequency and instructional continuity.

Action 6.3, which provided support systems for at-promise students, and Action 6.4, which provides alternative discipline approaches, were effective. Evidence of their effectiveness includes a steady, multi-year decline in official California School Dashboard suspension rates, the elimination of student group disparities, and local survey data demonstrating exceptionally strong, above-average student perceptions of campus climate from the baseline year to the current year (2025). According to the official California School Dashboard, the all-student suspension rate at Sierra High School fell from 8.4% in 2024 to 6.2% in 2025, representing a 2.3% decrease and successfully meeting and exceeding the goal's target threshold of 7% or less. The Equity Report on the California School Dashboard highlights systemic progress in alternative behavior interventions, showing that Sierra High School successfully eliminated all high-risk categories, moving from 2 Red student groups in 2024 down to 0 Red student groups in 2025. Student survey responses at Sierra High School identified the Academic Challenge Theme (72% positive responses), the Engagement Theme (65% positive responses), and the School Culture Theme (57% positive responses) as the highest-rated themes on the local survey. Notably, the 65% positive Engagement Theme represents a 14% increase from the previous year, and the 57% positive response rates for the Culture Theme outperformed statewide averages from other participating California schools. Alongside a 10% increase in students reporting a genuine sense of belonging, these proactive discipline models directly supported school persistence, driving the all-student graduation rate from an 82% baseline up to 94.4% (95.6% for Hispanic students and 94.4% for low-income students). Educational partners and survey outcomes affirm that shifting from traditional punitive measures to restorative practices allowed at-promise students to take accountability while remaining safely in their instructional environments. The sustained positive perceptions of school culture, paired with the state-verified drop in suspensions, confirm that these comprehensive support systems and alternatives to traditional discipline are successfully enhancing student well-being while contributing to measurable success at Sierra High School.

Action 6.5, which supports family and community engagement, was effective. Evidence of its effectiveness includes elevated parent participation and satisfaction scores on local climate surveys, a verified multi-year decline in official California School Dashboard suspension rates, and an accelerated graduation trajectory from the baseline year to the current year (2025). Local parent survey data from January 2026 demonstrates strong family partnerships and trust across multiple foundational themes. Parents rated the Resources Theme at 69%, the Communication & Feedback Theme at 66%, and the Relationship Theme at 64%. Additionally, the Culture Theme (58%) and the Engagement Theme (56%) highlight robust, ongoing alignment between families and school-site initiatives. By intentionally bridging the home-school gap through these relationships, the all-student graduation rate surged from an 82% baseline to 94.4% in Year 2. This high-impact engagement directly reinforced student accountability, resulting in a 95.6% graduation rate for Hispanic students and 94.4% for low-income students. The alignment of family communication and workshops with restorative practices directly contributed to reducing official California School Dashboard suspension rates to 6.2% (successfully exceeding our target threshold of 7% or less) and to the total elimination of systemic disparities (0 Red student groups on the California School Dashboard). Educational partners noted that the high ratings in Communication & Feedback (66%) and Relationships (64%) prove that culturally responsive outreach and consistent touchpoints built a foundation of trust that reinforced student persistence. This strong community-wide alignment affirms that integrating family outreach with school-site support systems is highly effective in driving long-term, post-secondary success at Sierra High School.

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

Based on an analysis of 2025-2026 implementation and outcomes, the District determined that no changes were necessary to the goal, metrics, target outcomes, or actions for the coming year. However, continuous improvement efforts led to strategic adjustments to implementation focus areas, as outlined in the following actions.

Action 6.1 (Restructuring Academic Intervention Delivery) - In response to declining CAASPP ELA proficiency rates (dropping to 20.97%) and Math proficiency rates (at 0.0%), the current small-group instruction and tutoring delivery model will expand intervention delivery to in-school opportunities. Sierra High School will systematically administer CAASPP Focused Interim Assessment Blocks (FIABs) at regular intervals. These FIABs will be used by classroom teachers to conduct real-time data analysis, identify specific standards requiring immediate re-teaching, and modify small-group tutoring focus areas dynamically throughout each trimester.

Action 6.4 (Expanding Restorative Practices and Behavioral Mentoring) - While official California School Dashboard data confirms a major victory in reducing the overall suspension rate to 6.2% and eliminating all high-risk "Red" student groups. To protect and sustain these gains, Tier-1 proactive support systems will be scaled up. This includes providing additional restorative mentoring circles specifically designed for low-income and Hispanic students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide intervention and support for at-promise students	Small group instruction, one-on-one tutoring, and differentiated learning opportunities.	$75,694.00	No
2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	Professional learning to support recognizing and addressing implicit bias, fostering inclusive classroom environments, and integrating diverse perspectives into the curriculum.	$30,000.00	No
3	Support systems for at-promise students	Establish support systems and wrap-around services to address the social, emotional, and academic needs of at-risk students. This may involve counseling services, mentoring programs, and partnerships with community organizations.	$40,000.00	No
4	Alternative discipline approaches	Implement restorative justice practices and alternative discipline approaches to reduce suspension rates and promote positive behavior. This includes training staff in conflict resolution techniques, implementing peer mediation programs, and creating a supportive disciplinary environment.	$10,000.00	No
5	Family and community engagement	Foster meaningful partnerships with families and the community to support student success. This includes providing resources and workshops for parents/guardians, establishing regular communication channels, and involving community partners in decision-making processes.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26,688,557.00	$3,404,087.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.89%	0.00%	$0.00	38.89%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	Based on 2023 Data: Student performance data points to a District-wide need to increase the rigor and alignment of instruction to the demands of state standards for EL, low-income, and foster students in both ELA and math. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for EL and foster students to receive enhanced resources and support to improve literacy, language development, and math skills. Additionally, there is strong support for providing staff with professional development to address the existing achievement gaps.	Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach which will result in increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and EL students have limited access to technology at home. The increased access to technology and instructional materials will support instruction for low-income, EL, and foster students. Research (Fisher, Frey, & Hattie, 2016) points to the positive impact of measuring and providing students with instruction that mitigates learning gaps and advances achievement. As a result of this action, we will purchase standards-aligned instructional materials and technology in support of a culturally relevant, constructivist learning environment in order to improve high-need students' academic achievement. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 3	Based on 2023 Data: ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners indicates the need for EL, foster youth, and low-income students to receive additional interventions to increase literacy, language development, and math skills due to the gaps in proficiency levels. Feedback also points to the need for additional intervention staff and training to provide differentiated support.	Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, EL, and foster students. This service is principally directed to addressing the academic outcomes we have for our EL, low-income, and foster students. Through this District-wide goal, intervention staff will increase and improve instructional support for EL and Foster youth students. By providing individual and small group instruction, intervention staff supports EL students' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support also include the development and implementation of a Student Study Team Protocol and early intervention. AUSD expects to see an increase in high-need student achievement and a narrowing of achievement gaps between groups. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 4	Based on 2023 Data: ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for EL, foster youth, and low-income students to receive enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Educational partners share that the monitoring of data for EL, foster youth, and low-income students is critical to improving instruction and increasing student outcomes.	Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, EL, and foster youth student achievement, and use data to inform instructional practice. We will renew contracts for the District student information system and the data and assessment system which provide added ability for assessing and monitoring. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, EL students, and foster youth. AUSD has experienced growth in data-driven instructional decision making and there is a desire to continue to address the need and improve practice. These data systems allow us to disaggregate results by student groups. Evidence shows that when data is used to monitor and improve instruction for our students, stronger academic impact results. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 5	Based on 2023 California School Dashboard Data: Smaller percentages of our low-income parents report being engaged in their child’s school when compared to higher-income families. EL students’ mastery of standards on local academic assessments is lower than that of all students. Chronic absenteeism rates for EL students at 24%. This current rate shows an increase of 13% from the 2019 -2020 baseline data overall, a 15% increase for ELs. These rates result in lower levels of engagement and decrease the student's sense of connectedness to school, which negatively impacts student achievement. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners indicates the need to provide additional instructional support to increase academic achievement and engagement.	Through this District-wide action/service, AUSD will provide additional staff, such as a translator beyond what is required, and instructional aides to support families and students in accessing instruction and information as well as minimizing barriers to educational access for families who speak additional languages and low-incidence languages. This service is directed toward meeting the academic outcomes of EL students. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math indicators and to maximize the impact on academic achievement and engagement.	Metrics used to monitor effectiveness include: *Chronic Absenteeism Rate

Goal 1 Action 7	Based on 2023 Data: While the data is improved, there is still a need to address the lower rates of progress among EL students, foster youth, and low-income students as gaps persist when compared to all students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for EL, foster youth, and low-income students, addressing existing achievement gaps.	Teacher coaching emerged as a promising alternative to traditional models of professional development. Since beginning the use of instructional coaches in the District, high-need students showed an increased achievement in both state and local measures. Survey data has indicated the value in our professional learning. We will provide 5 FTE instructional coaches to support increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum. This service is principally directed to meeting the academic achievement outcomes of EL students, low-income students, and foster students. Through this District-wide goal, the instructional coaches will provide instructional support to teachers as they address instructional rigor and lesson implementation for our low-income, EL, and foster youth students. The outcome of improved classroom instruction for low-income, EL, and foster youth students will result in greater achievement. This action creates systems of academic support and increase the effectiveness of instruction. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard
Goal 1 Action 8	Based on 2023 Data: ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Feedback from educational partners highlights the need for additional opportunities for EL and foster youth students to develop academic skills and to receive support to improve literacy, language development, and math skills in order to address the existing achievement gaps.	Our EL and foster youth students will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. We will increase summer school sections to offer credit recovery, grade improvement, and original credit, focusing on prioritizing and enrolling EL students. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and student groups at the lowest performance level on the CA Dashboard for the ELA, math, and graduation rate indicators.	Metrics used to monitor effectiveness include: *Graduation Rate *CAASPP ELA/Math

Goal 1 Action 10	Based on 2023 data: Low-income, EL, and foster youth students in our District lack home and community resources that enhance and improve academic and social-emotional achievement. These students achieve below other students who are not part of unduplicated pupil groups. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for additional programs and initiatives that support student growth, achievement, and instructional relevance.	Through this District-wide action, we will contract with a grant-writing consultant to develop grant proposals to increase access to services for low-income, EL, and foster youth students. Through this District-wide goal, we will utilize a grant writer consultant to assist us in securing additional funds in support of the academic achievement of low-income students, EL students, and foster students. Evidence shows that our past grant awards have benefited students and families by improving instruction, community engagement, and specialized support programs for low-income, EL, and foster youth students (ie. Community Schools grant, EL professional learning grant, preschool expansion grant). Students who are from low-income families, who are learning English, and who are in foster care need additional resources to ensure achievement barriers are removed. AUSD identified needs that require funds beyond that provided by the state and federal government. In the past three years, over 18 million dollars in grants have come to AUSD through this service; it is expected that AUSD will continue to be awarded grants for our low-income, EL, and foster youth students. These actions are being provided on an LEA-wide basis to provide additional resources for all students.	Metrics used to monitor effectiveness include: *Attendance Rate *Graduation Rate *Reclassification Rate *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores

Goal 1 Action 11	Based on 2023 Data: During our consultation process, it was noted that EL students need additional art programs to increase engagement. Our low-income students have limited access to art programs due to a lack of resources, thus impacting their overall engagement and attendance which impacts student achievement. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. The 2023–2024 baseline attendance rate for low-income students was 90.84%, English Learners sat at 91.28%, and Foster Youth displayed the lowest engagement with an attendance rate of 88.92%. These suppressed attendance rates directly restrict daily access to core instruction and contribute to the academic performance gaps noted above. Feedback from educational partners highlights the need for low-income, EL and foster youth students to participate in art integration to increase engagement, thus improving academic achievement and addressing existing achievement gaps.	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, all students benefit, especially students from low-income backgrounds and EL students (Caterall, 2012). We provide supplemental materials for the secondary and elementary art programs and other visual and performing arts programs so that low-income, EL, and foster youth students can garner the benefits of a rich arts program in AUSD during the school day. Students from low-income families, EL students, and foster youth need additional access to art resources, materials, and explicit art instruction. By providing these services, we increased participation in District arts programs and increased student achievement because a student's sense of connectedness improves and thus improves their attendance. With improved attendance, we should expect stronger academic outcomes. These actions are provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics used to monitor effectiveness include: *Attendance Rate

Goal 1 Action 12	Based on 2023 Data: During our consultation process, it was noted that low-income and EL students need additional music instruction during the school day. With increased opportunities for music instruction, engagement will increase, thus improving academic outcomes. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. The 2023–2024 baseline attendance rate for low-income students was 90.84%, English Learners sat at 91.28%, and Foster Youth displayed the lowest engagement with an attendance rate of 88.92%. These suppressed attendance rates directly restrict daily access to core instruction and contribute to the academic performance gaps noted above. Educational feedback indicates that schools would benefit from additional programs and stronger extracurricular activities, which would increase student engagement and achievement for low-income, foster youth, and EL students.	Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. We will increase student music instruction and improve all District music programs by purchasing instruments, materials, and supplies to increase equity and access for our low-income, EL, and foster youth students. This action aims to positively impact the academic achievement of low-income, EL, and foster students by increasing a student's sense of connectedness, which in turn should improve the students overall attendance. With improved attendance we expect that student achievement will also show gains. This action provides additional opportunities for music instruction which will have a positive impact on engagement and achievement for all students. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics used to monitor effectiveness include: *Attendance Rate

Goal 1 Action 13	Based on 2023 Data: Many of our low-income students, foster students, and EL students do not have access to reliable technology at home. The pandemic highlighted the need to ensure that high-need students have equitable access to technology. Technology supports academic achievement as it provides access to programs for students to reinforce skills needed for academic success. Current academic gaps exist for low-income, EL, and foster youth students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for increased access to technology during and beyond the school day and access to programs that can reinforce student learning at school and home.	AUSD Management Information Systems department will maintain and increase student access to technology. The increased technology supports intervention instructional materials, programs, and instruction for EL students, FY, and low-income students. We will increase technology solutions for reliable access to designated programs that support student intervention. Enhanced technology will allow for frequent monitoring of low-income, EL, and foster youth students' achievement and increased ability to inform and differentiate instructional practices. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 14	Based on 2023 Data: District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are EL students, foster students, and from low-income families; this includes creating learning environments that address issues of diversity, equity, and inclusion (DEI). Students in these three groups have lower achievement on our state and local assessments and achieve below that of all students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Feedback from educational partners highlights the need for supplemental instructional materials to support differentiated instruction in core subjects and that support diversity, equity, and inclusion. Low-income students in the District have also provided feedback about desiring curriculum and instruction that centers on DEI and is more rigorous. These topics will help support a student's sense of belonging and connectedness to school, which in turn will have a positive impact on students' attendance and chronic absenteeism rates. With improved attendance and chronic absenteeism rates we can expect to see improved achievement for low-income, EL, and foster youth students.	District staff will purchase materials and/or services for low-income students, EL students, and foster students, beyond what is provided to students who are not in these groups, to improve student learning outcomes related to DEI and rigorous coursework. This action allows AUSD to identify and provide low-income, emerging bilingual, and foster youth additional materials and supplies needed to support culturally relevant, inclusive, constructivist learning environments at each school site. Research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). The District will increase rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research further supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). We expect to see higher levels of engagement by EL students, low-income students, and foster youth based upon attendance, and chronic absenteeism. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income students, EL students, and foster students when compared to students who are not in these three groups. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Attendance Rate *Chronic Absenteeism Rate
Goal 1 Action 15	Based on 2023 Data: EL, low-income, and foster students in AUSD have less access to high-quality reading materials and have lower levels of engagement when compared to other student groups. CAASPP data shows a gap in achievement for EL students in ELA and math. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for	When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of high need students. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and English learner students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

	all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need to provide high-interest and diverse library materials and curriculum to increase student engagement and achievement for low-income, foster youth, and EL student groups.	our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of English learner students, low-income, and foster students and will include: a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this District-wide goal, this action/service will increase and improve unduplicated students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower-income families have less access to high-quality reading materials, which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high-interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and review library usage data to influence outcomes for high-need students. These actions will provide an opportunity to increase access to diverse materials and student engagement. These actions are being provided on an LEA-wide basis to benefit all students including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	

Goal 2 Action 2	Based on 2023 Data: Many EL students lack adequate access to technology in their homes. The pandemic highlighted the need to ensure that students have equitable access to technology. Technology supports academic achievement by providing access to programs for students to reinforce skills needed for academic success. Current academic gaps exist for EL students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for increased access to technology during and beyond the school day and access to programs that can reinforce student learning.	Technology tools such as tablets, laptops, projectors, and Chromebooks, allow for increased differentiation in the instructional program, as well as improvement in the development of literacy and research skills. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve EL students' achievement across content areas. Specific technology to support language acquisition might include devices and plugins like microphones and earphones. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Rate of reclassification of EL students

Goal 2 Action 3	Based on 2023 Data: In AUSD, our EL students benefit when they become fluent in more than one language. Spanish-speaking EL students lack opportunities to develop comprehensive literacy in Spanish in English-only classes. Current gaps exist in the achievement of EL students on the CAASPP assessments in ELA and math. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Our data shows EL students receiving primary language instruction achieve at higher levels than ELs being instructed primarily in English: Ever-ELs in the AUSD Dual Language Immersion (DLI) program outperform their peers in the Structured English Immersion (SEI) or mainstream programs on the CAASPP ELA test. DLI program: 36% of ever-ELs met or exceeded the CAASPP ELA standards. SEI or mainstream programs: 18% of ever-ELs met or exceeded the CAASPP ELA standards. Educational partner feedback reflects the need to provide EL students with the opportunity to participate in programs that support proficiency in both their second and first language, such as the Dual Language Immersion Program.	A 2014 Stanford University study showed that second language learners who are taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically. Past implementation of dual language immersion in AUSD resulted in similar findings. Elementary English-speaking students who are low-income and foster youth do not have opportunities to learn another language and develop Spanish literacy. This schoolwide action will increase opportunities for EL students to develop bilingualism by participating in a Dual Language Immersion Program. Additional teachers and instructional aides will be provided beyond what is required. Students who have participated in the District's Dual Language Immersion Program have scored higher on academic achievement assessments; the District expects continued high achievement to be the outcome for members of all three student groups who participate. Our DLI program provides academic instruction in two languages and enrolls low-income, foster, and English-learner students. The program is designed to enhance both linguistic and academic development, supporting the students' journey toward bilingualism. This linguistically integrated approach best supports ELs by promoting language proficiency, literacy, and academic achievement in both their first and second languages. Additionally, it fosters cross-cultural understanding among students. Teachers in our DLI program receive specialized training tailored to the needs of English learners through instruction in the target language of ELs, thereby advancing language acquisition and preventing long-term English learners. This program provides an inclusive and supportive environment that nurtures the academic and linguistic growth of EL students. These actions are being provided on a school-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 2 Action 4	Based on 2023 Data: We aim to see tangible improvements in EL students' academic achievement and language acquisition growth as current data demonstrates gaps in achievement for EL students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for professional development that supports the improvement of literacy, language development, and math skills for EL students, addressing existing achievement gaps.	The importance of effective professional learning, research by Hargreaves & Fullan (2012) emphasizes the necessity for sustained follow-up and job-embedded coaching throughout the year. This approach ensures educators have ongoing support and guidance to implement new strategies effectively. To address the specific needs of EL students, our professional learning initiatives will be intensified and refined. These efforts will be closely aligned with the California English Learner Roadmap, providing educators with targeted training focused on enhancing the academic achievement and language acquisition of EL students. To facilitate this process, consultants and Teachers on Special Assignment, possessing expertise in serving the needs of ELs, will be actively involved in providing support and guidance to educators. Through their assistance, teachers will receive tailored coaching and resources to effectively implement strategies that meet the diverse needs of EL students, including LTELs and Newcomer students. By prioritizing increased and improved professional learning opportunities, we aim to see tangible improvements in EL students' academic achievement and language acquisition growth. Through ongoing support and targeted training, educators will be better equipped to address the unique challenges faced by EL students, ultimately leading to enhanced outcomes in both academic performance and language development. These actions are being provided on an LEA-wide basis to benefit all students, including EL student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students

Goal 2 Action 7	Based on 2023 Data: Student performance data indicate a District-wide need to increase language proficiency and improve literacy for EL and LTEL students at the secondary level. ELA CAASPP 11th-grade data shows that 5% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 44% proficiency rate for all students. Foster student data is suppressed for privacy due to less than 11 students being tested in 2022 - 2023. LTEL 11th-grade students yield similar results, with 4% proficient in ELA. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy and language development addressing existing achievement gaps.	LTELs and ELs who face additional challenges in mastering academic English, the Expository Reading and Writing Course (ERWC), which provides targeted support to improve their language proficiency and academic literacy. The California Department of Education has identified the ERWC as a promising practice for LTELs. In alignment with this recognition, we will offer ERWC as dedicated course sections tailored specifically to seniors, with a focus on serving LTELs and EL students. ERWC offers a comprehensive curriculum designed to enhance students' reading comprehension and writing skills, particularly in expository and analytical writing. By offering ERWC as dedicated course sections for seniors, we aim to provide these students with intensive instruction and practice in reading and writing, equipping them with essential skills for college and career readiness. This targeted approach recognizes the unique needs of LTELs and ELs and aims to empower them to succeed academically and beyond. By providing access to high-quality instructional materials and support, we strive to ensure that all students, including those who may face language-related challenges, have the opportunity to achieve their full potential and thrive in their academic endeavors. This action will create an opportunity to increase instructional support based on identified needs. This action is being provided on a school-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA academic indicator.	Metrics to monitor effectiveness include: *EAP/CAASPP ELA 11th-grade percent of students meeting/ exceeding standard for EL, and LTEL students *Graduation Rate *Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years)

Goal 2 Action 9	Based on 2023 Data: Our analysis of student performance data highlights a District-wide need to elevate the rigor and alignment of instruction with state standards, particularly for EL students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps.	Research indicates that schools with high populations of economically disadvantaged students often struggle to meet academic standards. However, maintaining high expectations for these students is crucial for their success (Gehrke, Kappa Delta Pi, 2005). To address this, we are committed to enhancing and expanding professional learning opportunities for AUSD staff, focusing on our Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Evidence-based research demonstrates that a culturally relevant, constructivist learning environment fosters academic achievement and engagement across all student demographics (Hughes et al., 2010; Gay, 2010; Armson & Laughter, 2016). By providing professional learning that supports this approach, AUSD aims to deliver rigorous, inquiry-based instruction within respectful and inclusive learning environments. Additionally, funding will support professional learning initiatives such as Innovation Labs at elementary sites, exposing high-need students to STEM career possibilities (Fouad and Santana, 2016). Curriculum development and implementation of state standards and frameworks will also be emphasized in our professional learning plan. Through these District-wide efforts, we aim to provide ongoing support to teachers in increasing rigor and improving achievement for high-need students. Our professional learning initiatives are designed to equip educators with the tools and strategies necessary to uphold high academic expectations and deliver standards-aligned instruction, particularly tailored to the needs of EL students. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 3 Action 1	Based on 2023 Data: Many of our low-income students, foster students, and EL students will be first-generation college students and have limited home resources to advance their academic preparation for post-secondary education. CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.	The research identified in "Unlocking Emergent Talent" (Olszewski-Kubilius & Clarenbach, 2012) indicates that providing a high-powered, enriched curriculum and scaffolding for advanced thinking and questioning skills, rather than remediation is successful in raising the academic achievement and post-secondary trajectory of learners of varying ability and socioeconomic levels. Through this District-wide goal, we will increase college readiness opportunities, including support for meeting A-G requirements, access to AP courses, credit recovery, and grade improvement. This includes professional learning in these areas as well as direct student support. AUSD expects to continue to see increases in college and career readiness levels in low-income students, emerging bilingual students, and foster youth. These actions will create an opportunity to increase college readiness for EL, foster, and low-income students because they are designed to address their identified needs. However, these actions are being provided on a school-wide basis to maximize their impact, increasing college readiness for all students, including the student with disabilities and homeless student group at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *EAP/CAASPP SBAC English Language Arts 11th-grade percent of students meeting/exceeding standard *EAP/CAASPP SBAC Mathematics 11th-grade percent of students meeting/exceeding standard *Percent of students meeting the College/Career Preparation Indicator as prepared on CA Dashboard

Goal 3 Action 2	Based on 2023 Data: Our low-income, EL, and foster youth students are underrepresented in the STEM related career fields, they have limited exposure to professionals and opportunities to learn about the field beyond what is offered in schools. Our low-income students, emerging bilingual students, and foster youth will benefit from expanded opportunities to advance in their college and career preparation. All three groups have had lower rates of preparedness when compared to students who are not part of one of these groups. CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.	We will provide added career exploration opportunities for Career Technical Education (CTE) at feeder schools, such as STEM and Project Lead the Way, to expand our CTE programs and pathways at District high schools. Low-income, EL, and foster youth students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers. Our low-income, EL, and foster youth students have fewer opportunities outside of the District to participate in STEM-related activities and exploration that influence career interests and decisions in the STEM field, this action will provide those opportunities. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, EL, and foster youth students in our District can begin their career trajectory into STEM-related and/or high-demand, high-earning professions while still in high school. AUSD has had a growing CTE program and with higher levels of enrollment of unduplicated students over the last three years. Low-income, EL, and foster youth students have been awarded commendations for their achievements. AUSD expects to a) increase the number of low income, emerging bilingual, and foster students participating and completing CTE pathways, b) increase college and career readiness for these groups of students, c) increase the number of low income, emerging bilingual, and foster students who plan to enter into career technology career fields. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, EL, and foster youth students so they exit our schools prepared for career or college transitions. We will coordinate with ROP to provide these courses, which will increase and improve CTE programs and college and career readiness. College/career preparedness data show the effectiveness of the past implementation of this action. It is expected that continued increases in college-career readiness for low-income, EL, and foster youth students will result. These actions are being provided on a school-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard

Goal 3 Action 3	Based on 2023 Data: AUSD low-income, EL, and foster youth students report an increased desire to be prepared for college and careers in the District Annual Survey. Evidence has shown that when low-income, EL, and foster youth students are provided additional support and assistance with planning for college and career transitions, their outcomes are improved, and students are better prepared and have more post-secondary options. CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness including counselors and additional staffing.	We will provide additional District staff and training to support site implementation of college preparatory and CTE programs and thus increase access to college and careers for our low-income students, EL, and foster youth students. EL and foster youth students' college and career readiness rates are not yet at our target levels or comparable to that of all students. This action is expected to result in higher participation and enrollment of low-income students, EL, and foster youth students in college-preparatory programs by providing increased offerings of college-preparatory courses. Additionally, we expect to see increasing percentage rates for low-income, EL, and foster youth students in the following measurable outcomes: a.) students meeting A-G course completion requirements and percentage of students completing a CTE pathway by the end of 12th grade. We will provide additional staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, EL, and foster youth students at all sites. Counselors will work with low-income, EL, and foster youth students on four-year planning, offer parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. These actions are being provided on a school-wide basis to benefit all students including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard

Goal 3 Action 4	Over the last several years, student survey data reflects a need to continue to offer additional, more rigorous college preparatory coursework for unduplicated pupils. Our EL, foster youth, and low-income students have lower rates of college and career readiness based on state indicators, and scheduling constraints prevent many EL and foster youth students from participating in elective classes. 2023 CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator, indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL, foster youth, and low-income students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.	Secondary schools will provide increased opportunities for our EL, foster youth, and low-income students to meet A-G requirements as part of their college readiness by offering an extended day to allow unduplicated pupils to take elective courses in addition to their basic program of study. AUSD will provide additional teachers to increase equity and access for our students to a broad course of study by providing zero and/or 7th periods. Access to academic rigor and support is important for our EL, foster youth, and low-income students, many of whom will be first-generation college students (Hébert, 2017). By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for EL, foster youth, and low-income students. We will also expect to see an increase in enrollment for these courses. However, these actions are being provided on a school-wide basis to maximize their impact, increasing college/career readiness for all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard *Graduation Rate *Percent of A-C grades for Middle School students

Goal 4 Action 1	Based on 2022 - 2023, Chronic absenteeism rates continue to be high for EL students at 24%, which has a negative impact on the engagement of parents and students. This current rate shows a 15% increase for EL students. Furthermore, our 2023 - 2024 District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows a large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged, they may not have the tools, resources, and information needed to help their students, which negatively impacts student achievement. Educational partner feedback also recommends increased efforts to engage parents of EL students at all levels, especially at the secondary level. Educational partners also identified the need to continue efforts to improve attendance and decrease chronic absenteeism of EL students, which should support the engagement of parents at all school sites.	An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, EL students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar. Based on the identified need, we will continue to provide a Community Liaison for each school in the District so that families of EL students will have access and connections to the schools. Through the Community Liaisons' work, parent engagement will continue to be prioritized, monitored, and addressed. This will result in increased positive relationships and connections between families and schools. Community liaison will continue to prioritize EL student groups with the most significantly impacted chronic absenteeism and dedicate time and efforts to attendance and chronic absenteeism by conducting consistent outreach and providing support to families. Outreach includes phone calls home, conducting home visits, and organizing outreach and resources for EL students and their families to minimize the home/school barriers. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism indicator. This action will create an opportunity to increase parent engagement for EL students because it is designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize impact, increasing student achievement.	Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Graduation Rate *Parent Engagement Rate

Goal 4 Action 2	Chronic absenteeism rates continue to be high for EL students at 24% which has a negative impact on the engagement of parents and students. This current rate shows an increase of 15% increase for ELs students. Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged they may not have the tools, resources, and information needed to help their students which negatively impacts student achievement. Educational partner feedback highlights the need for greater efforts to engage parents of EL, foster youth, and low-income students at all levels, particularly at the secondary level. They emphasized the importance of helping parents understand the school system and providing opportunities for learning about resources available to support EL, foster youth, and low-income students. By enhancing engagement, parents of EL, foster youth, and low-income students will gain a better understanding and be more equipped to support their children's academic and behavioral needs. Additionally, educational partners stressed the necessity of continuing efforts to improve attendance and reduce chronic absenteeism among EL, foster youth, and low-income students, based on the 2023 California School Dashboard, which shows these student groups have higher chronic absenteeism rates when compared to all students. This action will further enhance parent engagement across all school sites.	Having access to accurate, frequent, and appropriate data to monitor the progress of our EL, foster youth, and low-income students is essential in increasing responsiveness to their special needs. Evidence has shown that monitoring metrics, actions, and services outlined in the LCAP improves transparency and effectiveness and provides data to improve decision-making. Therefore, we will provide District staff responsible for local, state, and federal data. Staff will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions/services; and, oversee surveys and educational partner engagement in the LCAP process. Additionally, staff will conduct outreach with families of EL, foster youth, and low-income students to increase engagement and participation in programs and structures that support students. Outreach will include engagement meetings and materials that make school systems, resources, and structures comprehensible for EL, foster youth, and low-income parents. Past implementation has shown this action has made a positive difference in the areas of family and student engagement in decision-making (District survey results), improved academic outcomes for EL, foster youth, and low-income students, and increased transparency and collaboration among all educational partners. District staff will help parents increase understanding about the school system, help analyze data, and help parents to become involved, which in turn will help parents seek and apply resources for their students. These actions are being provided on an LEA-wide basis to benefit all students, including homeless, African-American, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension indicator. Additionally, students with disabilities and homeless student groups for ELA, math, and CCI indicators will also benefit from providing these actions on an LEA-wide basis.	Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Parent Engagement Rate * Suspension Rate

Goal 4 Action 3	Based on 2023 data: Student performance, chronic absenteeism, and parent engagement data point to a District-wide need to increase EL parent engagement in order to improve student outcomes. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Chronic absenteeism rates continue to be high for EL students at 24% which has a negative impact on the engagement of parents and students. This current rate shows an increase of 15% increase for ELs students. Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows a large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged, they may not have the tools, resources, and information needed to help their students, which negatively impacts student achievement. Educational partner feedback recommends increased efforts to engage EL student parents at all levels, especially at the secondary level. Educational partners also identified the need to continue efforts to help parents understand the school system and seek opportunities for learning. Through this understanding and learning, parents will be better prepared to support academic achievement for students.	Student achievement increases when parents, especially those of high-need students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. Based on our needs assessment, we have identified the need for increased opportunities for engagement for families of EL student groups. Based on the need, we are providing partnerships with organizations to increase parent learning opportunities, including workshops and conferences, material and supplies for parent engagement, and staff to support engagement based on the specific needs of EL students. We will provide a District-wide Azusa Parent Learning Network and a multi-session parent education model for both parents and staff that support EL families to access information and resources despite language barriers. Families of EL students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. Through these engagement opportunities, parents will increase their knowledge and understanding of the school system and language development strategies and will be better equipped to support and seek resources for their child. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Parent Engagement Rate

Goal 4 Action 5	Based on 2023 data: EL students' parents/families often have limited experience with access and understanding of school systems or have barriers such as unusual working hours or abilities to access information. These barriers are further hindered by information gaps of EL parents as a result of attendance rates. Attendance rates for EL students have declined over the past few years. Currently, EL students have a 91% attendance rate, which is 2% lower than last year and 6% lower than the baseline of 97% in 2019 - 2020. EL students at all grade levels have consistently lower levels of standard mastery when compared to all students on state academic assessments, further creating barriers for parents to supporting students' academic needs. EL students have a 29% gap in ELA and a 15% gap in math based on the 2023 CA School Dashboard CAASPP results. Our families who prefer to communicate in a language other than English frequently provide feedback at PAC+ or community forums about the vital need for translation.	Based on our needs assessment, the following needs have been identified for our EL student group. Families need translation services in languages other than Spanish to engage and connect with them as partners. Based on the need, we are providing translation services in multiple languages beyond what is required. Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. It is expected that this action will increase achievement levels for both groups and reduce gaps between groups on local and state academic assessments. AUSD will provide services and staff, such as translators, to support families of EL students in accessing instruction and information in multiple languages. These actions are being provided on an LEA-wide basis to students and their families who need additional translation and language support. While providing these comprehensive resources across the District establishes an inclusive school culture that can support any family experiencing temporary linguistic barriers (including homeless and foster student groups at the lowest performance levels on the CA Dashboard), the action is principally directed toward meeting the distinct linguistic, academic, and engagement needs of our EL student population. Educational research and District needs assessments show that when families can partner with schools in a language they are comfortable and confident in, student school connectedness increases, directly closing information gaps that depress attendance rates and standard mastery.	Metric to monitor effectiveness include: *Attendance Rate *Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard

Goal 5 Action 1	Analysis of the 2023 CA Dashboard data show increases in suspension rates for low-income students, currently at a suspension rate of 12.19%. This is a 7.19% increase from the previous school year. Chronic absenteeism rates for low-income students are also high, with a rate of 23%, EL students at 24%, and foster youth students at 30%, which has a negative impact on the engagement, connectedness, and belonging of students. These current rates show an increase of 13% increase from the 2019 -2020 baseline data overall, a 14% increase for low-income, a 15% increase for ELs, and a 9% increase for foster youth students. Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities for low-income, EL, and foster youth students. Based on this needs assessment, our low-income, EL, and foster students need more programs to build resiliency, increase positive behavior support, and increase engagement and connectedness.	AUSD is addressing the unique challenges of low-income students, ELs, and foster youth by implementing a comprehensive program aimed at building a resilient and supportive school community. This includes staff training to run Trauma Healing Circles for students to share experiences, Push-in Support from trained professionals in classrooms, Positive Behavior Assemblies to celebrate achievements and reinforce positive behavior, and comprehensive staff training on trauma-informed practices and culturally responsive teaching. We will have continued support from partner organizations like the Western Justice Center and Second Call. These actions are being provided on an LEA-wide basis to benefit all students with an aim to reduce suspension rates across all student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

Goal 5 Action 2	Based on 2023 data: Trauma can impact school performance, leading to higher school absences, suspensions, and expulsions. Current chronic absenteeism rates are high, with a rate of 23% for low-income students, EL students at 24%, and FY at 30%. This negatively impacts student engagement and can result from traumatic experiences. These current rates represent a significant increase from the 2019 - 2020 baseline date, with chronic absenteeism increasing by 13%, a 14% increase for LI, a 15% increase for ELs, and a 9% increase for foster youth. Additionally, suspension rates for low-income students are at 12%, which is a 3% increase from the 2019-2020 baseline data. Educational partners' feedback points to the need to train staff to be better prepared to address the higher levels of trauma experienced by low-income, EL, and foster youth students in order to decrease suspension and chronic absenteeism rates. Based on our needs assessment, the following needs have been identified for our low-income, EL, and foster youth student groups: increased access to trauma-informed practices to enhance students' sense of engagement and connectedness. In response, we are providing social-emotional learning support, resources, and training for staff.	AUSD will provide low-income students, EL students, and foster students with increased access to educational equity, social and emotional learning, and support resources. District-wide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the District will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. Increased and improved professional learning will result in engagement and positive academic outcomes for low-income, EL, and foster youth students. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Chronic Absenteeism Rate *Suspension Rate

Goal 5 Action 3	Based on 2023 data: Annual District data reflects increased suspension rates and high chronic absenteeism rates, pointing to the need to improve school climates. Analysis of the 2023 CA Dashboard data shows increases in suspension rates for low-income students, currently at a suspension rate of 12.19%, with a 7.19% increase from the previous year. Low-income students have disproportionately higher suspension rates than other groups, as indicated by our suspension rate data. Therefore, there is a need for additional behavioral and social-emotional support. 2023 chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact student engagement and connectedness. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students. Low-income students have disproportionately higher suspension rates than other groups, as indicated by our suspension rate data. Low-income students show higher behavioral challenges leading to suspension, and these behavioral outcomes can affect a student's academic outcomes. Behavioral challenges can disrupt the learning environment; therefore, there is a need for additional behavioral and social-emotional support. Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities that will impact a student's sense of connectedness and belonging to school for low-income students. These supportive systems will increase a student’s sense of safety, engagement, and connectedness, increasing positive behavior and decreasing suspension rates and chronic absenteeism for low-income students.	To address this need, the District will implement Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS can improve social-emotional competence, academic success, and school climate, which can positively impact and reduce suspension rates for low-income students. It also addresses teacher health and wellbeing. It is a way to create positive, predictable, equitable, and safe learning environments. Ongoing professional learning is required to support students, teachers, and families through systems change. Effective implementation can improve behavioral, social, emotional, and academic outcomes to reduce the use of exclusionary discipline practices and improve their overall school climate. These actions are being provided on a LEA-wide basis to benefit all students, including students with disabilities, homeless, White, and Hispanic student groups, who are at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

Goal 5 Action 4	Based on 2023 data: Current research and our own tracking of student social and emotional wellness reflect a need for added support for our low-income students. Analysis of CA Dashboard data shows increases in suspension rates for low-income students, currently at a suspension rate of 12.19%, with a 7.19% increase from the previous year. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact student engagement and connectedness. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students. Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities that include staff and systems to support low-income students' social and emotional needs. Low-income students often have limited resources to access mental health supports and often experience increased stressors due to financial instability, housing insecurity or being exposed to increased violence. As such based on our needs assessment, our low-income students need to have social-emotional wellness supports at school. Based on that need we are providing staff to support low-income student needs.	As past data reveals, when high-need students receive targeted support for social and emotional wellness, their academic outcomes are enhanced. We will provide staff to oversee tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. It is expected our low-income students will report higher levels of social and emotional wellness during focus groups and on the student District annual survey, we will see improved suspension rates and chronic absenteeism rates, all leading to improved academic outcomes as well. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.	Metrics to monitor effectiveness include: *Suspension Rate *Expulsion Rate *Chronic Absenteeism Rate

Goal 5 Action 5	Current data shows that chronic absenteeism rates for low-income students are at 23%. In 2023, 12.19% of low-income students were suspended at least once. Low-income students in our District face health disparities that impact their academic success and overall well-being due to limited resources to access physical and mental healthcare, leading to unmet healthcare needs. When healthcare needs are not met, student attendance rates and chronic absenteeism rates may be affected as indicated by the high chronic absenteeism rate for low-income students. By providing health support at school, we can mitigate these disparities and promote equity in health support for our low-income students. Educational partners continue to suggest that the sites have a concerted effort to improve attendance and chronic absenteeism rates for low-income students. There have been suggestions for educational partners for school sites to provide attendance campaigns and to provide staff that supports the efforts around attendance and that can provide health support to low-income students.	This service is for low-income students based on their physical and mental health needs and helps to decrease the student-to-nurse ratio. Our low-income students may have limited resources and additional barriers, which impacts the accessibility to quality health and mental health care. We will monitor the effectiveness of this action for these student groups through their chronic absenteeism and suspension rates. School Nurses working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This action provides professionally qualified nurses familiar with the school setting who can provide professional health and wellness support at schools, throughout the school year, including the extended school year program and summer school. This service is for low-income students based on their physical and mental health needs. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.	Metrics to monitor effectiveness include: *Chronic Absenteeism Rate *Suspension Rate

Goal 5 Action 7	Based on the anlaysis of 2023 data: Chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact a student's sense of engagement and connectedness to school. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% for low-income students. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of connectedness and engagement. Our low-income students have fewer opportunities for hands-on, experiential learning due to limited resources compared to more affluent peers. Low-income families may not have the financial resources to enroll their children in after-school programs, summer camps, and other enrichment opportunities that offer experiential learning. Low-income students may have other responsibilities outside of school, such as caring for siblings, which limits their ability to participate in hands-on learning beyond the school day. Educational partner feedback also recommends providing learning opportunities that are relevant and hands-on to improve student engagement and connectedness for low-income students, which in turn will have a positive impact on academic achievement. Our needs assessment has identified specific needs for our low-income student group. These students, more than anything, need additional hands-on learning opportunities to support their engagement and sense of connectedness to decrease absenteeism and improve suspension rates. It is crucial that we address this need; in response, we are providing project-based learning opportunities and supplies through school gardens, aiming to improve engagement and, in turn, improve academic achievement.	To address these needs, the District will provide school gardens, nutrition enhancements, and instructional materials to promote healthier choices. Research demonstrates that school gardening is a promising strategy for promoting healthy physical, social, and dietary behaviors. Gardens give students an opportunity to be physically active and to build connections with other students, the school community, and the environment. School gardens have also been shown to improve students' academic achievement in science, math, language arts, and writing, which can support the achievement gap we see with our low-income students. In addition, school gardens have been shown to improve perceptions of well-being and social and cultural cohesion to meet the needs of low-income students and increase their sense of being part of the school community. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

Goal 5 Action 8	Based on the analysis of 2023 data: Suspension rates and chronic absenteeism rates indicate the need for improved school climates. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% for low-income students. These high rates negatively impact a student’s sense of engagement, connectedness, and safety at school causing students to have increased behaviors leading to discipline and even suspension. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of connectedness, engagement, and safety which can lead to increase behavior needs. Educational partners also recommend establishing systems of support and safe school communities to enhance the overall learning environment for low-income students. They identify the need for staff to receive training that supports restorative practices at our school sites, which will better equip our staff to address safety and behavior needs through a restorative approach, decreasing suspension and chronic absenteeism rates for low-income students. Based on our needs assessment, the following needs have been identified for our low-income student group: students need school environments that support restorative practices. Based on the need, we are providing materials, training, and coaching to support restorative systems for students.	All schools will receive training and coaching support to address equity for low-income students. Restorative practices and peer mediation will become an integral part of how the District supports students. Professional learning and implementation of these practices serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices (González, 2016) in improving school culture and climate and addressing racial disparities in discipline. Low-income students will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. We expect to also see reductions in suspension rates for low-income students as well. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities, White, homeless, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism *Expulsion Rate

Goal 5 Action 10	Based on the analysis of 2023 data: Suspension rates and chronic absenteeism rates indicate the need for improved school climates and a concern for safety. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact a student's sense of safety at school. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of safety. Additionally, low-income students often have limited resources to access safe afterschool care and programs due to limited financial resources. Educational partner's feedback highlights the concern of school safety for low-income students at various meeting venues and through survey opportunities. They identify the need for professional learning for staff centered around safety and resources to address this concern. These actions will create an opportunity to increase a students sense of safety for low-income students because they will have increased access to safe afterschool programs in which staff is trained to meet student needs.	Based on our needs assessment, we have identified the need to have safe school environments for our low-income student groups both during the school day and beyond the school day. Our low-income students have limited resources after school to ensure safety, especially in our city, which has a high crime index of 17. Therefore, our low-income students need to receive resources and instruction that will address safety and will show our low-income students how to respond appropriately in an unsafe setting. These factors, along with input from education partners, highlight the critical need to address school safety through professional learning opportunities for staff. The District will provide professional development for teachers to address safety beyond school for low-income students. These actions are being provided on an LEA-wide basis to maximize their impact, increasing safety for all students.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 1	Based on 2023 Data: Student performance data points to a District-wide need to increase the rigor and alignment of instruction to the demands of state standards for EL students. Our EL students achieve at rates far lower than other students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Families of our EL students have expressed a need for increased engagement and connection in helping their students achieve.	The District examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for emerging bilingual students. It is found that when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of emerging bilingual students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement. It is expected that the implementation of this action will increase emerging multilingual students' academic achievement and reclassification rates and families' sense of connection and support.	Metric to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Rate of reclassification of EL students
Goal 2 Action 5	Based on 2023 Data: Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider: *ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points). Feedback from educational partners highlights the need for consistent monitoring of EL students.	Castañeda v Pickard (1981) established that bilingual education programs must be based on sound educational theory, implemented effectively with resources for personnel and instructional materials, and be proven effective in helping students overcome language barriers. To close academic gaps and develop language proficiency, the English language development of emerging bilingual students requires ongoing monitoring of students (Olson, 2010). The annual state language assessment isn't sufficient to ensure progress for students. To address the need, an additional ELD/ELL assessment will be utilized to determine ongoing progress and identify advancement toward reclassification. The District expects to see emerging bilingual students' English language proficiency increase because the additional formative data will be used to adjust instruction and target students' specific language needs.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students

Goal 2 Action 6	Based on 2023 Data: Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider: *ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points). Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Families of our emerging multilingual students have expressed a need for increased engagement and connection in helping their students achieve.	Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for ELs. School sites will utilize resource teachers/instructional aides to provide interventions for high-need students. We expect that these supports will increase academic achievement for EL students.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students

Goal 2 Action 8	Based on 2023 Data: Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider: *ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points). Feedback from educational partners indicates that newcomer students need support throughout the day to improve literacy, language development, and math skills for newcomer students.	To directly close these performance gaps, Action 2.8 is provided as a limited action, restricted exclusively to the District's English Learner population, with a focus on our newly arrived newcomer students. This action funds an additional, dedicated language support class that operates entirely over and onboarding baseline requirements, extending beyond the mandated Designated ELD course. As such, this action will provide differentiated levels of English Language Development (ELD), including an additional dedicated language support class for our newcomer students, beyond the required designated ELD course. The language support class plays a critical role in assisting newcomer students as they adapt to their new educational environment, enhance their language skills, and excel academically. Newcomer students often arrive with limited English proficiency. The language support class offers targeted instruction in English language skills, focusing on improving speaking, listening, reading, and writing abilities. In addition to language development, newcomer students may require assistance with academic content, especially if they have had limited or interrupted formal schooling. The language support class offers specialized instruction to help them grasp and engage with academic materials, ensuring they can keep up with their peers. Moreover, newcomer students may be navigating a new cultural and educational setting. The language support class provides a safe space for them to share experiences, ask questions, and receive guidance on understanding cultural norms and expectations. These classes are typically comprised of students from diverse linguistic and cultural backgrounds who are facing similar challenges. This inclusive environment fosters a sense of community and belonging, which is crucial for newcomer students who may feel isolated in their new school environment. As newcomer students gain proficiency in English and grow more comfortable with their academic and cultural surroundings, they can transition into mainstream classes with increased confidence and success. The language support class serves as a bridge, helping them integrate fully into the regular academic program. Given the diverse needs and learning styles of newcomer students, individualized support is essential. The language support class offers smaller class sizes and personalized instruction, allowing teachers to address each student's unique strengths and challenges effectively. We expect these supports to increase the academic achievement of our EL students.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students *Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years)

Goal 5 Action 9	The 2023 California State Dashboard demonstrates overall needs for foster youth and homeless students. Foster youth and homeless students scored a low-performance level (red indicator) in the indicators for ELA proficiency and suspensions. Feedback from educational partners indicates that foster youth and homeless students need additional support to improve their access to school and its resources and enhance their academic success.	In a recent study, Hass, Allen, & Amoah (2014) found having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increases student success. AUSD will provide foster youth and homeless students with parent services via frequent outreach meetings, periodic check-ins, and resources. Results of this District-wide service will improve social, emotional, and academic support for our students who are in foster care. By providing intentional supplies and services through partners, such as transportation, that allow foster youth and homeless students to return to their school of origin and positive continuity of school connections, foster youth and homeless students will receive the support that is needed to succeed.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Suspension rate

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

N/A

Additional Concentration Grant Funding

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

Because 100% of school sites within the Azusa Unified School District (AUSD) individually comprise an unduplicated pupil concentration of 55% or more of English Learners, low-income families, or foster youth, the additional Concentration Grant Add-On funding is allocated District-wide to systematically increase the number of certificated and classified personnel providing direct services across all campuses.
The additional funding will be utilized to maintain, recruit, and increase staff in the following direct-service areas:

Certificated Instructional & Enrichment Staffing

-Class Size & Combination Reduction (Goal 1 Action 3): Additional certificated teachers have been assigned to elementary and secondary sites. At the elementary level, these supplemental staff members directly reduce the number of combination classes. At the secondary level, they provide daily, in-classroom instructional support to expedite differentiated learning for EL, low-income, and foster youth student groups.

-Elementary Arts Expansion (Goal 1 Action 11): Funding will sustain an increase of 3.0 FTE Elementary Art Teachers. These specialized educators provide direct arts instruction across all elementary sites, explicitly integrating social-emotional learning (SEL) frameworks to support vulnerable student populations.

Multi-Tiered Student Support Services (MTSS)

-Academic & Social-Emotional Personnel (Goal 1 Action 3 & Goal 5 Action 4): The 2024–2027 LCAP earmarks add-on funding for dedicated Resource Teachers and School Social Workers. These professionals provide direct, face-to-face interventions to support whole-child development within the District's MTSS framework.

-Site Leadership & Community Connection (Goal 5 Action 1 & Goal 4 Action 1): Funding supports additional Assistant Principals and a Community Liaison to deliver direct behavioral tier-support, student monitoring, and targeted family outreach to remove barriers to regular school attendance.

Target Student Group & Classified Support Staff

-Bilingual Paraprofessionals (Goal 2 Action 6): In direct response to an evolving demographic landscape and a growing newcomer student population, additional bilingual paraprofessionals are employed to provide immediate, primary-language instructional support inside core classrooms.

-Supplemental Custodial Staff (Goal 1 Action 3): To support extended learning opportunities, supplemental custodial staff are assigned to each site. This ensures clean, safe, and conducive learning environments remain fully operational during and after school, directly securing facilities for late-day student intervention programs. This addition directly addresses specific environmental feedback gathered from the District Annual Student and Parent Surveys.

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

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$68,617,902.00	$26,688,557.00	38.89%	0.00%	38.89%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$26,688,557.00	$65,477,361.00	$0.00	$1,910,362.00	$94,076,280.00	$75,245,805.00	$18,830,475.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Supplemental standards-aligned instructional materials, technology and professional development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	On-going	$120,000	$566,687	$686,687	$0	$0	$0	$686,687	0.00%
1	2	Provide all students standards-aligned instructional materials	All	No				On-going	$0	$1,285,446	$0	$1,285,446	$0	$0	$1,285,446	0.00%
1	3	Provide comprehensive intervention for students at all sites	Long-term English learner, Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	On-going	$4,945,398	$0	$2,580,490	$1,252,721	$0	$1,112,187	$4,945,398	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	On-going	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%

1	5	Increase instructional support for students and families	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$471,297	$45,000	$516,297	$0	$0	$0	$516,297	0.00%
1	6	Early childhood education programs	All	No				On-going	$1,533,716	$0	$0	$1,533,716	$0	$0	$1,533,716	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Low Income, English learner (EL), Long-term English learner, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	$1,689,364	$100,000	$1,626,095	$0	$0	$163,269	$1,789,364	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Low Income, Long-term English learner, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	On-going	$200,000	$20,000	$220,000	$0	$0	$0	$220,000	0.00%
1	9	Provide fully credentialed, appropriately assigned teachers	All	No				On-going	$51,225,108	$85,000	$0	$51,225,108	$0	$85,000	$51,310,108	0.00%
1	10	Purchase grant writing services to increase grant funding	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$0	$75,000	$75,000	$0	$0	$0	$75,000	0.00%
1	11	Provide visual and performing arts curriculum and materials	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	On-going	$476,221	$172,000	$648,221	$0	$0	$0	$648,221	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	On-going	$932,550	$253,000	$1,185,550	$0	$0	$0	$1,185,550	0.00%

1	13	Increase technology access and support for technology District-wide	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	On-going	$896,104	$1,859,889	$2,755,993	$0	$0	$0	$2,755,993	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	$40,000	$267,500	$307,500	$0	$0	$0	$307,500	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$0	$110,000	$110,000	$0	$0	$0	$110,000	0.00%
1	16	High Dosage-Tutoring		No					$0	$400,000	$0	$400,000	$0	$0	$400,000	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	On-going	$0	$654,744	$406,706	$0	$0	$248,038	$654,744	0.00%
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$0	$123,000	$123,000	$0	$0	$0	$123,000	0.00%
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Hodge, Valleydale, Gladstone Middle School	On-going	$4,246,201	$275,000	$4,521,201	$0	$0	$0	$4,521,201	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$60,000	$100,000	$160,000	$0	$0	$0	$160,000	0.00%

2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	$0	$60,000	$0	$0	$0	$60,000	$60,000	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	$260,527	$385,000	$645,527	$0	$0	$0	$645,527	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Foster Youth, Long-term English learner, English learner (EL), Low Income	Yes	Schoolwide	English learner (EL)	Specific Schools, Azusa High School and Sierra High School	On-going	$185,000	$0	$185,000	$0	$0	$0	$185,000	0.00%
2	8	Language support program for newcomer students	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	$145,800	$24,200	$170,000	$0	$0	$0	$170,000	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$110,000	$397,500	$397,500	$110,000	$0	$0	$507,500	0.00%
3	1	Prepare AUSD students for College Readiness	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	On-going	$0	$215,000	$135,000	$80,000	$0	$0	$215,000	0.00%
3	2	Prepare AUSD students for Career Readiness	Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	On-going	$0	$1,455,000	$1,015,000	$440,000	$0	$0	$1,455,000	0.00%
3	3	Staff Support for College & Career Readiness	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Sites	On-going	$3,406,350	$0	$3,271,350	$135,000	$0	$0	$3,406,350	0.00%

3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Sites	On-going	$353,135	$10,000	$363,135	$0	$0	$0	$363,135	0.00%
3	5	Secondary Credit Recovery and Student Support Teacher	Low Income, English learner (EL), Homeless	No				On-going	$0	$423,272	$0	$423,272	$0	$0	$423,272	0.00%
4	1	Provide a bilingual community liaison at all schools	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$528,805	$20,000	$316,937	$0	$0	$231,868	$548,805	0.00%
4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$344,555	$10,000	$354,555	$0	$0	$0	$354,555	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$5,000	$135,000	$140,000	$0	$0	$0	$140,000	0.00%
4	4	Student Support Services staff to support family and pupil engagement	All	No				On-going	$838,402	$0	$0	$838,402	$0	$0	$838,402	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$5,000	$6,000	$11,000	$0	$0	$0	$11,000	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	$160,000	$509,550	$659,550	$0	$0	$10,000	$669,550	0.00%
5	2	Provide trauma informed professional learning opportunities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$22,000	$125,000	$122,000	$25,000	$0	$0	$147,000	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$2,000	$125,500	$127,500	$0	$0	$0	$127,500	0.00%

5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$1,511,142	$375,000	$1,536,142	$350,000	$0	$0	$1,886,142	0.00%
5	5	Provide additional nurses and increased support for student health	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$475,068	$0	$475,068	$0	$0	$0	$475,068	0.00%
5	6	Base funding of facilities maintenance and improvements	All	No				On-going	$0	$7,088,002	$0	$7,088,002	$0	$0	$7,088,002	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
5	8	Increased support and professional learning for restorative justice	English learner (EL)	Yes	LEA-wide	Low Income	All Schools	On-going	$0	$623,491	$498,491	$125,000	$0	$0	$623,491	0.00%
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	Low Income, Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	On-going	$47,062	$85,000	$132,062	$0	$0	$0	$132,062	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$10,000	$75,000	$85,000	$0	$0	$0	$85,000	0.00%
5	11	Provide personnel to support and improve student engagement (repeated expenditure, Goal 4, Action 4)	All	No				On-going	$0	$0	$0	$0	$0	$0	$0	0.00%
6	1	Provide intervention and support for at-promise students	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$75,694	$0	$75,694	$0	$0	$75,694	0.00%
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$30,000	$0	$30,000	$0	$0	$30,000	0.00%
6	3	Support systems for at-promise students	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$40,000	$0	$40,000	$0	$0	$40,000	0.00%

6	4	Alternative discipline approaches	Low Income, Foster Youth, English learner (EL)	No				On-going	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
6	5	Family and community engagement	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$68,617,902.00	$26,688,557.00	38.89%	0.00% - No Carryover	38.89%	$26,688,557.00	0.00%	38.89%	**Total:**	$26,688,557.00
								LEA-wide Total:	$15,843,576.00
								Limited Total:	$1,354,295.00
								Schoolwide Total:	$9,490,686.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Supplemental standards-aligned instructional materials, technology and professional development	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$686,687.00	0.00%
1	3	Provide comprehensive intervention for students at all sites	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,580,490.00	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$100,000.00	0.00%

1	5	Increase instructional support for students and families	Yes	LEA-wide	English learner (EL)	All Schools	$516,297.00	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,626,095.00	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	$220,000.00	0.00%
1	10	Purchase grant writing services to increase grant funding	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$75,000.00	0.00%
1	11	Provide visual and performing arts curriculum and materials	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$648,221.00	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,185,550.00	0.00%
1	13	Increase technology access and support for technology District-wide	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$2,755,993.00	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$307,500.00	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$110,000.00	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	Limited	English learner (EL)	All Schools	$406,706.00	0.00%

2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Yes	LEA-wide	English learner (EL)	All Schools	$123,000.00	0.00%
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	Schoolwide	English learner (EL)	Specific Schools, Hodge, Valleydale, Gladstone Middle School	$4,521,201.00	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	LEA-wide	English learner (EL)	All Schools	$160,000.00	0.00%
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Yes	Limited	English learner (EL)	All Schools	$645,527.00	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	Schoolwide	English learner (EL)	Specific Schools, Azusa High School and Sierra High School	$185,000.00	0.00%
2	8	Language support program for newcomer students	Yes	Limited	English learner (EL)	All Schools	$170,000.00	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	LEA-wide	English learner (EL)	All Schools	$397,500.00	0.00%
3	1	Prepare AUSD students for College Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	$135,000.00	0.00%
3	2	Prepare AUSD students for Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	$1,015,000.00	0.00%

3	3	Staff Support for College & Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Sites	$3,271,350.00	0.00%
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Sites	$363,135.00	0.00%
4	1	Provide a bilingual community liaison at all schools	Yes	LEA-wide	English learner (EL)	All Schools	$316,937.00	0.00%
4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$354,555.00	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Yes	LEA-wide	English learner (EL)	All Schools	$140,000.00	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	Yes	LEA-wide	English learner (EL)	All Schools	$11,000.00	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$659,550.00	0.00%
5	2	Provide trauma informed professional learning opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$122,000.00	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	LEA-wide	Low Income	All Schools	$127,500.00	0.00%
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	LEA-wide	Low Income	All Schools	$1,536,142.00	0.00%

5	5	Provide additional nurses and increased support for student health	Yes	LEA-wide	Low Income	All Schools	$475,068.00	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
5	8	Increased support and professional learning for restorative justice	Yes	LEA-wide	Low Income	All Schools	$498,491.00	0.00%
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	Yes	Limited	Low Income, Foster Youth	All Schools	$132,062.00	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Yes	LEA-wide	Low Income	All Schools	$85,000.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$97,497,099.00	$96,916,790.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Supplemental standards-aligned instructional materials, technology and professional development	Yes	$691,360.00	$691,360.00
1	2	Provide all students standards-aligned instructional materials	No	$1,285,446.00	$1,285,446.00
1	3	Provide comprehensive intervention for students at all sites	Yes	$4,733,514.00	$4,733,514.00

1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	$100,000.00	$100,000.00
1	5	Increase instructional support for students and families	Yes	$492,680.00	$492,680.00
1	6	Early childhood education programs	No	$1,533,716.00	$1,533,716.00
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	$1,922,324.00	$1,724,771.00
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	$500,000.00	$500,000.00
1	9	Provide fully credentialed, appropriately assigned teachers	No	$51,310,108.00	$51,310,108.00
1	10	Purchase grant writing services to increase grant funding	Yes	$75,000.00	$75,000.00
1	11	Provide visual and performing arts curriculum and materials	Yes	$809,416.00	$684,416.00
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	$1,424,380.00	$1,424,380.00
1	13	Increase technology access and support for technology districtwide	Yes	$2,963,658.00	$2,963,658.00
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	$459,000.00	$459,000.00
1	15	Provide culturally relevant materials and library resources for all students	Yes	$275,000.00	$275,000.00
1	16	High Dosage-Tutoring	No	$385,000.00	$385,000.00
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	$613,998.00	$613,998.00

2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Yes	$200,000.00	$200,000.00
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	$4,512,247.00	$4,512,247.00
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	$460,000.00	$624,702.00
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	$58,000.00	$58,000.00
2	6	Provide instructional support for EL students to accelerate achievement	Yes	$950,663.00	$950,663.00
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	$275,000.00	$275,000.00
2	8	Language support program for newcomer students	Yes	$200,350.00	$200,350.00
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	$1,130,030.00	$702,572.00
3	1	Prepare AUSD students for College Readiness	Yes	$260,000.00	$260,000.00
3	2	Prepare AUSD students for Career Readiness	Yes	$1,600,000.00	$1,600,000.00
3	3	Staff Support for College & Career Readiness	Yes	$3,823,740.00	$3,823,740.00
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	$386,570.00	$386,570.00
3	5	Secondary Credit Recovery and Student Support Teacher	No	$423,272.00	$423,272.00
4	1	Provide a bilingual community liaison at all schools	Yes	$538,062.00	$538,062.00

4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Yes	$347,090.00	$347,090.00
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Yes	$250,863.00	$250,863.00
4	4	Student Support Services staff to support family and pupil engagement	No	$838,402.00	$838,402.00
4	5	Translation to support low incidence languages below 15% within the school's population	Yes	$37,000.00	$37,000.00
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	$985,000.00	$985,000.00
5	2	Provide trauma informed professional learning opportunities	Yes	$170,640.00	$170,640.00
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	$170,000.00	$170,000.00
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	$1,694,338.00	$1,694,338.00
5	5	Provide additional nurses and increased support for student health	Yes	$475,068.00	$475,068.00
5	6	Base funding of facilities maintenance and improvements	No	$7,088,002.00	$7,088,002.00
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	$25,000.00	$30,000.00
5	8	Increased support and professional learning for restorative justice	Yes	$597,941.00	$597,941.00

5	9	Provide supplies, services and resources for Foster Youth and homeless students.	Yes	$155,770.00	$155,770.00
5	10	Improve school safety through professional learning and supplies purchases	Yes	$102,300.00	$102,300.00
5	11	Provide personnel to support and improve student engagement (repeated expenditure, Goal 4, Action 4)	No	$0.00	$0.00
6	1	Provide intervention and support for at-promise students	No	$77,151.00	$77,151.00
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	No	$30,000.00	$30,000.00
6	3	Support systems for at-promise students	No	$40,000.00	$40,000.00
6	4	Alternative discipline approaches	No	$10,000.00	$10,000.00
6	5	Family and community engagement	No	$10,000.00	$10,000.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$26,921,030.00	$30,439,696.00	$30,119,387.00	$320,309.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Supplemental standards-aligned instructional materials, technology and professional development	Yes	$691,360.00	$691,360.00	0.00%	0.00%
1	3	Provide comprehensive intervention for students at all sites	Yes	$2,661,284.00	$2,661,284.00	0.00%	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	$100,000.00	$100,000.00	0.00%	0.00%
1	5	Increase instructional support for students and families	Yes	$492,680.00	$492,680.00	0.00%	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	$1,602,693.00	$1,405,140.00	0.00%	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	$500,000.00	$500,000.00	0.00%	0.00%
1	10	Purchase grant writing services to increase grant funding	Yes	$75,000.00	$75,000.00	0.00%	0.00%
1	11	Provide visual and performing arts curriculum and materials	Yes	$809,416.00	$684,416.00	0.00%	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	$1,424,380.00	$1,424,380.00	0.00%	0.00%
1	13	Increase technology access and support for technology districtwide	Yes	$2,963,658.00	$2,963,658.00	0.00%	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	$459,000.00	$459,000.00	0.00%	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Yes	$275,000.00	$275,000.00	0.00%	0.00%

2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	$376,553.00	$376,553.00	0.00%	0.00%
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Yes	$200,000.00	$200,000.00	0.00%	0.00%
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	$4,512,247.00	$4,512,247.00	0.00%	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	$460,000.00	$624,702.00	0.00%	0.00%
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	$0.00	$0.00	0.00%	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Yes	$950,663.00	$950,663.00	0.00%	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	$275,000.00	$275,000.00	0.00%	0.00%
2	8	Language support program for newcomer students	Yes	$200,350.00	$200,350.00	0.00%	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	$870,030.00	$702,572.00	0.00%	0.00%
3	1	Prepare AUSD students for College Readiness	Yes	$110,000.00	$110,000.00	0.00%	0.00%
3	2	Prepare AUSD students for Career Readiness	Yes	$1,115,000.00	$1,115,000.00	0.00%	0.00%
3	3	Staff Support for College & Career Readiness	Yes	$3,733,740.00	$3,733,740.00	0.00%	0.00%
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	$386,570.00	$386,570.00	0.00%	0.00%

4	1	Provide a bilingual community liaison at all schools	Yes	$344,062.00	$344,062.00	0.00%	0.00%
4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Yes	$347,090.00	$347,090.00	0.00%	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Yes	$250,863.00	$250,863.00	0.00%	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	Yes	$37,000.00	$37,000.00	0.00%	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	$975,000.00	$975,000.00	0.00%	0.00%
5	2	Provide trauma informed professional learning opportunities	Yes	$145,640.00	$145,640.00	0.00%	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	$170,000.00	$170,000.00	0.00%	0.00%
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	$1,694,338.00	$1,694,338.00	0.00%	0.00%
5	5	Provide additional nurses and increased support for student health	Yes	$475,068.00	$475,068.00	0.00%	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	$25,000.00	$30,000.00	0.00%	0.00%
5	8	Increased support and professional learning for restorative justice	Yes	$472,941.00	$472,941.00	0.00%	0.00%
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	Yes	$155,770.00	$155,770.00	0.00%	0.00%

5	10	Improve school safety through professional learning and supplies purchases	Yes	$102,300.00	$102,300.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$68,525,647.00	$26,921,030.00	1.04%	40.33%	$30,119,387.00	0.00%	43.95%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,592,093.00	$248,269.00	$60,000.00	$10,000.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Supplemental standards-aligned instructional materials, technology and professional development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$686,687.00
1	2	Provide all students standards-aligned instructional materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,285,446.00
1	3	Provide comprehensive intervention for students at all sites	$1,112,187.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,945,398.00
1	4	Provide web based progress to support monitoring of	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00

		student achievement and outcomes							
1	5	Increase instructional support for students and families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$516,297.00
1	6	Early childhood education programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,533,716.00
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	$0.00	$163,269.00	$0.00	$0.00	$0.00	$0.00	$1,789,364.00
1	8	Provide summer school to accelerate achievement towards meeting standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$220,000.00
1	9	Provide fully credentialed, appropriately assigned teachers	$0.00	$85,000.00	$0.00	$0.00	$0.00	$0.00	$51,310,108.00
1	10	Purchase grant writing services to increase grant funding	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$75,000.00
1	11	Provide visual and performing arts curriculum and materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$648,221.00
1	12	Provide added opportunities for music instruction and instruments at all schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,185,550.00
1	13	Increase technology access and support for technology District-wide	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,755,993.00

1	14	Provide schools funding for expanded and enriched learning opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$307,500.00
1	15	Provide culturally relevant materials and library resources for all students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$110,000.00
1	16	High Dosage-Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$400,000.00
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	$248,038.00	$0.00	$0.00	$0.00	$0.00	$0.00	$654,744.00
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$123,000.00
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,521,201.00
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$160,000.00
2	5	Monitor academic and language	$0.00	$0.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00

		progress to overcome content academic barriers of ELs							
2	6	Provide instructional support for EL students to accelerate achievement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$645,527.00
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$185,000.00
2	8	Language support program for newcomer students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$170,000.00
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$507,500.00
3	1	Prepare AUSD students for College Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$215,000.00
3	2	Prepare AUSD students for Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,455,000.00
3	3	Staff Support for College & Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,406,350.00
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$363,135.00
3	5	Secondary Credit Recovery and Student Support Teacher		$0.00	$0.00	$0.00	$0.00	$0.00	$423,272.00
4	1	Provide a bilingual community liaison at all schools	$231,868.00	$0.00	$0.00	$0.00	$0.00	$0.00	$548,805.00

4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$354,555.00
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$140,000.00
4	4	Student Support Services staff to support family and pupil engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$838,402.00
4	5	Translation to support low incidence languages below 15% within the school's population	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,000.00
5	1	Provide pathways for restorative, resilient, and supportive school communities	$0.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$669,550.00
5	2	Provide trauma informed professional learning opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$147,000.00
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$127,500.00
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,886,142.00

5	5	Provide additional nurses and increased support for student health	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$475,068.00
5	6	Base funding of facilities maintenance and improvements	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,088,002.00
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
5	8	Increased support and professional learning for restorative justice	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$623,491.00
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$132,062.00
5	10	Improve school safety through professional learning and supplies purchases	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$85,000.00
6	1	Provide intervention and support for at-promise students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$75,694.00
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
6	3	Support systems for at-promise students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00

6	4	Alternative discipline approaches	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
6	5	Family and community engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
D	Azusa Unified					suspension rate	AA	1	5 4	1,2,3,8,11 3
D	Azusa Unified					suspension rate	ALL	1	5 4	1,2,3,8,11 3
D	Azusa Unified	Yes				math	EL	1	2 4	4,5,6,9 5
D	Azusa Unified	Yes				ela	EL	1	2 4	4,5,6,8,9 5
D	Azusa Unified	Yes				college career	EL	1	3	1,2,3,4
D	Azusa Unified	Yes				ela	FOS	1	5	9
D	Azusa Unified	Yes				math	FOS	2	5	9
D	Azusa Unified	Yes				suspension rate	FOS	1	4 5	3 1,2,3,8,9,11
D	Azusa Unified					suspension rate	HI	1	4 5	3 1,2,3,8,11
D	Azusa Unified	Yes				math	HOM	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				ela	HOM	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				suspension rate	HOM	1	4 5	3 1,2,3,8,11
D	Azusa Unified					suspension rate	SED	1	4 5	3 1,2,3,8,11
D	Azusa Unified	Yes				ela	SWD	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				math	SWD	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				graduation rate	SWD	1	3 1	1,2,3,4 8
D	Azusa Unified	Yes				college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Alice M. Ellington K-8 School			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	graduation rate	ALL	1	3 1	1,2 8
S	Azusa Unified		Azusa High		Yes	suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	EL	1	4 2	5 4,5,6,9
S	Azusa Unified		Azusa High		Yes	ela	EL	1	4 2	5 4,5,6,7,9
S	Azusa Unified		Azusa High		Yes	graduation rate	EL	1	3 2 1	1,2 7,8 8

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Azusa High		Yes	suspension rate	EL	1	4 5	3 1,2,2,8,11
S	Azusa Unified		Azusa High		Yes	college career	EL	1	3 4	1,2 5
S	Azusa Unified		Azusa High		Yes	math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	suspension rate	HOM	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	graduation rate	SWD	1	3 1	1,2,3,4 8
S	Azusa Unified		Azusa High		Yes	suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Azusa High		Yes	suspension rate	WH	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	ALL	1	1	1,3
S	Azusa Unified		Center Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	EL	1	2 4	4,5,6,9 5
S	Azusa Unified		Center Middle			ela	EL	1	2 4	4,5,6,8,9 5
S	Azusa Unified		Center Middle			suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			chronic absenteeism	SWD	1	5	4,5
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	ALL	1	5	4,5
S	Azusa Unified		Charles H. Lee Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	HI	1	5	4,5

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Charles H. Lee Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Charles H. Lee Elementary			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Foothill Middle			math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	ALL	1	4 5	1,6 4,5
S	Azusa Unified		Foothill Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Foothill Middle			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Foothill Middle			math	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Foothill Middle			chronic absenteeism	EL	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	EL	1	4 5	3 1,2,3,8,9,11
S	Azusa Unified		Foothill Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	HI	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	HI	1	4 5	3 1,2,3,8,9,11
S	Azusa Unified		Foothill Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	SED	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	SED	1	4 5	3 1,2,3,8,11

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Foothill Middle			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Gladstone Middle			math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			math	EL	1	2 4	4,5,6,9 5
S	Azusa Unified		Gladstone Middle			graduation rate	EL	1	1 3	8 1,2
S	Azusa Unified		Gladstone Middle			college career	EL	1	4 3	5 1,2
S	Azusa Unified		Gladstone Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			suspension rate	HOM	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Henry Dalton Elementary			ela	EL	1	2	4,5,6,8,9
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	ALL	1	4 5	1 4,5
S	Azusa Unified		Magnolia Elementary			ela	EL	1	2	4,5,6,8,9
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	HI	1	4 5	1 4,5
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	SED	1	4 5	1 4,5
S	Azusa Unified		Paramount Elementary			ela	EL	1	2	4,5,8,6,9
S	Azusa Unified		Paramount Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	ALL	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	HI	1	1	1,3,4,7,11,12,13,14,15

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	HI	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	SED	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Slauson Intermediate			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Slauson Intermediate			math	EL	1	4 2	5 4,5,6,9
S	Azusa Unified		Slauson Intermediate			chronic absenteeism	EL	1	4 5	1 4,5
S	Azusa Unified		Slauson Intermediate			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Slauson Intermediate			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Slauson Intermediate			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Valleydale Elementary			ela	EL	1	4 2	5 3,4,5,6,8,9
S	Azusa Unified		Valleydale Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Victor F. Hodge Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		W. R. Powell Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		W. R. Powell Elementary			math	EL	1	4 2	5 4,5,6,9

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:

    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

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

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).