



Local Control and Accountability Plan, 2024-2027 Acalanes Union High School District

2024-2025 LCAP

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acalanes Union High School District

CDS Code: 0761630

School Year: 2024-25

LEA contact information:

John Nickerson, Ed.D.

Superintendent

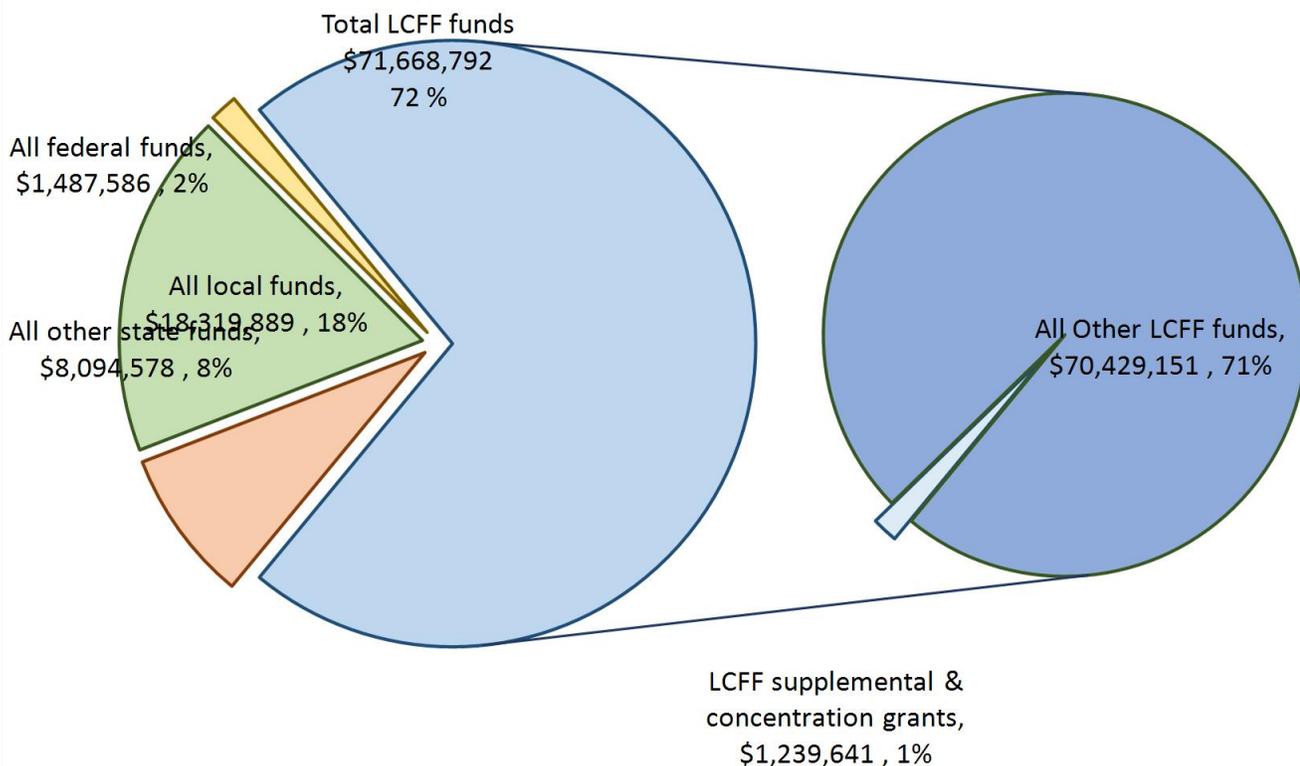
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

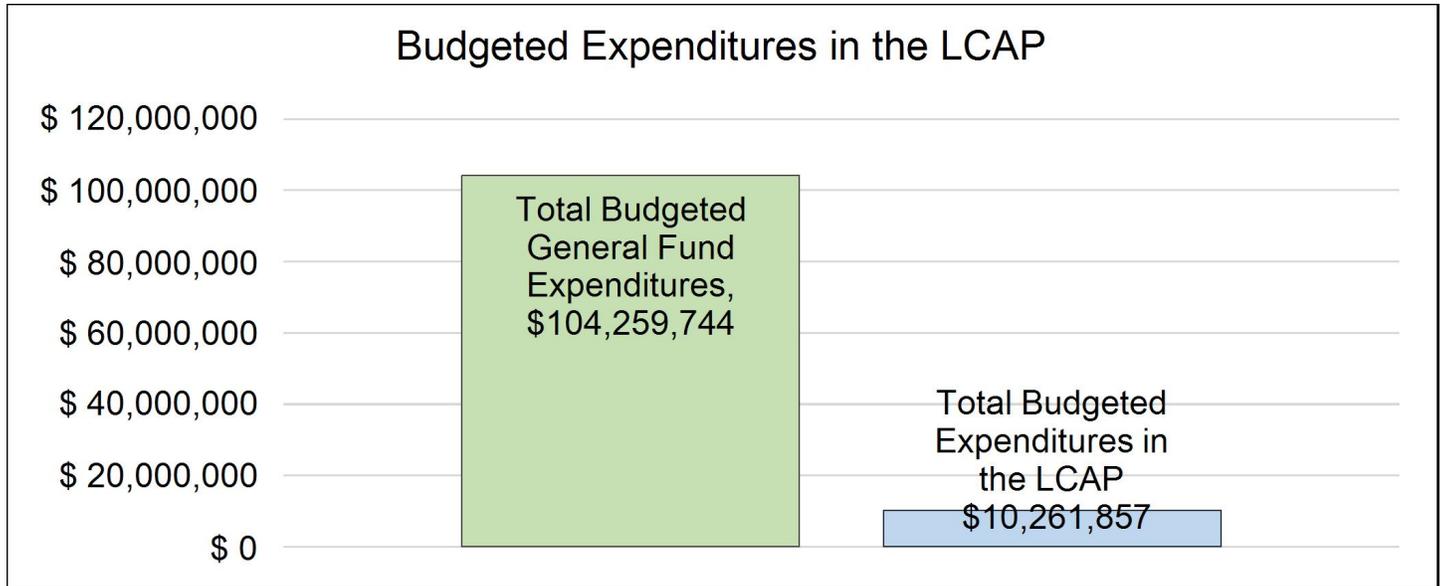


This chart shows the total general purpose revenue Acalanes Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Acalanes Union High School District is \$99,570,845, of which \$71,668,792 is Local Control Funding Formula (LCFF), \$8,094,578 is other state funds, \$18,319,889 is local funds, and \$1,487,586 is federal funds. Of the \$71,668,792 in LCFF Funds, \$1,239,641 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Acalanes Union High School District plans to spend for 2024-25. 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: Acalanes Union High School District plans to spend \$104,259,744 for the 2024-25 school year. Of that amount, \$10,261,857 is tied to actions/services in the LCAP and \$93,997,887 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

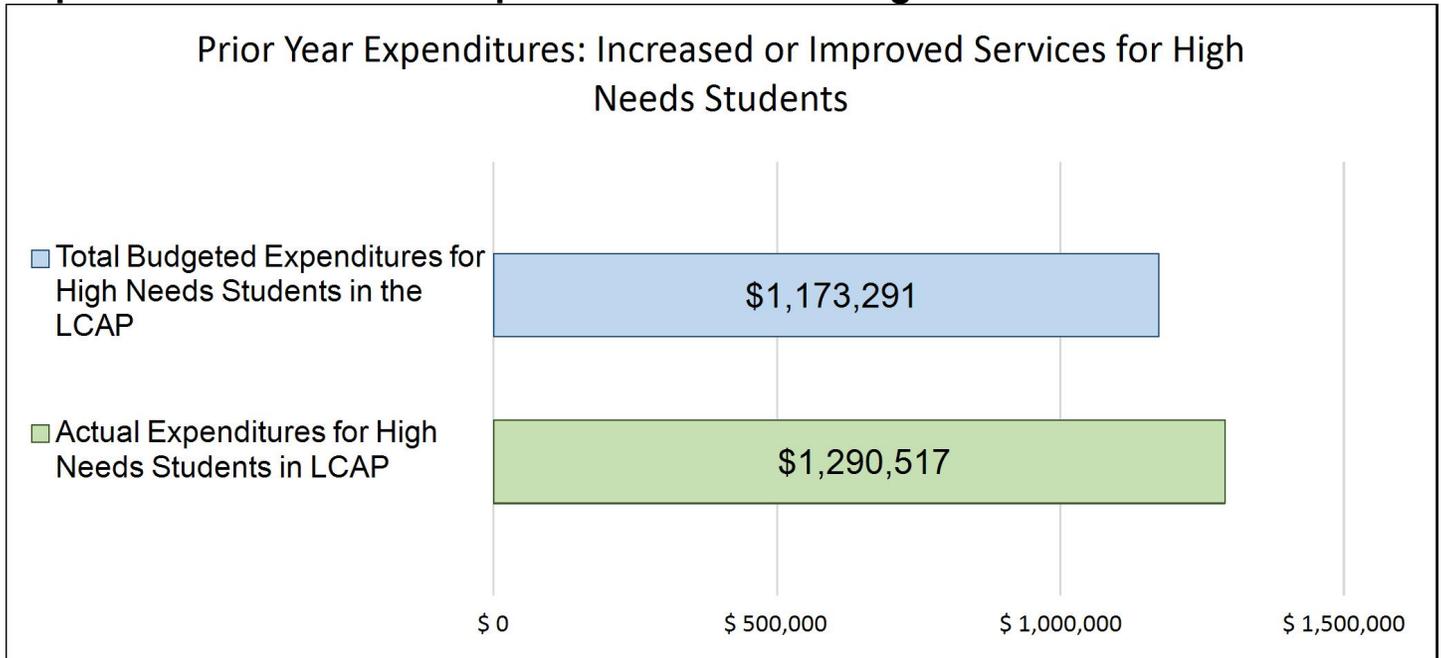
As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Acalanes Union High School District is projecting it will receive \$1,239,641 based on the enrollment of foster youth, English learner, and low-income students. Acalanes Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Acalanes Union High School District plans to spend \$1,264,087.00 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 2023-24



This chart compares what Acalanes Union High 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 Acalanes Union High 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 2023-24, Acalanes Union High School District's LCAP budgeted \$1,173,291 for planned actions to increase or improve services for high needs students. Acalanes Union High School District actually spent \$1,290,517 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acalanes Union High School District	John Nickerson, Ed.D. Superintendent	jnickerson@auhdschools.org (925) 280-3900

Goals and Actions

Goal

Goal #	Description
1	<p>Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High quality programs)</p> <p>The District will provide high quality academic and extra-curricular programs to support all students to attain college and career readiness. Students will have the opportunity to achieve a core curriculum, a diverse array of visual and performing arts, career technical education, Advanced Placement, and a-g approved elective choices. Curriculum will continually be developed and modified to achieve rigor and relevance. All courses will have high quality instruction and assessment practices. Co and extra-curricular opportunities will provide opportunities for students to engage outside the classroom and develop passion. College and career services will be strong and support all students to appropriately prepare for post-secondary pursuits. State Priorities 1, 2, 3, 4, 5, 8</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance – students have access to standards-aligned instructional materials (#1B)*	May 2021 - 100% Williams compliance – standards-aligned instructional materials.	2022 - 100% Williams compliance – standards-aligned instructional materials.	2023 - 100% Williams compliance – standards-aligned instructional materials.	2023 - 100% Williams compliance – standards aligned instructional materials.	100% Williams compliance – standardsaligned instructional materials.
Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)*	<p>Criteria Met based on the state implementation tool.</p> <p>May 2021 –</p> <p>60% of all areas are at full implementation (4 on the Rating Scale)</p>	<p>Criteria Met based on the state implementation tool.</p> <p>May 2022 –</p> <p>65% of all areas are at full implementation (4 on the Rating Scale)</p>	<p>Criteria Met based on the state implementation tool.</p> <p>May 2023 (2022 status) --</p> <p>100% of all areas are at “Full Implementation” or</p>	<p>Criteria Met based on the state implementation tool.</p> <p>May 2024 (2023 status) --</p> <p>100% of all areas are at “Full Implementation” or</p>	<p>Criteria Met based on the state implementation tool.</p> <p>90% of all areas are at full implementation (4 on the Rating Scale)</p> <p>70% of all areas are at Full Implementation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40% of all areas are at Full Implementation and Sustainability (5 on the Rating Scale)	50% of all areas are at Full Implementation and Sustainability (5 on the Rating Scale)	“Full Implementation and Sustainability” (4 or higher on the Rating Scale) 65% of all areas are at “Full Implementation and Sustainability” (5 on the Rating Scale)	“Full Implementation and Sustainability” (4 or higher on the Rating Scale) 61% of all areas are at “Full Implementation and Sustainability” (5 on the Rating Scale)	and Sustainability (5 on the Rating Scale)
Percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment.(#4A)*	89% of students achieved “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment.	85.57% of students achieved “Met” or “Exceeded” standard in ELA as measured by the 2021 Smarter Balanced Assessment.	78% of students achieved “Met” or “Exceeded” standard in ELA as measured by the 2022 Smarter Balanced Assessment.	82.5% of students achieved “Met” or “Exceeded” standard in ELA as measured by the 2023 Smarter Balanced Assessment.	92% of students will achieve “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2023 Smarter Balanced Assessment.
Percentage of students achieving “Meets” or “Exceeds” standard in Mathematics as measured by the Smarter Balanced Assessment. (#4A)*	72% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2019 Smarter Balanced Assessment.	73.66% of students achieved “Met” or “Exceeded” standard in Math as measured by the 2021 Smarter Balanced Assessment.	65% of students achieved “Met” or “Exceeded” standard in Math as measured by the 2022 Smarter Balanced Assessment.	65.1% of students achieved “Met” or “Exceeded” standard in Math as measured by the 2023 Smarter Balanced Assessment.	76% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2023 Smarter Balanced Assessment.
Percentage of students who complete UC/CSU ag entrance requirements (#4B)*	77% of students completed UC/CSU entrance requirements in 2020.	78.1% of students completed UC/CSU entrance requirements in 2021.	75.1% of students completed UC/CSU entrance requirements in 2022.	82% of students completed UC/CSU entrance requirements in 2023.	83% of students will complete UC/CSU entrance requirements.
Percentage of students who	11% of students in Class of 2020	Class of 2021 data: 19.2% of students in	6% of students in Class of 2022	14% of students in Class of 2023	20% of students in Class of 2023 will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
complete CTE pathway (#4C)* .	completed a CTE pathway (designated as a completer)	Class of 2020 completed a CTE pathway (designated as a completer).	completed a CTE pathway (designated as a completer)	completed a CTE pathway (designated as a completer)	complete a CTE pathway (designated as a completer)
Percentage of students who complete UC/CSU ag entrance requirements AND CTE education sequence. (#4D)*	2020 - 4.2% completes UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State – locally measured)	Class of 2021: 16.6% completed UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State – locally measured)	Class of 2022: 3.2% completed UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State – locally measured)	Class of 2023: 4.7% completed UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State locally measured)	10% will complete UC/CSU a-g entrance requirements AND CTE education sequence.
Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher (#4G)*	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2020 was 46%	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2021 was 51%.	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2022 was 52%.	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2023 was 58%.	52% of Grade 10-12 students will pass an Advanced Placement examination in 2023.
Percentage of students considered college ready as measured by the Early Assessment Program in ELA and Math and subsequent assessments (#4H)*	89.0% were Ready or Conditionally Ready in ELA and 72.6% were Ready or Conditionally Ready in Mathematics. (2019 - Data not from State – locally measured)	85.% were Ready or Conditionally Ready in ELA and 73.7% were Ready or Conditionally Ready in Mathematics. (Data from 2021 CAASPP results.)	78.09% were Ready or Conditionally Ready in ELA and 65.56% were Ready or Conditionally Ready in Mathematics. (Data from 2022 CAASPP results.)	82.5% were Ready or Conditionally Ready in ELA and 65.1% were Ready or Conditionally Ready in Mathematics. (Data from 2023CAASPP results.)	92.0% will be Ready or Conditionally Ready in ELA and 76.0% will be Ready of Conditionally Ready in Mathematics.
Cohort graduation rate (#5E)*	The cohort graduation rate in 2020 was 96.7%	The cohort graduation rate in 2021 was 97.7%.	The cohort graduation rate in 2022 was 97.5%.	The 5-year cohort graduation rate in 2023 was 97.7%	The cohort graduation rate in 2023 will be 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort dropout rate (#5D)*	The cohort dropout rate in 2020 was 1.04%. (Data not from State – locally measured)	The cohort dropout rate in 2021 was 1.13%.	The cohort dropout rate in 2022 was 1.08%.	The cohort dropout rate in 2023 was 1.27%.	The cohort dropout rate in 2023 will be 0.50%.
Percentage of students receiving a D or F semester grades (#8)*	The percentage of students receiving a D or F Spring semester grades was 12.9 % in 2021.	The percentage of students receiving a D or F Spring semester grades was 12.7 % in 2022.	The percentage of students receiving a D or F Spring semester grades was 12.4% in 2023.	The percentage of students receiving a D or F Spring semester grade was 12.6% in 2024.	The percentage of students receiving a D or F Spring semester grades will drop to 10.0% in 2024
Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs. (#3C)*	2020-2021 - Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs was 10.	2021-2022 - Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs was 15.	2022-2023 - Two parents co-represent the AUHSD on the SELPA CAC committee. The CAC sponsors various educational events throughout the school year, which are attended by many parents of individuals with special needs. County Community events are attended by AUHSD families i.e. Transition Faire, Care Parent Network trainings, Parents of Color with children with special needs cohort group. Parent engagement is 20	2022-2023 - Two parents corepresent the AUHSD on the SELPA Community Advisory Committee. County Community events are attended by AUHSD families i.e. Transition Faire, Care Parent Network trainings, Parents of Color with children with special needs cohort group. Parent engagement is 20. The AUHSD Special Education Parent Advisory Committee was formed in 2023-2024 and includes a parent representing ACIS, AHS, CHS, Del Valle, LLHS, MHS	Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs will be 25.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance – facilities maintained and in good repair (#1C)*	May 2021 - – facilities maintained and in good repair	March 2022 - facilities maintained and in good repair, There are no incident report of Williams compliance as of March 31, 2022	February 2023 - facilities maintained and in good repair, There are no incident report of Williams compliance as of February 28, 2023	February 2024- facilities maintained and in good repair, There are no incident report of Williams compliance as of January 31, 2024	100% Williams compliance – facilities maintained and in good repair
Progress with deferred maintenance plan	May 2021 - 0% complete with rolling five year plan	Due to the Covid-19 pandemic, 2020 summer projects were postponed and a 5 year deferred maintenance plan was not updated to determine a % of completion with a rolling five year plan.	Completed deferred maintenance projects in the summer of 2021 that includes projects from 2020 that was postponed. Projects were for roofing, electrical, painting, HVAC and wall systems	Completed Deferred Maintenance projects: <ul style="list-style-type: none"> • 2021 Deferred Maintenance Report -\$1.3 million • 2022 Deferred Maintenance Report-\$1.4 million • 2023 Deferred Maintenance Report-\$985K Projects were for roofing, electrical, painting, HVAC, plumbing and wall systems	20% complete after year one with new rolling five year plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure of progress achieving “Furniture modernization”	May 2021 - 38% of classrooms are modernized The District has approximately 285 classrooms to modernize. (110 classrooms)	Due to the Covid-19 pandemic Classroom Furniture modernization project for the summer of 2021 was postponed.	Summer of 2021 the district increased the allocation for classroom furniture modernization order to make up for the 2020 postponement. 40% of classrooms are modernized.	Summer of 2023 the district increased the allocation for classroom furniture modernization order to reach 80% of classrooms modernized.	50% of classrooms will be modernized

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

State Standards, Curriculum, and Course Offerings

- Action 1.1, Implementation of State Standards: AUHSD utilized the professional learning community model to structure subject-team collaboration, and this collaboration proved pivotal for progress towards Goal 1. Administrators oversaw this collaborative work, but to a large extent, Department Chairs, Curricular Teams Leads, and Teachers on Special Assignment facilitated the work. These teams built standards-aligned curriculum, common assessments, and designed academic interventions. Professional development focused on effective strategies for teaching the standards, especially in 90-minute classes. For teachers of singletons, finding an effective collaborative model proved challenging. Teams made significant progress in developing common formative assessments; however, using the data to inform instructional practice remains a growth area.
- Action 1.2, Student Access to Standards-Based Curricular Resources: Using traditional textbooks and new digital resources, AUHSD ensured that all students had full access to effective materials. Adopting Canvas as the learning management system enabled staff to post a rich array of purchased, open-source, and locally-developed curricular resources on an easily-accessible digital platform. With the expansion of digital resources, AUHSD had to ensure full 1:1 computer access for all students, and this required careful budgeting.
- Action 1.3, Course Offering Expansion: Academic department chairs and administrators annually reviewed course offerings and pathways. Using data from the District's student information system, administrators examined course enrollment based on grade level, race, ethnicity, gender, and disability status. Working collaboratively with site administration and faculty leaders, AUHSD offered a range of new courses during this LCAP cycle to meet student interests and increase UC/CSU eligibility. Examples of new courses include Communications, Earth and Space Science, Choral Performance Honors, and Design and Fabrication. The District

also increased access to Career Technical Education pathways. Bringing in new courses meant that enrollment declined in other programs, and this presented challenges as staffing needs shifted.

- Action 1.7, Career Technical Education Pathways: AUHSD staff worked to expand student participation in CTE pathways. Teachers revised courses of study to receive UC/CSU a-g approval, and students had new opportunities for CTE courses including new engineering courses and a Design and Fabrication course.

College and Career Services

Action 1.4, College and Career Services: The College and Career Centers provided strong counseling services as students pursued their post-secondary plans. Under the direction of the Deputy Superintendent for Administrative Services, the four centers made significant progress on coordinating the types of services they provide students at each grade level. A persistent challenge is ensuring that all centers provide extensive services to student groups that have been historically underserved in public education: students of color, English learners, and students from low-income backgrounds.

Social Studies Curriculum

Action 1.5, Social Studies Curriculum Development: Through conferences and the use of curricular consultants, Social Studies teachers revised curriculum to incorporate more diverse perspectives. Much of this work was focused on World History, U.S. History, and the new Ethnic Studies course. Site-based teams built new lessons, but coordinating across the District remains a growth area.

Homework Policy

Action 1.6, Homework Policy: In 2019, AUHSD implemented a new homework policy with the goal of ensuring that students receive homework assignments that are timely, clear, reasonable in length, and support high levels of learning. Staff received professional development on effective homework practices and administration worked to ensure adherence to the new policy. Trying to gauge how long students spend on homework is challenging since students work at different paces. The Stanford Survey of School Experiences has questions about time spent on homework, and AUHSD students took this survey in 2022.

Technology and Facilities

- Action 1.8, Technology Support: All sites implemented a 1:1 computer program. In this program, students bring their own laptop to school and then utilize the school's Wi-Fi and online resources. These resources include textbooks, databases, and a wide array of online applications. If a student is unable to secure their own personal device, the school provided one. New Wi-Fi infrastructure was installed to strengthen connectivity.
- Action 1.9, Furniture and Facility Modernization: Students need safe and comfortable spaces in which to learn. Each year, 6-8 classrooms at each site received new furniture that allows for collaborative work.
- Action 1.10, Deferred Maintenance Plan 1.10: Many of AUHSD's facilities date back to the 1940s-1960s, so effective maintenance is essential. The Business Office, in consultation with site administrators and the Superintendent prioritized and completed deferred maintenance projects. The Board received regular updates about these projects and the associated budgets. Aquatic facilities were especially challenging for staff to maintain.

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.

Action 1.1: There was a material difference between the Budgeted Expenditures (\$921,576) and the Estimated Actual Expenditure (\$812,243) for Action 1.1 Implementation of State Standards. These actions took place as planned, however, the cost to implement this action was less than anticipated.

Action 1.2: There was a material difference between the Budgeted Expenditures (\$850,000) and the Estimated Actual Expenditure (\$550,000) for Action 1.2 Curriculum-Aligned Instructional Materials. The District is 100% compliant with the Williams Settlement and the District's instructional materials are up-to-date. The District decided to move textbook adoptions until the next fiscal year.

Action 1.9: There was a material difference between the Budgeted Expenditures (\$200,000) and the Estimated Actual Expenditure (\$529,775) for Action 1.9 Furniture and Facility Modernization. The District had available resources to accelerate the process of modernizing student furniture.

Action 1.10: There was a material difference between the Budgeted Expenditures (\$505,000) and the Estimated Actual Expenditure (\$876,500) for Action 1.10 Deferred Maintenance Plan. There was an increased cost for capital projects and with the increasing cost of construction, the District decided to move forward with planned projects in order to realize cost savings.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

State Standards, Curriculum, and Course Offerings

Actions 1.1, 1.2, 1.3, and 1.7

These actions are at the core of AUHSD's commitment to college and career readiness for all students. They entailed strong collaboration, professional development, standards-aligned curriculum, and the continuous review and revision of educational programming. Performance metrics for this three-year LCAP cycle indicate that these actions were effective:

- All students had access to standards-aligned curriculum materials
- Content standards were fully implemented in all areas
- Percentage of students completing UC/CSU course requirements increased by 5 percentage points
- Percentage of students completing a CTE pathway increased by 3 percentage points
- The percentage of Grade 10-12 students who passed an Advanced Placement examination increased by 12 percentage points
- The 5-year cohort graduation rate increased to 97.7%
- The percentage of students earning a D or F Spring Semester grade dropped to 12.4%

Metrics associated with the Smarter Balanced Assessments did not reflect the same level of effectiveness for the Action steps -- both ELA and math scores dipped. These scores remain some of the highest in the state; however, in AUHSD, scores have not returned to pre-pandemic levels.

College and Career Services

Action 1.4: College and Career Services in AUHSD remained effective, especially with respect to guiding students to UC/CSU eligibility. The percentage of students completing UC/CSU course requirements increased by 5 percentage points during this LCAP cycle. The Coordinators for the College and Career Centers meet regularly and built greater alignment on how they deliver effective services.

Social Studies Curriculum

Action 1.5: The most significant progress with respect to social studies curriculum was the development of a revised Ethnic Studies course of study. The Governing Board approved Ethnic Studies as a graduation requirement starting with the class of 2027. The new course of study was approved by the Governing Board for the 2024-2025 school year.

Homework Policy

Action 1.6: The homework policy has been in effect for the entire LCAP cycle, and teachers are aware of the policy's components. Administration reviewed the policy with staff members each year. The District decided not to make any revisions to this policy.

Technology and Facilities

Actions 1.8, 1.9 and 1.10: The 1:1 computer program is now well established and Wi-Fi is reliable. Online assessments, including AP and SAT tests, have been held without issues. Facilities remain in good repair with no reported incidents of failing to comply with the Williams Act. Deferred maintenance projects, totaling approximately \$3.7 million were 100% complete in 2021, 2022, and 2023.

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

Action 1.1, Implementation of State Standards: This action step is being adjusted to better address persistent opportunity gaps with students with disabilities and unduplicated students. Math continues to be an area of growth, so in the upcoming LCAP, this action step will have a specific focus on implementing math pathways that prepare students to reach the advanced algebra level. This action will also be revised to include a specific focus on English learners. With AUHSD's recent adoption of a new ELD curriculum, all staff will need to develop the knowledge and skills to effectively implement the new curriculum. In addition to the upcoming adjustments to Action 1.1, the new LCAP will include four new actions that delineate key steps for addressing opportunity gaps. These new action steps highlight the implementation of subject-level team collaboration, effective grading practices, academic support, and targeted support for Grade 9 students. New metrics are also being added to assess progress on closing opportunity gaps: a metric for the California Science Test (CAST) scores and a metric for grades below C- for students in Grade 9.

Action 1.2, Standards-Aligned Curricular Materials: Reflecting input from educational partners and recent legislation, this action step is being adjusted to include steps for addressing media literacy, artificial intelligence, and the effective use of Canvas (AUHSD's learning management system). Assembly Bill 873 (2023) requires schools to implement programming that addresses media literacy. AI continues to

impact all facets of educational programming. Students and parents have clearly expressed an interest in greater alignment on how teachers utilize Canvas to deliver curriculum.

Action 1.4, College and Career Services: Staff are concerned that students with disabilities and unduplicated students are not accessing College and Career services at the same rate as their peers. The new LCAP will have an action step on equitable access to these services.

Action 1.5, Social Studies Curriculum Development: With the implementation of Ethnic Studies as an AUHSD graduation requirement for the Class of 2027, this action step is being narrowed to focus on Ethnic Studies. Staff will still work on diversifying the social studies curriculum, but the importance of Ethnic Studies necessitated an action specifically aligned to this course.

Action 1.6, Homework Policy: This action step will not be included in the new LCAP. Homework continues to be an area of concern, especially with respect to homework load, academic integrity, and the impact of homework completion on grades. These issues will be better addressed in broader action steps that address curriculum, instruction, and assessment.

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.

Goals and Actions

Goal

Goal #	Description
2	<p>Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (Access and Equity)</p> <p>Data suggest opportunity gaps exist in the District. The student groups English Learners, students with disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than “all students” in many measurements of achievement. Structures and systems must be developed to promote access and provide equity. State Priorities 2, 3, 4, 7, 8</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL students who are making progress toward language proficiency from one year to the next. (#4E)*	Percent of EL students who are making progress toward language proficiency from one year to the next in 2020 was not provided.	Class of 2021 data: 45% of EL students are making progress toward language proficiency from one year to the next. (Students moved at least one level on the Summative ELPAC)	Class of 2022 data: 73.3% of EL students are making progress toward language proficiency from one year to the next. (Students moved at least one level on the Summative ELPAC) 51.7% made progress and 21.7% maintained at level 4	Class of 2023 data: 53.4% of EL students are making progress toward language proficiency from one year to the next. (Students moved at least one level on the Summative ELPAC) 34.2% made progress and 19.2% maintained at level 4	65% of EL students will make progress toward language proficiency from one year to the next.
English Learner Reclassification Rate. (#4F)*	The English Learner Reclassification Rate in 2019-2020 is 18%	The English Learner Reclassification Rate in 2020-2021 is 14.4%	The English Learner Reclassification Rate in 2021-2022 is 16.5%	The English Learner Reclassification Rate in 2022-2023 is 8.2%	The English Learner Reclassification Rate in 2023-2024 will exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					12%.
The new California ELD Standards will be fully implemented. (#2B)*	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)	California ELD Standards will be Fully Implemented and Sustainable (Rating Scale 5 – Local Indicator)
Percentage of English Learners who have passed an Advanced Placement examination. (#8A)*	The 2020 percentage of English Learners who have passed an Advanced Placement examination is 3.5%	The 2021 percentage of English Learners who have passed an Advanced Placement examination is 5.6%	The 2022 percentage of English Learners who have passed an Advanced Placement examination is 8.1%	The 2023 percentage of English Learners who have passed an Advanced Placement examination is 2.7%	The 2023 percentage of English Learners who have passed an Advanced Placement examination will be 6%.
Parent/guardian involvement in the District English Language Advisory Committee. (#3A & 3B)*	Parent/guardian involvement in the District English Language Advisory Committee was 10 in 2020-2021.	Parent/guardian involvement in the District English Language Advisory Committee was 2 in 2021-2022.	Parent/guardian involvement in the District English Language Advisory Committee was 45 in 2022-23.	Parent/guardian involvement in the District English Language Advisory Committee was 52 in 2023-24.	Parent/guardian involvement in the District English Language Advisory Committee will be 20 in 2023-2024.
Percentage of students with special needs who complete UC/CSU a-g entrance requirements (#7C)*	The percentage of students with special needs who complete UC/CSU entrance requirements in 2020 was 23%.	The percentage of students with special needs who completed UC/CSU entrance requirements in 2021 was 31.4%.	The percentage of students with special needs who completed UC/CSU entrance requirements in 2022 was 24.2%.	The percentage of students with special needs who completed UC/CSU entrance requirements in 2023 was 30.4%.	The number of students with special needs who complete UC/CSU entrance requirements in 2023 will increase by 10 percentage points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English learners and Redesignated Fluent English Proficient students who complete UC/CSU a-g entrance requirements(#7B)*	The percentage of English learners or RFEP students who complete UC/CSU a-g entrance requirements in 2020 was 7.7% and 67.5% respectively.	The percentage of English Learner or RFEP students who completed UC/CSU a-g entrance requirements in 2021 was 16.7% and 59% respectively.	The percentage of English Learner or RFEP students who completed UC/CSU a-g entrance requirements in 2022 was 30.4% and 63.7% respectively.	The percentage of English Learner or RFEP students who completed UC/CSU a-g entrance requirements in 2023 was 18.8% and 81.7% respectively.	The number of English learners and RFEP students who complete UC/CSU entrance requirements in 2023 will increase by 10 and 5 percentage points, respectively.
Percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements (#7A)*	The percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements in 2020 was 42.3% and 60.4% respectively.	The percentage of African American/Black and Hispanic students who completed UC/CSU a-g entrance requirements in 2021 was 66.7% and 62.7% respectively.	The percentage of African American/Black and Hispanic students who completed UC/CSU a-g entrance requirements in 2022 was 58.8% and 62.7% respectively	The percentage of African American/Black and Hispanic students who completed UC/CSU a-g entrance requirements in 2023 was 50.0% and 80.8% respectively.	The number of African American/Black and Hispanic students who complete UC/CSU entrance requirements in 2023 will increase by 15 and 10 percentage points, respectively.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Academic Support -- Schoolwide

- Actions 2.1 TOSA-Intervention; 2.2 Supplemental Instruction; 2.4 Grading Initiative; 2.5 Data Analysis; 2.6 Professional Leadership Community Training; 2.11 Site Intervention Teams; 2.14 Site Council Support; and 2.15 Targeted College and Career Services

These action steps provided academic support for all students, but staff implemented them with a specific focus on students with disabilities and unduplicated students. A Teacher on Special Assignment at each comprehensive site helped establish and coordinate academic support programming. Support came primarily during the Academy period: the District’s 55-minute academic intervention period held twice a week. Coordinating the work of the TOSA with the work of the Special Education Department was challenging (Action 2.1). TOSAs also supported

the sites' academic intervention teams such as Student Review Teams (SRT) to identify students who need extra support (Action 2.11). Through supplemental instruction, students who earned semester grades below a C- had the opportunity to remediate these marks through credit recovery through online intersession classes or summer school (Action 2.2). The AUHSD grading initiative focused on establishing grading practices that are accurate, free from bias, and foster a growth mindset. A key part of this initiative was building reassessment practices to support student learning. Reassessment is a valuable strategy, but it can be very time intensive for teachers, and this presented a significant challenge for staff (Action 2.4). Through the use of common assessments, subject level teams examined student performance data to identify target areas for remediation, especially during Academy (Action 2.5). Much of the academic support work was facilitated by site-based, subject-level teams working under the professional learning community model (2.6). School Site Councils supported this academic intervention work through the development of School Plans for Student Achievement and budget allocations (Action 2.14). The Coordinators of the College and Career Centers at the comprehensive high schools placed an emphasis on serving students who would be the first in their families to attend college. "First-generation" information sessions were held at the sites. A challenge was the timing of this programming for families. The families in most need of college and career counseling were often not available to attend a session at school due to work or other obligations (Action 2.15).

Academic Support -- Unduplicated Students (English Learners, Foster Youth, and Low Income Students)

- Actions 2.3 Foster Youth Support; 2.7 ELD Program Development; 2.8 ELD Instructional Support; 2.9 ELD Summer Program; and 2.10 EL Family and Community Engagement

Through multi-tiered efforts coordinated by the Deputy Superintendent of Administrative Services, AUHSD worked to improve services for foster youth. Counselors, Wellness Center staff, and Registrars received professional development on supporting these students, including resources offered by the County. Academic support for English learners has been a key part of the LCAP. AUHSD adopted a new ELD curriculum and provided training on how to implementation (Action 2.7). To support ELD teachers, new Instructional Assistant positions were added (Action 2.8). Recognizing that English learners can lose significant gains over the summer if they are not actively using English, staff started a summer ELD program to run parallel to summer school (Action 2.9). Through focused outreach, improved translation services, and dynamic programming, the District placed an emphasis on meaningful DELAC meetings (Action 2.10). ELD teachers made significant progress in developing a strong program; however, supporting general education teachers with effective ELD strategies remains an area for growth.

Academic Support -- Students with Disabilities

- Actions 2.13 Special Education Delivery and 2.12 Advisory Committee, Exceptional Needs

Representing approximately 11% of AUHSD enrollment, students with disabilities have been a key area of focus for staff. General education and Special Education teachers received specific professional development on implementing academic accommodations and modifications. English and foundational math classes received additional staffing to provide targeted support. Under this collaborative teaching model, targeted general education classes have both a general education teacher and a Special Education teacher implementing the curriculum and supporting the students. Through the master scheduling process, students with disabilities received schedules that maximized their access to support services. New assessment strategies that included opportunities for reassessment allowed students to demonstrate proficiency after they received academic intervention (Action 2.13) Reassessment is a valuable practice, but it can be time consuming for teachers. The Special Education Advisory Committee met regularly to collaboratively address the needs of students with disabilities. This Advisory developed a parent/guardian survey to gauge the effectiveness of programming (Action 2.12)

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.

Action 2.4: There was a material difference between the Budgeted Expenditures (\$0) and the Estimated Actual Expenditure (\$10,856) for Action 2.4 Grading Initiative. The District needed more release time and extra hours for teachers to continue the Grading Initiative work.

Action 2.8: There was a material difference between the Budgeted Expenditures (\$61,175) and the Estimated Actual Expenditure (\$158,662) for Action 2.8 ELD Instructional Support. The District added additional FTE and additional hours for instructional assistants in order to support or growing ELD student population.

Action 2.10: There was a material difference between the Budgeted Expenditures (\$3,000) and the Estimated Actual Expenditure (\$100) for Action 2.10 EL Family and Community Engagement. Although, there has been tremendous growth in Family and Community engagement with a large increase in parent participation, most of the activities did not have a financial cost.

Action 2.12: There was a material difference between the Budgeted Expenditures (\$2,000) and the Estimated Actual Expenditure (No Cost) for Action 2.12 Advisory Committee Exceptional Needs. This Advisory Committee met but the District was able to run the committee meetings without cost to the District.

Action 2.13: There was a material difference between the Budget Expenditure (\$4,000) and the Estimated Actual Expenditure (\$9,500) for Action 2.13 Special Education Delivery. This Action item was expanded to increase training and include more staff members.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Academic Support -- English Learners

- Actions 2.7 ELD Program Development; 2.8 ELD Instructional Support; 2.9 ELD Summer Program; and 2.10 EL Family and Community Engagement

Academic intervention and support strategies under Goal 2 fostered important academic gains for English learners:

- Percentage of English learners making progress towards English proficiency increased 8.5 percentage points
- The California ELD standards were fully implemented at all levels
- Parent/guardian involvement in the District English Language Advisory Committee doubled
- The percentage of Redesignated Fluent English Proficient (RFEP) completing the course requirement for UC/CSU eligibility increased by 13.6 percentage points.

These academic gains are important, but opportunity gaps for English learners persist:

- UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners
- Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners

- The reclassification rate for English learners increased by only .4 percentage points
- ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners
- Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners

Foster Youth Support

Action 2.3 -- Site staff report that AUHSD has more coordinated services for foster youth. Much of this coordination was facilitated by counselors and Wellness Center staff. Professional development from the County Office of Education has also led to improved services, especially during a student's initial enrollment period.

Academic Support -- Students with Disabilities

- Actions 2.13 Special Education Delivery and 2.12 Advisory Committee, Exceptional Needs

During this LCAP cycle, students with disabilities made notable progress in college and career readiness: The percentage of students with disabilities who completed UC/CSU a-g course requirements increased 7.4 percentage points. Staff reported benefits from the collaborative teaching model, but professional development on this model is necessary. The Special Education Advisory Committee was active and provided key feedback on how to strengthen programming. Opportunity gaps for students with disabilities remain:

- UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 30.4% of students with disabilities
- Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 41% of students with disabilities
- ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 48% of students with disabilities
- Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 20% of students with disabilities

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

English Learners

Action 2.7, ELD Program Development: To address persistent opportunity gaps for English learners, AUHSD is revising the implementation of the ELD programming action step to include a greater focus on implementing the new ELD curriculum and providing all staff professional development on supporting English learners. Professional development will include site and District-based sessions, as well as regional and statewide conferences. New metrics will focus on the progress of Long-Term English Learners (LTELs). The District has also become increasingly aware of the number of English learners who also have a disability: 20% of English learners are in Special Education. Increased collaboration between ELD teachers and Special Education teachers will be critical to serve these students. AUHSD will not include metric 2.3, “Percentage of English Learners who have passed an Advanced Placement examination” in the new LCAP -- focus needs to be on achieving grade-level proficiency.

Students with Disabilities

Action 2.13, Special Education Delivery: With opportunity gaps for students with disabilities persisting, AUHSD will place added focus on collaborative teaching. To support high-levels of achievement and close opportunity gaps for students with disabilities, AUHSD will expand and strengthen the collaborative teaching model. Under this model, targeted general education classes have both a general education teacher and a Special Education teacher implementing the curriculum and supporting the students. Collaborative teaching will be focused on math and English classes.

Foster, Homeless, and Low-Income Youth

Action 2.3, Foster Youth Support: With a small population of foster youth in the District, staff were able to effectively coordinate support. This level of coordination was not always evident with respect to supporting homeless students and low-income students. This goal is being revised for the 2024-2025 LCAP to highlight the need to coordinate effective services for foster youth, students experiencing homelessness, and low-income youth. A new metric for the 2024-2025 LCAP will address UC/CSU eligibility for low-income students.

College and Career Services

Action 2.15, Targeted College and Career Services: This action step will remain in the upcoming LCAP, but with an additional focus on supporting students whose parents/guardians attended college in another country. These families may not have a high level of awareness about the U.S. college admissions process, so focused programming is needed. In addition, a new metric for the 2024-2025 LCAP will address how College and Career Centers are serving low-income 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.

Goals and Actions

Goal

Goal #	Description
3	<p>Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School climate and Social-emotional development)</p> <p>Students must feel safe and included on campus and in their classrooms, and their healthy social-emotional development is critical. These aspects of the student experience are essential for optimal academic engagement and achievement. State Priorities 5, 6</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate using three-year average P2ADA/Enrollment. (#5A)*	2019-2020 data incomplete due to distance learning. 2018-2019 data: The school attendance rate using three year average P2ADA/Enrollment for 2018-2019 was 95.79%	2020-2021 attendance rate at P2 was 96% to enrollment.	21-22 attendance rate at P2 was 95% to enrollment.	22-23 attendance rate at P2 was 95% to enrollment	The school attendance rate using three year average P2ADA/Enrollment for 2022-2023 will be 96.20%
Student chronic absenteeism rates. (#5B)*	2019-2020 data incomplete due to distance learning. 2018-2019 data: The student chronic absenteeism rates for 2018-2019 was 9.2%	The student chronic absenteeism rates for 2020-2021 was 6.5%	The student chronic absenteeism rates for 2021-2022 was 12.5%	The student chronic absenteeism rates for 2022- 2023 was 9.8%	The student chronic absenteeism rates for 2023-2024 will be 7.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student suspension rate. (#6A)*	The suspension rate for 2019-2020 was 1.2%.	The suspension rate for 2020-2021 was 0.1%.	The suspension rate for 2021-2022 was 1.6%	The suspension rate for 2022-2023 was 1.3%	The suspension rate for 2022-2023 will be 0.6%.
Student expulsion rate. (#6B)*	The expulsion rate for 2019-2020 was 0.0%.	The expulsion rate for 2020-2021 was 0.0%.	The expulsion rate for 2021-2022 was 0.0%	The expulsion rate for 2022-2023 was 0.0%	The expulsion rate for 2022-2023 will be 0.0%.
The AUHSD Pulse Survey developed in May 2021 and measuring factors of inclusion, belonging and connection, will be administered to students twice annually. (#6C)*	May 2021 - 59.4% of students agree or strongly agree with the feeling that “I belong at this school.”	March 2022 - In Spring of 2022, 70% of students agree or strongly agree with the feeling that “I belong at this school.”	Fall 2022 - 75% of students agree or strongly agree with the feeling that “I belong at this school.”	In Fall of 2023, 78.0% of students agree or strongly agree with the feeling that “I belong at this school.”	75.0% of students will agree or strongly agree with the feeling that “I belong at this school.”
California Healthy Kids Survey – School Connectedness Scale (CHKS administered in November in “odd” years) (#6C)*	2019 Data: Scale based on Agree or Strongly Agree Grade 9 – 69% Grade 11 – 64%	2021 Data: Scale based on Agree or Strongly Agree Grade 9 – 69% Grade 11 – 63%	2021 Data: Scale based on Agree or Strongly Agree Grade 9 – 69% Grade 11 – 63%	2023 Data: Scale based on Agree or Strongly Agree Grade 9 – 68% Grade 11 – 66%	2023 Data: Scale based on Agree or Strongly Agree Grade 9 – 75% Grade 11 – 70%
Teacher care and support as indicated by the administration of the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 3.57 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 3.72 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 3.72 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences.	The 2024 survey – 3.70 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences.	The average number of teachers that “care about them and support them” will be 4.00 as measured by the Stanford Survey of Adolescent School Experiences.
Positive academic engagement as	The 2019 baseline is 25.0% of the students	The 2022 survey – 25.3% of the students	The 2022 survey – 25.3% of the students	The 2024 survey – 29.1% of the students	35.0% of the students will report positive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
indicated by the Stanford Survey of Adolescent School Experiences (#6C)	reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.	reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.	reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.	reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.	academic engagement as measured by the Stanford Survey of Adolescent School Experiences.
School stress and academic worries as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 3.68 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 3.87 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 3.87 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.	The 2024 survey – 3.78 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.	The 2022 data will be 3.20 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.
Academic integrity as indicated by the % of students reporting they had cheated in the past month in the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 administration of the Stanford Survey of Adolescent School Experience – The % of student reporting they had cheated in the past month was 87.9%	The 2022 survey – 80.4 % of student reporting they had cheated in the past month as measured by the Stanford Survey of Adolescent School Experience	The 2022 survey – 80.4% of student reporting they had cheated in the past month as measured by the Stanford Survey of Adolescent School Experience	The 2024 survey – 82% of students reporting they had cheated in the past month as measured by the Stanford Survey of Adolescent School Experience.	The % of student reporting they had cheated in the past month will be 80.0% as measured by the Stanford Survey of Adolescent School Experience
Note: Since the Acalanes Union High School District does not include middle schools, Middle school dropout rates, as described in	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
paragraph (3) of subdivision (a) of Section 52052.1, will not be measured. (#5C)*					

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Social Emotional Support

- Actions 3.1, Wellness Centers; 3.13, School Counseling Plan; and 3.10, LGBTQIA+ Support Systems

A central component of the AUHSD School Counseling Plan is providing social-emotional support for students, primarily through individual counseling sessions (Action 3.13). Every comprehensive high school in AUHSD has a Wellness Center staffed with a full-time coordinator, a full-time Intake Specialist, and interns. These centers provided small-group and one-to-one counseling for students on a range of social-emotional issues (Action 3.1). A key challenge is destigmatizing mental health issues so all students can receive the support they need. Counseling Departments and Wellness Centers provided resources, programming, and welcoming spaces for LGBTQIA+ youth (3.10).

Campus Climate and Culture

- Actions 3.3 Positive Athletic Experience; 3.8 Student Summits for Equity and Inclusion; 3.9 Teacher of Special Assignment -- School Climate; 3.11 Academy Systems of Support; 3.12 School Climate Surveys; 3.14 Extra/Co-Curricular Supports; and 3.4 Strategic Planning

AUHSD pursued a positive school climate and culture at all schools through a wide array of action steps. Extra/co-curricular programs such as performing arts, student government, service clubs, academic competition clubs, and social clubs played a key role in campus culture. All of these organizations required staff advisors (Action 3.14). Athletics remain immensely popular at all sites, so building the capacity of athletic coaches to foster positive experiences for student athletes is critical. Professional development sessions and leadership provided by each school's Athletic Director helped build capacity. With a growing percentage of off-campus coaches, finding time for coach professional development was a challenge. (Action 3.3).

Student summits, such as the annual Black Student Summit and the annual Diversity Summit helped build community and student leaders (Action 3.8) All sites began focused programming for Grade 9 students to support their transition to high school. This programming was often held during the Academy period and included strategies to be successful in class and information about getting involved in school activities (Action 3.11).

Each comprehensive high school had a TOSA to foster schoolwide initiatives related to diversity, equity, inclusion, and belonging. The Campus Climate and Culture TOSA at each site collaborated with educational partners to foster schoolwide initiatives related to diversity, equity, inclusion, and belonging (Action 3.9).

To gauge the effectiveness of school programming and campus culture initiatives, AUHSD used several surveys that addressed students' perspectives on well-being, engagement, connectedness, and other key indicators related to their school experience: AUHSD Pulse Survey (2x per year); California Healthy Kids Survey; and the Stanford Survey of School Experience. Survey data were utilized by staff and educational partners to hone and refine school programming (Action 3.12). This survey data and input from education partners about campus climate informed the development of the AUHSD strategic plan (Action 3.4).

Behavioral Support

- Actions 3.2 Student Behavioral Support; 3.5 Support Responsible Social Media Use and Address Cyberbullying; 3.6 Academic Integrity (and Generative AI); 3.7 Restorative Practices; 3.15 Sandy Hook Promise

AUHSD schools utilized the Bias Incident Reporting System (BIRS) to help students and staff address incidents of bias and other behaviors that detract from a positive, inclusive school culture (Action 3.2). Reports to this system were often anonymous, making follow up with victims challenging.

Strategies for responsible social media were incorporated into the Human and Social Development class and have also been reinforced through lessons led by the District's teacher librarians (Action 3.5). Addressing academic integrity has become more challenging with the growth of AI. The District adopted software to help identify plagiarism, but a more proactive approach is necessary (Action 3.6).

Alternatives to suspension were implemented when appropriate, and these alternatives often involved restorative sessions led by counselors, Wellness Center staff, and administrators (Action 3.7). Restorative practices have sometimes been difficult to implement because some in the school communities see these practices as negating consequences for negative behavior. To help ensure safety on campus and in the community, AUHSD uses the Say Something Anonymous Reporting System so students can report concerns about behavior (Action 3.15).

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.

Action 3.2: There was a material difference between the Budgeted Expenditures (\$10,000) and the Estimated Actual Expenditure (\$3,208) for Action 3.2 Student Behavior Support. The District budgeted for teacher leads at for the Bias Incident Reporting (BIRT) committees, however, some of the sites had this committee lead by a site administrator.

Action 3.3: There was a material difference between the Budget Expenditures (\$100,000) and the Estimated Actual Expenditure (\$157,396). The District added a release period to the Athletic Directors at each site to help support the site's Athletic Program.

Action 3.4: There was a material difference between the Budgeted Expenditures (\$10,000) and the Estimated Actual Expenditure (\$0) for Action 3.4 Strategic Plan. The District decided to postpone this action to the 2024-2025 school year.

Action 3.6: There was a material difference between the Budgeted Expenditures (\$10,000) and the Estimated Actual Expenditure (\$0) for Action 3.6 Academic Integrity (and Generative AI). This action was carried out without the need of additional funding.

Action 3.7: There was a material difference between the Budgeted Expenditures (\$39,500) and the Estimated Actual Expenditure (\$0) for Action 3.7 Restorative Practice. The District put more emphasis on Socio-Emotional Learning, Student Wellness and Mental Health, and Diversity, Equity, Inclusion, and Belonging professional development and strategies.

Action 3.14: There was a material difference between the Budgeted Expenditures (\$2,272,157) and the Estimated Actual Expenditure (\$4,462,709) for Action 3.14 Extra/Co-Curricular Supports. The District implemented new accounting systems and procedures that more accurately reflect the cost of the athletic programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The District made significant progress toward Goal 3 as measured by several key metrics:

- Suspension rate remained low at 1.3%
- Expulsion rate remained at 0%
- AUHSD Spring Pulse Survey & Belonging -- % of students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” increased 18.6 percentage points
- Teacher Care and Support (Stanford Survey of School Experiences) -- Scaled score of student perceptions of teacher care and support; Scale of (1) Low - (5) High; Increased from 3.57 to 3.70
- Academic Integrity (Stanford Survey of School Experiences) -- % of students reporting they had cheated in the past month; Decreased 87.9% to 82%
- Positive Academic Engagement (Stanford Survey of School Experiences) -- % of students indicating positive academic engagement increased from 25% to 29.1%

Significant challenges related to Goal 3 remain as indicated by several key metrics:

- School attendance rates (using a 3-year average) did not improve and chronic absenteeism increased by .6 percentage points.
- School connectedness as measured by the California Healthy Kids Survey remained flat
- School Stress and Academic Worries (Stanford Survey of School Experiences) -- Scaled score of academic stress and worry; (1) Low - (5) High; Increased 3.68 to 3.78

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

As AUHSD continues to pursue a positive school experience for all students, staff will make key changes to actions and metrics for this goal.

- Action 3.1, Wellness Centers: This action step will have an increased emphasis on training teachers to implement social-emotional learning in the classroom. To better gauge the school experience of LGBTQIA+ students, AUHSD will measure “school connectedness” for nonbinary students via the California Healthy Kids Survey.
- Action 3.2, Student Behavioral Support -- AUHSD is planning to utilize a Behavioralist to provide more extensive support for positive student behavior.
- Action 3.3, Extra/Co-Curricular Supports: For the next LCAP cycle, AUHSD will place greater emphasis on fostering Black African-American, Hispanic, and low-income students' participation in school activities and programs. This emphasis will come with three new metrics: participation rates of Hispanic, Black / African-American, and low-income students in key school activities and programs.

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.

Goals and Actions

Goal

Goal #	Description
4	<p>Recruit, develop and retain high quality certificated, classified and administrative staff (High quality staff)</p> <p>High quality staff is the most critical determinant of improvement in the schools. Attention must be given to ensure that the District can recruit, develop and retain high quality staff.</p> <p>State Priorities 1</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed (#1A)*	May 2021 – 99% compliance for appropriately assigned staff	In May of 2022, AUHSD had 95% compliance for appropriately assigned staff.	In fall of 2022, AUHSD had 90% compliance for appropriately assigned staff.	In fall of 2023, AUHSD had 91.3% compliance for appropriately assigned staff	100% compliance for appropriately assigned staff
Recruit and retain quality employees (qualitative measure)	<p>May 2021 – Recruit and hire quality classified, certificated and administrative employees at 100%</p> <p>Retain 100% of employees without “unexplained” departure for lateral position</p>	In May of 2022, 100% of staff were retained without unexplained departures.	<p>The District is developing better systems of measuring staff retention and a ability to recruit and hire quality staff.</p> <p>In May of 2023, approximately 98% of staff were retained without unexplained departures.</p>	<p>The District is developing better systems of measuring staff retention and a ability to recruit and hire quality staff.</p> <p>In May of 2024, approximately 99% of staff were retained without</p>	<p>Recruit and hire quality classified, certificated and administrative employees at 100%</p> <p>Retain 100% of employees without “unexplained” departure for lateral position</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				unexplained departures.	
Certificated staff “diversity” – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2020) of the District student population)	May 2021 – 18% certificated staff of color	In May of 2022, AUHSD had 18% certificated staff of color.	In the fall of 2022, AUHSD had 17% certificated staff of color.	In the fall of 2023, AUHSD had 18% certificated staff of color.	25% certificated staff of color

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Professional Development

- Actions 4.1 Certificated Staff Development; 4.2 Classified Professional Development; and 4.5 Athletic Coach Training

To support staff and build a culture of professional excellence, AUHSD implemented a robust professional development program for certificated and classified staff. Annually, certificated staff participated in summer curriculum camps, 2 days of Summer Institute, and three professional development days during the school year. In addition, staff attended an array of conferences related to curriculum, instruction, assessment, and academic support. Other key areas of focus for professional development were professional learning communities, effective grading practices, building culturally-responsive schools, and educational technology. Subject-level teams collaborated every Friday -- another excellent opportunity for professional development. Securing class coverage for teachers attending professional development during the school year is challenging. Classified staff also participated in professional development during the summer and school year. A classified staff professional development committee helped design relevant and engaging professional development (Actions 4.1 and 4.2). Athletic coaches received training from the site Athletic Directors and through outside programming such as the Positive Coaching Alliance (Action 4.5).

Recruiting and Retaining Staff

- Actions 4.3 Diversify Certificated Staff; 4.6 Recruit and Retain Staff; and 4.7 Beyond Diversity

To support recruitment efforts and diversify the applicant pool of outstanding, qualified applicants, AUHSD took several key steps: joined the Historically Black Colleges and Universities National Alumni Association, strengthened presence on platforms such as LinkedIn, participated in regional job fairs, and partnered with parent groups to broaden the District’s recruitment network (Actions 4.3 and 4.6). During the 2023-2024 school year, AUHSD sponsored “Equity University” for 45 staff members to develop skills for building a more equitable school district. This programming replaced participation in “Beyond Diversity” programming and was coordinated by AUHSD staff leaders and administrators (Action 4.7).

New Teacher Support

- Action 4.4 District Teacher Induction Plan

Support for new teachers has been an area of focus, and new-teacher mentors working directly with staff at each school site. The work of these mentors is coordinated by a TOSA and the Deputy Superintendent for Administrative Services. The District did not begin implementing an in-house induction program, but continues to explore this option as a potential strategy to better support new teachers (Action 4.4)

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.

Action 4.2: There was a material difference between the Budgeted Expenditures (\$30,000) and the Estimated Actual Expenditure (\$8,634) for Action 4.2 Classified Professional Development. This action took place as planned; however, the cost to implement this action was less than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Staff retention metrics indicate that AUHSD has been successful at retaining high-quality employees. As of May 2024, 99% of certificated staff were retained without any “unexplained” departures for lateral positions. In AUHSD, 18% of the certificated positions are held by staff of color, short of the 25% goal for 2024. Meeting credentialing requirements remains an area of focus with 91.3% of certificated staff appropriately assigned, short of the 100% goal for 2024. Career Technical Education positions have been the most challenging with respect to credentialing.

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

To maintain high retention rates, AUHSD is being more proactive about relevant professional development for new and veteran staff. Recent surveys indicate strong interest in professional development related to AI, Canvas, English Language Development, and newly-adopted AP courses. To support efforts at diversifying certificated staff, AUHSD will partner with a broader range of organizations to support recruitment efforts and support staff affinity groups. The District will add a new action step specifically addressing support for new teachers. This support

will include additional release time for the new-teacher support TOSA (.4 release). The District will also add an action step to develop and implement a system for exit interviews to better understand staff experiences and opportunities.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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
Acalanes Union High School District	John Nickerson, Ed.D. Superintendent	jnickerson@auhdschools.org (925) 280-3900

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Acalanes Union High School District is considered one of the highest performing school districts in California. Through the collaborative work of staff, strong partnerships with parents, and a commitment to high levels of learning for all students, AUHSD is able to provide students of the community with outstanding educational programming. AUHSD has four comprehensive high schools and one alternative independent study school, and the District collaborates with five TK-8 partner districts.

AUHSD serves 5503 students:

- African American - 1.5%
- American Indian - .1%
- Asian - 14.8%
- Filipino - 1.9%
- Hispanic / Latino - 11.3%
- Pacific Islander - .2%
- White - 60.6%
- Two or More Races - 8.3%
- Not Reported 1.2%

The percentage of unduplicated students (foster youth, English learners or low-income) is 8.0%. English learners represent 2.6% of enrollment, and students who are Reclassified Fluent English Proficient represent 8.3% of enrollment. The 2023 cohort graduation rate was 98.1%. From the Class of 2023, 17% of the graduates reported plans to attend a two-year college, 80% reported plans to attend a four-year

college, and 3% reported plans to take a gap year.

In AUHSD, conditions of learning, student outcomes, and engagement remain strong. A competitive compensation schedule and strong professional development program enable the District to maintain outstanding, fully-credentialed teachers and other support staff. A series of local bond measures has resulted in excellent facilities. The District has been actively adopting new courses of study and instructional materials aligned to California standards and benchmarks. Students have the opportunity to access 31 different Advanced Placement courses, and the AP pass rate is 87%. College and career readiness is a top priority for AUHSD with 83.4% of 2023 graduates meeting the UC/CSU a-g course requirements. On the 2023 California Smarter Balanced Assessments, 82.5% of students achieved "Standard Met" or "Standard Exceeded" on the ELA/Literacy assessment, and 65% achieved these levels on the Mathematics assessment. AUHSD is proud of the students' academic performance; however, opportunity gaps persist, especially for students with disabilities and English learners. A key strategy to address these gaps is the Academy program: 55-minute academic intervention sessions every Wednesday and Friday.

Student attendance and participation levels for co-curricular and extra-curricular activities are high. The suspension rate is 1.3%, and the expulsion rate is 0%. With high academic expectations comes a degree of stress, and on surveys, students report feeling pressure to succeed in school. AUHSD is using a wide array of strategies to address this issue, including social-emotional learning, Wellness Center programming, and counseling support.

Parent engagement with the schools is strong. Through participation on school site councils, booster organizations, educational foundations, and advisory committees, AUHSD parents play a vital role in the schools.

Reflections: Annual Performance

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

The 2023 California School Dashboard for the Acalanes Union High School District reflects the outstanding work of AUHSD staff as the District works to ensure college and career readiness for all students. The Dashboard also underscores the need for continuous improvement as significant opportunity gaps persist for certain student groups, most notably students with disabilities and English learners. AUHSD is committed to high levels of learning for all students and is using information from the Dashboard to help design educational programming that will better serve all of our students.

Academic Performance

Smarter Balanced Assessments -- The overall academic performance in both English Language Arts (ELA) and Mathematics, as measured by the Smarter Balanced Assessment, is at the highest level (Blue). ELA scores on the Smarter Balanced Assessments were in the Blue range for the following student groups: Asian, Hispanic, Two or More Races, and White. ELA scores for socioeconomically disadvantaged students were in the second highest level (Green), and students with disabilities scored in the third highest level (Yellow). Math scores on the Smarter Balanced Assessment were at the highest level for the following groups: Asian, Two or More Races, and White. Socioeconomically disadvantaged students scored at the second-highest level on the math assessment.

Smarter Balanced Assessments -- ELA and Math Challenges -- AUHSD English learners scored at the lowest level (Red) on the ELA assessments, and students with disabilities scored at the lowest level on the mathematics assessments. At Acalanes High School, students with disabilities scored at the lowest level on the ELA assessments, and at Las Lomas High School, students with disabilities scored at the lowest level on the mathematics assessments. To support English learners, AUHSD is implementing a range of key action steps: adoption of a new ELD curriculum, a new ELD course structure to allow for more differentiation, and expanded professional development on supporting English learners. To support high-levels of achievement and close opportunity gaps for students with disabilities, AUHSD will expand and strengthen the collaborative teaching model. Under this model, targeted general education classes have both a general education teacher and a Special Education teacher implementing the curriculum and supporting the students. Collaborative teaching will be focused on math and English classes. Both English learners and students with disabilities will be served by Teachers on Special Assignment (TOSAs) at all four comprehensive school sites (.2 release per site). TOSAs will work on supporting all students; however, they will have a focus on implementing targeted academic support for students with disabilities and English learners. Students with disabilities and English learners will also benefit from targeted support during Academy: AUHSD's 55-minute academic support period that is held twice per week. Professional development, effective protocols, and administrative systems will be essential for strengthening Academy.

English Learner Progress -- The rate of English learners making progress towards proficiency is 53.4%, a drop from 2022 levels. AUHSD will fully implement a new ELD curriculum, provide ongoing professional development on the California ELD Standards, and prioritize the use of effective teaching strategies for English learners, including Long-term English Language Learners. Professional development will include site and District-based sessions as well as regional and statewide conferences. With expanded professional development for all teachers on English language development (ELD) strategies and the implementation of a new ELD curriculum, AUHSD anticipates growth on this metric in the coming year.

College and Career Preparedness -- The California School Dashboard determines college or career readiness through an array of metrics: Smarter Balanced assessments, AP exams, International Baccalaureate exams (not offered in AUHSD), completion of college-level courses in career technical fields, State Seal of Biliteracy, and the completion of the required courses for UC/CSU eligibility. According to this metric, 90.4% of 2023 AUHSD graduates qualified as "Prepared" or "Approaching Prepared." As referenced above, Smarter Balanced scores remain high, but opportunity gaps persist, and these will be addressed through targeted academic interventions.

College and Career Preparedness -- UC/CSU a-g Course Requirements -- The percentage of seniors completing the UC/CSU a-g course requirements increased from 78% in 2022 to 83.4% in 2023. The a-g course completion rate increased by 10 percentage points for Black / African-American students, 12 percentage points for Hispanic students, 8 percentage points for English learners, and 6 percentage points for students with disabilities. Despite the gains for these groups, their UC/CSU a-g completion rates remain lower than those for the graduating class as a whole. All AUHSD high schools continue to use focused academic support to address these opportunity gaps, and counselors are working with students to develop 4-year academic plans. Failure to successfully complete an advanced Algebra course is a key reason some AUHSD graduates are not UC/CSU eligible; therefore, the District is placing more resources into mathematics to support students as they work toward completing the math courses necessary for UC/CSU eligibility.

College and Career Preparedness -- Advanced Placement Courses -- Efforts to expand access to the Advanced Placement (AP) program have been successful. The number of courses offered and the number of students taking AP exams increased. In 2023, 58% of students in grades 10-12 took one or AP exams, an increase of 7 percentage points over 2022 levels. Even with increased participation in AP, the AP

exam pass rate increased 1 percentage point to 87%. AP participation rates for students identifying as African American or Hispanic/Latino increased in 2023, but these participation rates remain below rates for students identifying as Asian or white. AUHSD is addressing this issue through proactive counseling, 4-year academic planning, and targeted academic intervention.

College and Career Preparedness -- Career Technical Education -- Students completing a CTE pathway increased to 14%, but the rate is below the 2023 goal for this metric. Efforts to develop relevant and engaging pathways and partnering with Project Lead the Way remain a priority in the LCAP. Strengthen existing CTE pathways through professional development, staff collaboration, grants, an effective partnership with the Contra Costa County Office of Education's Regional Occupational Program, and an active CTE Advisory Committee will also strengthen CTE programming. AUHSD will also complete the UC/CSU a-g approval process for all CTE courses.

Implementation of Academic Standards -- The AUHSD staff is fully implementing the State's academic content standards in all academic areas. Site administrators, working with faculty leaders, monitor the implementation of academic standards throughout the school year. Before adopting curriculum materials, teachers, administrators, and the Governing Board ensure that recommended materials align with academic standards and curriculum frameworks. In partnership with faculty leaders, District administrators provide extensive professional development opportunities that address core areas of growth for teachers. Professional development occurs throughout the school year, and optional summer professional development sessions are available to all teachers. Key areas of focus for professional development include programming for English language learners, the District's tiered system of academic support, and effective grading practices.

Academic Engagement

Graduation Rates -- The 4-year cohort graduation rate for all students is at the highest level (Blue) with 96.7% of students graduating in four years. Graduation rates were at the highest level for the following student groups: Asian, Two or More Races, and White. Graduation rates for socioeconomically disadvantaged students and students with disabilities were 84.6% and 84.7% respectively. AUHSD is addressing this opportunity gap through several key steps, including focused academic support during Academy and supplemental instruction for core graduation requirements. AUHSD will provide this supplemental instruction through District summer school opportunities and school-year credit recovery options.

Access to a Broad Course of Study -- AUHSD achieved "Standard Met" with respect to ensuring that all students have access to a broad course of study. AUHSD remains committed to ensuring that all students have access to a rigorous, relevant, and broad course of study. Academic department chairs and administrators annually review course offerings and pathways. Using data from the District's student information system, course enrollment is reviewed to examine trends. Administrators examine course enrollment data based on grade level, race, ethnicity, gender, and disability status. Staff examines enrollment trends related to courses that satisfy graduation requirements, courses that met UC/CSU a-g requirements, Advanced Placement (AP) courses, Honors courses, and courses that are part of a Career Technical Education pathway. AUHSD administrators make an annual Governing Board presentation on course enrollment trends. For the 2024-2025 school year, AUHSD is adding three new courses: Broadcast Journalism, AP African American Studies, and Statistics and Data Science. AUHSD is also revising the Ethnic Studies curriculum as this course transitions from the elective category to become a graduation requirement.

Conditions and Climate

Suspension Rate -- The suspension rate for all students is at the lowest level (Blue) with 1.4% of students being suspended for at least one day. No student groups were in the highest two levels for suspension. AUHSD staff continue to utilize alternatives to suspension when appropriate to keep students in school. Through counseling and Wellness Center Support, staff are working to support positive behavior on campus to bring the suspension rate even lower.

Teachers, Instructional Materials, and Facilities -- AUHSD achieved “Standard Met” with respect to the percentage of appropriately assigned teachers; students’ access to curriculum-aligned instructional materials; and safe, clean and functional facilities. Through extensive teacher recruitment efforts and a strong system of new teacher support, AUHSD is able to maintain excellent staffing at all District schools. Working closely with academic department chairs, the AUHSD administrators have been able to ensure that each school site has sufficient curriculum-aligned instructional materials for all students. The LCAP has prioritized and will continue to prioritize professional development programs, broad recruitment efforts, programming to support a positive work experience, and a compensation package that is the best in the region.

Parent and Family Engagement -- AUHSD achieved “Standard Met” with respect to parent and family engagement. AUHSD’s practices reflect a belief that strong family-partnerships foster strong educational outcomes for all students. The District partners with a variety of organizations to ensure broad input on decisions that affect the schools. Organizations include parents' clubs, educational foundations, School Site Councils, School Advisory Councils, Coordinating Council, and Diversity, Equity, and Inclusion committees. These organizations and committees serve as conduits for input about all facets of District programming. Sites hold regular informational meetings to provide the community with relevant information about the school. During these meetings, parents/guardians, and community members have opportunities to ask questions and provide input.

Local Climate Survey -- AUHSD achieved “Standard Met” with respect to implementing local climate surveys. AUHSD administers the California Healthy Kids Survey (CHKS) every other year to all students in grades 9 and 11. The District has administered the following CHKS modules: Core, Alcohol and Other Drugs, Resilience and Youth Development, and Social Emotional Health. Results of the CHKS are reported to the Governing Board, staff, and parent organizations. This review of CHKS data is based on the 2021- 2022 administration of the CHKS in which 92% of 9th graders and 89% of 11th graders completed the survey. The most recent administration of the CHKS to AUHSD students was November 2023 and results from this administration will be reflected in upcoming reports.

Other Local Data

Semester Achievement Grades -- The percentage of students earning one or more semester grades below a C- remained relatively flat: 16.2% in 2021-2022 and 16.5% in 2022-2023. AUHSD is maintaining a strong focus on academic intervention, especially through Academy: a 55-minute academic intervention period on Wednesdays and Fridays. For 2024-2025, each site’s Academic Intervention TOSA will work on supporting students earning D/F grades with a specific focus on supporting English learners and students with disabilities.

Chronic Absenteeism -- Chronic absenteeism remains a significant challenge for AUHSD. Chronic absenteeism rates increased from 2021-2022 to 2022-2023. Efforts to improve meaningful positive academic engagement and campus climate continue to be an improvement

strategy. AUHSD will also continue robust Wellness Center programming at all comprehensive sites to support the social-emotional health of students.

Parent and Family Engagement -- Parent/guardian involvement in the District English Learner Advisory Committee (DELAC) continues to increase. To strengthen the partnership between AUHSD and the parents/guardians of English Learners, AUHSD will continue to develop strategies to increase participation in the District English Learner Advisory Committee (DELAC). To strengthen the partnership between AUHSD and the parents/guardians of students with disabilities, AUHSD will continue to develop strategies to increase participation in the Special Education Advisory Committee and other events for parents/guardians of students with disabilities.

Student "Pulse Survey" Data -- The District uses a local "Pulse Survey" to gauge students' sense of belonging and connection to school. Over 70% of AUHSD students "Agreed" or "Strongly Agreed" with the following statement from the Pulse survey: "I feel like I belong at this school." Pulse Survey data indicates that Black / African-American students have a lower sense of "belonging" at school than their peers in other racial/ethnic groups. The District's efforts with racial equity, campus climate, and student affinity groups and summits are designed to improve the experience of students of color. To foster schoolwide initiatives related to diversity, equity, inclusion, and belonging, all AUHSD comprehensive high schools will have a Campus Climate and Culture Teacher on Special Assignment (TOSA). The TOSA at each site will collaborate with educational partners to foster schoolwide initiatives related to diversity, equity, inclusion, and belonging.

Student Experiences Survey -- All AUHSD schools administered the Stanford Survey of School Experiences in April 2022. Several of the survey components address student-staff connections. According to the survey, 75% of AUHSD students felt they have an adult on campus they can go to if they have a personal problem. This number was 70% in 2019.

Note: LCAP Metric 5C, "Middle School Dropout Rates," is not applicable to the Acalanes Union High School District.

Reflections: Technical Assistance

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

N/A

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.

N/A

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
Teachers and other School Personnel	During the LCAP development process, AUHSD staff (classified and certificated) had multiple opportunities for input. During February and March, District administration attended site staff meetings to introduce the LCAP development process and inform staff about how they could be involved. An online survey, open from March 19 – April 3, allowed staff to comment on the types of goals and actions that should be prioritized in the LCAP. The District also held site-based LCAP input sessions at every school: LLHS, April 8; MHS, April 17; CHS, April 22; AHS, April 23; and ACIS/Del Valle, April 25. During these 3.5 hour drop-in sessions, staff came individually and in small groups to comment on LCAP goals, metrics, and actions steps.
Principals and other Administrators	During the early stages of LCAP development in January and February 2024, principals and other administrators reviewed Dashboard and internal data to begin ascertaining key priorities. The LCAP and mid-year report provided key context for this group. The LCAP process was reviewed and administrators were involved with plan development (March and April) via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.
Parents/Guardians -- General Input	General parent/guardian input was received via an online survey, open April 12-26. Through this survey, parents/guardians could provide input on District strengths, areas of growth, and priorities. District staff held site-based input sessions at all of the schools for in-

Educational Partner(s)	Process for Engagement
	person dialog about goals, metrics, and action steps related to the LCAP.
Parents/Guardians -- Advisory Group Input, including DELAC and ELAC	In addition to the online survey and the general, site-based input sessions, parent advisory committees participated in LCAP input sessions. The District held these focused LCAP sessions with the Black African-American Advisory (March 27, 2024), DEIB Advisory Group (April 11), the Special Education Advisory (April 12), Coordinating Council Parent Leadership Group (February 26 and April 29), and the District English Language Advisory Committee and the Las Lomas English Language Advisory Committee (May 2).
Students	District administrators meet with two focus groups at every school site to discuss the LCAP and listen to input about goals, metrics and action steps. These focus groups were designed to get general input and input from select student populations. Some student groups had students selected randomly while others were comprised of Leadership students, English Learners, Special Education students, and affinity group leaders. These 1-hour meetings were held at the school sites, March-April.
Local Bargaining Unit Input	District administrative staff met with the leadership of the collective bargaining units (Acalanes Education Association and Service Employees International Union Local 1021) to address the LCAP (May). Issues related to the LCAP are also addressed throughout the year during regular meetings between District staff and the leadership of the collective bargaining units. The bargaining unit leadership and District administration have a highly collaborative relationship and their ongoing input is reflected in the LCAP.
SELPA Administrator Consultancy	The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP.
Posting and Public Hearing	The 2024-2027 LCAP was posted on the District and school site websites in May and a Public Hearing is to be held on May 15, 2024. The Public Hearing agenda was posted more than 72 hours prior to the Hearing.

Input from educational partners, both online input and listening session input, informed LCAP development. Often, the input confirmed that the District was drafting goals, metrics, and actions steps that aligned with key interests; however, input also provided keen insights into new directions

Overview of How Educational Input Influenced LCAP

Parent Input

- Career Technical Education: Parents/Guardians had strong interest in expanding Career Technical Education opportunities. In response, AUHSD expanded the emphasis on CTE pathways under Actions Steps 1.3, "Implementation of State Standards" and 1.5, "Career Technical Education Pathways."
- Communication of Assignments and Grades (Canvas): Parents/Guardians expressed an interest in greater alignment regarding how staff use Canvas (the online learning management system) to share information about assignments and grades. AUHSD added Action Step 1.10, "Effective Use of the Learning Management System" and committed greater resources to site Canvas Leads and professional development in this area.
- Students of Color and School Engagement: Parents/Guardians expressed concerns about the level of belonging and connection for students of color. AUHSD added two related metrics: 3.12 "Hispanic Students' Participation Rate in Key School Programs" and 3.13 "Black / African-American Students' Participation Rate in Key School Programs."

Teacher and Other Staff Input

- Career Technical Education: As with parents/guardians, staff shared a strong interest in robust CTE programming. AUHSD expanded the emphasis on CTE pathways under Actions Steps 1.3 "Implementation of State Standards" and 1.5, "Career Technical Education Pathways."
- Artificial Intelligence: Staff had an interest in learning about AI and having clear policies about its use in schools. AUHSD added Action Steps 3.8, "Artificial Intelligence and Academic Integrity," and decided to keep metric 3.11, "Academic Integrity."
- Transition to High School: Staff at several sites have started implementing effective Grade 9 transition programming and want to see this type of programming expand. AUHSD added Action Step 1.9, "Successful Transition to High School" and metric 1.15, "Percentage of Grade 9 students earning one or more semester grades below a "C-".

Student Input

- Wellness Centers: Student support for Wellness programming continues to be strong. AUHSD is strengthening support for Wellness Centers: Action 3.2, "Wellness Centers."
- Extra-Co-Curricular Programming: Students expressed strong support for high-level extra and co-curricular activities. AUHSD is strengthening the commitment to this programming through Action Step 3.3, "Extra/Co-Curricular Supports." AUHSD also added metric 3.12, "Hispanic Students' Participation Rate in Key School Programs"; and 3.13, "Black / African-American Students' Participation Rate in Key School Programs."

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Ensure that every student has access to high-quality educational opportunities and attains college and career readiness. (High Quality Programs)</p> <hr/> <p>AUHSD is committed to ensuring that all District graduates are prepared for post-secondary opportunities, including community college, 4-year college, vocational training, and career options. For students in special service classes, AUHSD is committed to building their skills for independent living and employment. Through the core curriculum and a wide array of elective options, all students will have access to rigorous, engaging, and relevant courses of study; in addition, students will receive up-to-date, standards-aligned curricular materials. Beyond the traditional classroom, extra and co-curricular activities will allow students to pursue interests in the arts, athletics, STEM, community service, and other areas.</p> <p>AUHSD will pursue this goal through several key action areas:</p> <ul style="list-style-type: none"> • Refinement of current course offerings and development of new courses and course pathways • Student access to standards-based curricular resources • Professional development for staff on curriculum development, instructional practices, assessment, and academic intervention • Focused academic support services for students not achieving proficiency • Facilities that support high levels of learning and safety <p>As the District assesses progress towards this broad goal, it will use a range of metrics. Metrics for Goal 1 are grouped into the following broad categories: Implementation of Curriculum Standards; Student Access to Standards-Based Curricular Materials; State Standardized Assessments; College and Career Readiness; Graduation Status; and Facilities.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through surveys and focus groups, educational partners (staff, students, parents/guardians, and community members) identified "high-quality educational opportunities" and "college and career readiness" as central to the mission of the District. A review of Dashboard data and other metrics highlighted the strong performance of AUHSD; however, opportunity gaps for a number of student groups persist. As AUHSD developed LCAP goals, including the associated metrics and actions steps, District staff analyzed the Dashboard, student performance data, surveys, focus group input, and reports from AUHSD departments. Key themes emerged from this analysis:

- High level of interest in maintaining, even expanding, broad array of course offerings and pathways, especially in Career Technical Education and Advanced Placement courses
- Overall strong academic performance -- semester achievement grades, standardized assessments, Advanced Placement exams, graduation rates, and UC/CSU a-g completion rates
- Academic opportunity gaps exist for a number of student groups, including students with disabilities, English language learners, low-income students, and Black African/American students
- Need for ongoing professional development on curriculum development, instructional practices, assessment, and academic intervention
- Critical importance of high-quality facilities

In response, AUHSD developed Goal 1 and the following metrics and action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Compliance -- % of students with access to standards-aligned instructional materials for use at school (CA School Dashboard Local Indicators) (1B)*	100% (2023-2024)			100%	
1.2	Broad Course of Study -- % of schools offering courses required in Ed. Code 51220 (Local Data) (7A)*	100% (2023-2024)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	State academic content and performance standards -- % of academic areas that are rated Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (CA School Dashboard Local Indicators) (2A)*	100% -- Level 4 or 5 43% -- Level 5 (2023-2024)			100% -- Level 4 or 5 85% -- Level 5	
1.4	English Language Arts / Literacy -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (DataQuest) (4A)*	All Students -- 82.5% (2022-2023) Students with Disabilities -- 47.9% (2022-2023) English Learners -- 16.7% (2022-2023)			All Students -- 89% Students with Disabilities -- 55% English Learners -- 21%	
1.5	Mathematics -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (DataQuest) (4A)*	All Students -- 65% (2022-2023) Students with Disabilities -- 19.4% (2022-2023) English Learners -- 8.7% (2022-2023)			All Students -- 72% Students with Disabilities -- 25% English Learners -- 14%	
1.6	Science -- % of students achieving “Standard Met” or “Standard Exceeded” on the	65% (2022-2023)			75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test (DataQuest) (4A)*					
1.7	UC/CSU a-g Requirements -- % of students meeting requirements (DataQuest) (4B)*	82% (2022-2023)			85%	
1.8	Career Technical Education Pathway -- % of graduation class completing CTE pathway (Local Data) (4C)*	6% (2022-2023)			8%	
1.9	a-g Requirements & CTE Pathway -- % of students completing a-g requirements and CTE Pathway (Local Data) (4D)*	4.7% (2022-2023)			6%	
1.10	College Preparedness, ELA / Literacy -- % of students achieving "Standard Exceeded" on the ELA / Literacy Smarter Balanced Assessment (DataQuest) (4H)*	51% (2022-2023)			57%	
1.11	College Preparedness, Mathematics -- % of students achieving "Standard Exceeded" on the Mathematics Smarter Balanced Assessment (DataQuest) (4H)*	41% (2022-2023)			47%	
1.12	Advanced Placement Exams -- % of students	58% (2022-2023)			65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who have passed an AP exam (score of 3 or higher), Grades 10-12 (College Board) (4G)*					
1.13	4-Year Academic Planning -- % of students utilizing 4-Yr. planning module in Aeries (Local Data)	35% (2023-2024)			100%	
1.14	Grades -- % of students earning one or more semester grades below a "C-" (Local Data) (8A)*	16.6% (2022-2023)			15%	
1.15	Grades -- % of Grade 9 students earning one or more semester grades below a "C-" (Local Data) (8A)*	18.7% (2022-2023)			16%	
1.16	5-Year Cohort Graduation Rate (DataQuest) (5E)*	97.7% (2022-2023)			98.5%	
1.17	Cohort Dropout Rate (DataQuest) (5D)*	1.27% (2022-2023)			.5%	
1.18	Williams Compliance -- School facilities maintained and in good repair (CA School Dashboard Local Indicators) (1C)*	100% (Full Williams Act compliance) (2023-2024)			100% (Full Williams Act compliance)	
1.19	Deferred Maintenance Progress -- % of annual deferred maintenance projects completed (Local Data)	100% (2023-2024)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Furniture Modernization -- % of learning spaces improved through furniture modernization (Local Data)	65% (2023-2024)			100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Offering Evaluation and Revision	Evaluate course offerings with respect to student interest and the goal of preparing all students for college and career. Expand course options that meet student interest and UC/CSU entrance requirements with an emphasis on career technical education courses. Broaden access to Advanced Placement (AP) courses through targeted outreach and the strategic addition of AP courses.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Standards-Aligned Curricular Materials	Adopt and locally develop standards-aligned curricular materials. Through professional development, subject-level team collaboration, and administrative support, AUHSD will ensure that standards-based curriculum is implemented consistently and effectively. Utilizing effective teacher collaboration to ensure that students develop media literacy skills and the ability to understand and properly utilize AI tools.	\$850,000.00	No
1.3	Implementation of State Standards	Through professional development, departmental collaboration, teacher leadership, and access to research and standards-based curricular materials, AUHSD will further align all courses of study to the appropriate California State Standards and/or Curricular Frameworks. Key areas of curricular focus include UC/CSU a-g aligned pathways in mathematics, English Language Development courses, and career technical education pathways.	\$640,616.00	No
1.4	Social Studies Curriculum Development	Through collaboration, professional development, and partnerships with local community groups and education institutions, implement the revised Ethnic Studies course: a new graduation requirement starting with the Class of 2027. Continue the evaluation of all Social Studies courses to ensure that curriculum and instructional strategies provide an understanding of and appreciation for diverse perspectives.	\$22,260.00	No
1.5	Career Technical Education Pathways	Strengthen existing CTE pathways through professional development, staff collaboration, grants, an effective partnership with the Contra Costa County Office of Education's Regional Occupational Program, an active CTE Advisory Committee, and mentorship for new CTE teachers. Complete the UC/CSU a-g approval process for all CTE courses.	\$110,036.00	No
1.6	Professional Learning Communities	Utilizing professional development and collaboration, build staff capacity to understand and participate in a professional learning community (PLC). During professional development sessions and weekly subject-level team collaboration meetings, staff will focus on the four key questions of a PLC:	\$73,098.00	No

Action #	Title	Description	Total Funds	Contributing
		What do we want all students to know and be able to do?; How will we know if they learn it?; How will we respond when some students do not learn?; How will we extend the learning for students who are already proficient?		
1.7	Effective Grading Practices	Provide necessary professional development and support to foster alignment with the recently-adopted administrative regulation on effective grading practices. Grades need to be accurate, free from bias, and motivational. (Administrative Regulation 5121, Grades/Evaluation of Student Achievement, revised May 2023)	\$12,245.00	No
1.8	Tier II System of Academic Support	Increase the effectiveness of Academy: AUHSD's 55-minute academic support period that is held twice per week. Professional development, effective protocols, and administrative systems will be essential for strengthening Academy. Key areas of focus include implementing targeted Academy sessions for students with disabilities, English Language Learners, low-income students, and students earning grades below a C-.	\$0.00	No
1.9	Successful Transition to High School	Through vertical articulation with partner school districts, parent education, and grade 9 programming, AUHSD will strengthen support for students as they transition into high school.	\$0.00	No
1.10	Effective Use of the Learning Management System	Increase the effectiveness of Canvas, AUHSD's online learning management system. Through the use of course templates, professional development, and clear expectations, AUHSD will support teachers in the development of Canvas accounts that provide students and their parents/guardians with easily-accessible, comprehensive, and up-to-date information about assignments and grades. Administration and site Canvas Teacher Leads will facilitate this work.	\$15,000.00	No
1.11	Technology Support	All AUHSD high schools implement a 1:1 technology program, and students and staff rely on robust Internet access and technology support.	\$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		AUHSD must continue to maintain strong Internet access and effective technology support for students and staff.		
1.12	Furniture and Facility Modernization	Recognizing the importance of effective learning spaces, finalize the strategic and systematic modernization of student furniture in instructional spaces.	\$440,000.00	No
1.13	Deferred Maintenance Plan	Recognizing the importance of a safe, clean, and well-functioning campus for high-levels of student achievement, AUHSD will continue to prioritize the timely completion of deferred maintenance projects.	\$600,000.00	No
1.14	Strategic Planning	Facilitate processes to examine District core values, mission/vision/strategic priorities as a preliminary step for the 2025-2026 LCAP.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Identify and implement policies and practices that eliminate opportunity gaps. (Equity)</p> <hr/> <p>AUHSD is committed to fostering high levels of academic achievement for all students; therefore, the District must implement policies and practices to address, and ultimately eliminate, opportunity gaps. Significant opportunity gaps exist for English language learners, students with disabilities, students from low-income backgrounds, Black / African-American students, and Hispanic students. AUHSD will pursue this goal through several key action areas:</p> <ul style="list-style-type: none"> • Professional development on effective ELD strategies, academic support strategies, and culturally-relevant pedagogy • Implementation of new English Learner Master Plan • Focused academic support for students not achieving standard • Counseling services for effective academic planning and support • Strong partnerships with parents and parent groups <p>As the District pursues this broad goal, it will use a range of metrics to assess progress. Metrics for the Goal 2 are grouped into the following broad categories: English Language Learner Support, UC/CSU a-g Completion, and Parent Partnerships.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of academic performance data from the Dashboard and District-based sources indicates the persistence of Opportunity gaps for student groups at all five high schools. Key opportunity gaps persist for English language learners, students with disabilities, students from low-income backgrounds, Black / African-American students, and Hispanic students. Educational partners, through surveys and focus groups, indicate that opportunity gaps must be addressed. As AUHSD developed Goal 2, including the associated metrics and actions steps, District staff analyzed the Dashboard, student performance data, surveys, focus group feedback, and reports from AUHSD departments. Key themes emerged from this analysis:

- The District is becoming increasingly diverse with respect to race and ethnicity, and traditional practices are not proving effective at addressing the needs of all students
- Students with disabilities are experiencing an achievement gap in all academic areas, but especially mathematics and world language
- Teachers recognize the need for increased professional development to support English learners and students with disabilities
- Students with disabilities, Black / African-American students, and Hispanic students have recently made academic gains with respect to grades and college readiness, but opportunity gaps persist
- Parents and parent groups are seeking active partnerships with the District to support students

In response, AUHSD developed Goal 2 and the following metrics and action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress -- % of English Learner students making progress toward English language proficiency on the Summative English Language Proficiency Assessments for California (ELPAC) (CA School Dashboard) (4E)*	53.4% (2022-2023)			65%	
2.2	English Learner Reclassification -- % of English Learner Students reclassified as Fluent English Proficient (DataQuest) (4F)*	8.2% (2022-2023)			12%	
2.3	English Language Development Standards -- California ELD standards at Level 4 (Full Implementation) or Level 5 (Full	Level 5 (2023-2024)			Level 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation and Sustainability) (CA School Dashboard Local Indicators) (2B)*					
2.4	Long-Term English Language Learners -- % of LTELs making progress on the Summative ELPAC (CA School Dashboard) (4E)*	45% (2022-2023)			55%	
2.5	Long-Term English Language Learners -- % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (CA School Dashboard and Local Data) (4E)*	27% (2022-2023)			40%	
2.6	Hispanic Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	80.8% (2022-2023)			85%	
2.7	Black / African-American Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	50% (2022-2023)			85%	
2.8	Low-Income Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	51% (2022-2023)			65%	
2.9	Students with Disabilities in Learning Skills Program -- % meeting UC/CSU a-g course	32% (2022-2023)			40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements (DataQuest and Local Data) (4B)* (8A)*					
2.10	English Language Learners -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	18.8% (2022-2023)			25%	
2.11	Reclassified Fluent English Proficient Students -- % meeting UC/CSU a-g course requirements (Local Data) (4B)* (8A)*	81.7% (2022-2023)			85%	
2.12	Students with Disabilities -- Parent/Guardian engagement (3C)* Participation in AUHSD parent education events, including Transition Fair, Care Parent Network, Grade 9 Orientation, and Transition Overview Participation on the AUHSD Special Education Parent Advisory Committee representing ACIS, AHS, CHS, Del Valle, LLHS and MHS (Local Data)	Parent Ed. -- 60 Parent Advisory -- 85% (2023-2024)			100 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	District English Language Learner Advisory Committee -- % of EL students with a parent participating in DELAC (Local Data) (3A & 3B)*	31% (2023-2024)			40%	
2.14	District Black / African American Advisory Committee -- % of Black / African American Students with a parent/guardian participating in the Advisory (Local Data) (3A)*	11% (2023-2024)			20%	
2.15	California Dashboard, Local Indicators Self-Reflection Tool for Parent and Family Engagement (Priority 3) -- % of practices from the Self-Reflection Tool rated at Level 4 -- Full Implementation or Level 5 -- Full Implementation and Sustainability (CA Dashboard Local Indicators Self Reflection Tool) (3A)*	100% -- Level 4 or 5 67% -- Level 5 (2023-2024)			100% -- Level 4 or 5 75% -- Level 5	
2.16	College and Career Centers and Low-Income Students -- % of students from low-income background receiving comprehensive	Baseline metric is in development and will be established in year 1 on the LCAP cycle.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	college and career services (Local Data)					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers on Special Assignment	To strengthen the implementation of Tier II academic support systems, AUHSD will utilize Academic Intervention TOSAs at all four comprehensive school sites (.2 release per site). TOSAs will work on supporting all students; however, they will focus on implementing targeted academic support for students with disabilities and unduplicated students.	\$190,600.00	Yes
2.2	Supplemental Instruction	Provide supplemental instruction for core graduation requirements, English Language Development, and Grade 9 transition. AUHSD will provide this	\$463,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support through District summer school opportunities and school-year credit recovery options.		
2.3	Special Education -- Collaborative Teaching Model	To support high-levels of achievement for students with disabilities, AUHSD will expand and strengthen the collaborative teaching model. Under this model, targeted general education classes have both a general education teacher and a Special Education teacher implementing the curriculum and supporting the students. Instructional aides will also support Special Education students in the general education classes. Collaborative teaching will be focused on math and English classes. This action will help AUHSD address opportunity gaps. On the 2023 California School Dashboard, AUHSD has a "Red Indicator" for Students with Disabilities in Mathematics.	\$22,255.00	No
2.4	Special Education Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of students with disabilities, AUHSD will continue to develop strategies to increase participation in the Special Education Advisory Committee and other events for parents/guardians of students with disabilities.	\$1,000.00	No
2.5	English Language Development Programming	AUHSD will fully implement AUHSD's recently-adopted ELD curriculum. Staff will receive provide ongoing professional development on the California ELD Standards and strategies for English Learners, including long-term English Language Learners. Professional development will include site and District-based sessions, as well as regional and statewide conferences. AUHSD will also increase the Instructional Aide (IA) support for English Learners. This action will help AUHSD address opportunity gaps for English learners. On the 2023 California School Dashboard, AUHSD has a "Red Indicator" for English Learners in English Language Arts.	\$218,050.00	Yes
2.6	English Learner Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of English Learners, AUHSD will continue to develop strategies to increase participation in the District English Learner Advisory Committee (DELAC).	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Black / African American Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of Black/African-American students, AUHSD will continue to build engaging, informative, and relevant programming for the Black/African-American Advisory.	\$1,000.00	No
2.8	Foster, Homeless, Low-Income Youth Support	Through multi-tiered efforts coordinated by the Deputy Superintendent of Administrative Services, AUHSD will improve services for foster youth, students experiencing homelessness, and students from low-income. Counselors, Wellness Center staff, and Registrars will play a key role in these efforts, as will partners at the Contra Costa County Office of Education.	\$3,000.00	Yes
2.9	Site Intervention Teams	Further develop the effectiveness of site-based intervention teams, including Student Study Teams and Student Review Teams. These teams will develop their capacity to effectively implement Tier 1, 2 and 3 academic support, as well as social-emotional support.	\$0.00	No
2.10	College and Career Services	Strategically examine and improve the effectiveness of College and Career services with a specific focus on how services are supporting students with disabilities, Hispanic students, and Black / African-American Students. Adopt and implement a new online college and career planning platform to better assist students and their parents/guardians as they plan for post-secondary opportunities.	\$0.00	No
2.11	School Site Council	Utilizing site-based, collaborative decision-making, Site Councils will develop priorities, goals, and budgets to further implement actions that foster the achievement of all students and close opportunity gaps.	\$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Provide safe, engaging, and inclusive classrooms and school sites that support the social-emotional growth of every student. (School Climate & Culture)</p> <hr/> <p>The District is committed to both the academic and social-emotional growth of every student. This growth will accelerate when students feel safe, engaged, and connected at their schools. Goal 3 addresses the collective responsibility of the whole school community to create and sustain a positive campus climate. Staff, students, and parents/guardians must work together to ensure this type of environment.</p> <p>AUSHD will pursue this goal through several key action areas:</p> <ul style="list-style-type: none"> • Relevant and engaging instruction and curriculum • Grading and assessment practices that foster a growth mindset • Supportive programming for Grade 9 students as they make the transition to Grade 9 • Counseling and Wellness Center support to provide early interventions for students’ social-emotional challenges • Clear communication with parents/guardians • Collaborative approaches to support students • Diversity, Equity, Inclusion, and Belonging initiatives • Co-curricular and extracurricular programming • Processes to gather student input on their school experiences <p>As the District assesses progress towards this broad goal, it will use a range of metrics. Metrics for the Goal 3 are grouped into the following broad categories: Attendance, Positive Behavioral Support, and School Climate and Culture.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Through surveys and focus groups, educational partners across AUHSD identified the critical importance of establishing positive school cultures. A review of Dashboard data and other metrics highlighted key strengths with respect to school cultures within AUHSD; however,

key growth areas related to student belonging, academic engagement, and academic stress persist. LGBTQIA+ youth, Black / African American students, and Hispanic students do not experience the same level of school connectedness as the peers. As AUHSD developed Goal 3, including the associated metrics and actions steps, District staff analyzed the Dashboard, local student performance data, surveys, focus group input, and reports from AUHSD departments. Key themes emerged from this analysis:

- A sense of belonging and connectedness at school is not equally experienced across student groups
- Wellness Center programming and student participation continues to expand
- AUHSD students experience significant levels of academic stress
- Campuses are physically safe, but students experience bullying, especially via social media
- School attendance rates are relatively strong, but chronic absenteeism remains a challenge
- Staff and student leaders play critical roles in establishing the culture of a school
- No single staff member can effectively meet the academic and social-emotional needs of student -- a collaborative approach is essential

In response, AUHSD developed specific the following metrics and action steps for Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School attendance rate using three-year average P2 Average Daily Attendance / Enrollment (CALPADS; Local Data) (5A)*	95% (2022-2023)			96%	
3.2	Student chronic absenteeism rates (CALPADS; Local Data) (5B)*	9.8% (2022-2023)			8%	
3.3	Student suspension rate (DataQuest) (6A)*	1.3% (2022-2023)			.6%	
3.4	Student expulsion rate (DataQuest) (6B)*	0% (2022-2023)			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Belonging -- % of all students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school" (AUHSD Spring Pulse Survey) (6C)*	72% (Spring 2024)			83%	
3.6	Belonging -- % of low-income students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school" (AUHSD Spring Pulse Survey) (6C)*	66% (Spring 2024)			76%	
3.7	Belonging -- % of English learners responding "Agree" or "Strongly Agree" with the statement: "I belong at this school" (AUHSD Spring Pulse Survey) (6C)*	77% (Spring 2024)			83%	
3.8	Connectedness -- Average number of students reporting "Agree" or "Disagree" on five "School Connectedness" items (CA Healthy Kids Survey) (6C)*	Grade 9 -- 68% Grade 11 -- 66% (2023-2024)			Grade 9 -- 75% Grade 11 -- 70%	
3.9	Connectedness, Nonbinary Students -- Average number of nonbinary students	Grade 11 -- 43% (2023-2024)			Grade 11 -- 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting “Agree” or “Disagree” on five “School Connectedness” items (CA Healthy Kids Survey) (6C)*					
3.10	Teacher Care and Support -- Scaled score of student perceptions of teacher care and support; Scale of (1) Low - (5) High (Stanford Survey of School Experiences) (6C)*	3.70 (Spring 2024)			4.00	
3.11	Academic Engagement - % of students indicating positive academic engagement (Stanford Survey of School Experiences) (6C)*	29.1% (Spring 2024)			35%	
3.12	School Stress and Academic Worry -- Scaled score of academic stress and worry; (1) Low - (5) High (Stanford Survey of School Experiences) (6C)*	3.78 (Spring 2024)			3.2	
3.13	Academic Integrity -- % of students reporting they had engaged in at least one academically dishonest behavior in past month (Stanford Survey of School Experiences) (6C)*	82% (Spring 2024)			80.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Hispanic Students' Participation Rate in Key School Programs -- Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1) (Local Data)	.83:1 (2023-2024)			.93:1	
3.15	Black / African-American Students' Participation Rate in Key School Programs -- Ratio of Black / African-American students participating in key programs compared to the overall enrollment of Black / African-American students (Long-term goal is 1:1) (Local Data)	.62:1 (2023-2024)			.81:1	
3.16	Students from Low-Income Backgrounds and Foster Youth Participation Rate in Key School Programs -- Ratio of low-income students and foster youth participating in key programs compared to the overall enrollment of low-income and foster youth students (Long-term goal is 1:1) (Local Data) (7B)*	.74:1 (2023-2024)			.87:1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	Students with Disabilities Participation Rate in Key School Programs -- Ratio of students with disabilities participating in key programs compared to the overall enrollment of students with disabilities (Long-term goal is 1:1) (Local Data) (7C)*	.66:1 (2023-2024)			.83:1	
3.18	English Learners Participation Rate in Key School Programs -- Ratio of students who are English learners participating in key programs compared to the overall enrollment of students who are English learners (Long-term goal is 1:1) (Local Data) (7B)*	.32:1 (2023-2024)			.66:1	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teachers on Special Assignment	To foster schoolwide initiatives related to diversity, equity, inclusion, and belonging. The Campus Climate and Culture TOSA at each site will collaborate with educational partners to foster schoolwide initiatives related to diversity, equity, inclusion, and belonging (.2 release per site).	\$133,250.00	No
3.2	Wellness Centers	Continue to implement robust Wellness Centers at all comprehensive school sites to support the social-emotional health of students. Maintain the Wellness Center intern program to ensure adequate staffing all comprehensive sites and the Acalanes Center for Independent Study. Through professional development and collaboration with teaching staff, build the capacity of teachers to implement social-emotional learning into the classroom.	\$1,106,013.00	Yes
3.3	Extra/Co-Curricular Supports	Maintain strong extra-curricular and co-curricular programming that addresses the breadth and depth of students' needs and interests. Programming will include the visual and performing arts, academic clubs, special interest clubs, community service clubs, athletics, and other key areas of student interest. Focused efforts will be implemented to foster proportional participation in these programs by Hispanic students and Black / African American students.	\$4,212,083.00	No
3.4	Behavioral Support	Utilize the Bias Incident Reporting System (BIRS) at all sites to help students and staff address incidents of bias and other behaviors that detract from a positive, inclusive school climate. Continue to train students	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		on how to use BIRS and train new staff to serve on the Bias Incident Reporting Team (BIRT). Staff and student leaders will implement programming to foster adherence to behavior codes of conduct and a positive school culture. Utilize the Behavioralist, a newly-established position in AUHSD, to support positive student behavior.		
3.5	Positive Athletic Experience	Build the capacity of athletic coaches to foster positive experiences for student athletes through professional development and leadership provided by each school's Athletic Director.	\$160,000.00	No
3.6	LGBTQIA+ Support	Strengthen systems to support LGBTQIA+ students and their families through direct services and schoolwide programming.	\$20,000.00	No
3.7	Responsible Social Media	Utilizing curriculum in the Human and Social Development course and other courses, foster responsible social media use and digital citizenship.	\$0.00	No
3.8	Artificial Intelligence and Academic Integrity	Collaboratively develop a plan to foster the responsible use of AI and address academic integrity issues associated with the technology. Update academic integrity policy to address AI.	\$0.00	No
3.9	School Climate Surveys	To gage the effectiveness of school programming and campus culture initiatives, AUHSD will continue to use key surveys that address students' perspectives on well-being, engagement, connectedness, and other key indicators related to their school experience: AUHSD Pulse Survey (2x per year); California Healthy Kids Survey (Nov 2025 and Nov 2027); Stanford Survey of School Experience (April 2026). Survey data will be utilized by staff and educational partners to hone and refine school programming.	\$25,000.00	No
3.10	Sandy Hook Promise	To support personal and school safety, continue to utilize Sandy Hook Promise programming, including the Say Something Anonymous Reporting	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		System. Staff and student leaders will engage in schoolwide efforts to ensure awareness and proper use of the Say Something system.		
3.11	Diversity, Equity, Inclusion, and Belonging Summits	Work with student and staff leaders to facilitate student summits focused on equity, inclusion, and the development of student leaders.	\$36,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Recruit, develop, and retain innovative, collaborative, and effective certificated, classified, and administrative staff who prioritize student well-being and success. (Staffing)</p> <hr/> <p>The District will pursue this broad goal through several key action areas:</p> <ul style="list-style-type: none"> • Broadening recruitment efforts to attract high-quality applicants from a range of backgrounds • Strengthening new teacher support • Providing relevant and engaging professional development • Establishing a student-focused, culturally-responsive professional culture that fosters inclusion, belonging, and professional effectiveness 	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

For AUHSD to make progress on goals, the District must have highly-effective professionals in certificated and classified positions. Recruitment efforts are a critical step in achieving personnel goals; however, investment in staff development and retention are also essential for driving improvement. All AUHSD staff have a role to play in building the type of professional culture that will enable the District to recruit, develop, and retain outstanding professionals. Through surveys and focus groups, educational partners identified high-quality staff as essential for achieving college and career readiness for all students. Through the online LCAP survey, 90% of staff and 90% of parents/guardians identified high-quality staffing at the highest or second highest priority level. During focus-group sessions, staff, parents/guardians, and students, said staffing should be a top priority. Approximately 38% of District enrollment are students of color; however, only 18% of the certificated staff are educators of color. The District will utilize a range of recruitment efforts, to attract a diverse array of high-quality candidates.

In response, AUHSD developed Goal 4 and the following metrics and action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher Assignments -- % of teachers appropriately assigned and fully credentialed in the subject areas they are teaching (CALPADS) (1A)*	91.3% (Fall 2022, State metric)			100%	
4.2	Staff Recruitment -- Hire high-quality classified, certificated, and administrative staff for all open positions (Local Data)	100% (2023-2024)			100%	
4.3	Staff Retention -- Retain high-quality staff without "unexplained" departures for lateral position (Local Data)	99% (2023-2024)			100%	
4.4	Diversity -- % of overall certificated staff that are staff of color (Local Data)	18% (2023-2024)			25%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Professional Development	To ensure that the District continues to make progress towards key goals, the certificated staff must continue to engage in focused professional development. Professional development will address the following: effective instructional practices, curriculum development, assessment and grading, academic support strategies for English language learners, academic support strategies for students with disabilities, culturally-responsive pedagogy, and social-emotional learning. Key opportunities for professional development will include Summer Institute, professional development days, release days, Wednesday and Friday morning collaboration, the evaluation process, and professional conferences.	\$248,774.00	No
4.2	Classified Professional Development	Recognizing the critical role that classified staff play in the mission of the District, classified staff will engage in relevant professional development through in-house opportunities and conferences.	\$15,000.00	No
4.3	Diversify Certificated Staff	Utilize a range of recruitment efforts, to attract a diverse array of high-quality candidates. Implement programming that fosters culturally-responsive and supportive professional environments across the District.	\$5,000.00	No
4.4	New Teacher Support	Develop and implement a District-based new teacher induction program. Utilize professional development, collaboration, and mentorship to support staff new to the teaching profession and experienced teachers new to the District.	\$160,716.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Athletic Coach Training	Strengthen the coach certification process to ensure that coaches have the skills necessary to lead safe, engaging, and positive programs for student athletes.	\$160,000.00	No
4.6	Exit Interviews	Develop and implement a system for exit interviews to better understand staff experiences and opportunities to improve the District's professional culture.	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,239,641	\$

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
1.810%	0.000%	\$0.00	1.810%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Teachers on Special Assignment</p> <p>Need: Recognizing that students learn in different ways and at different paces, AUHSD is committed to offering Tier II academic support to all students. The primary vehicle for Tier II academic support at the District’s four comprehensive schools in Academy: an academic intervention period embedded within</p>	In order to provide effective Tier II supports for all students and address the opportunity gaps for unduplicated students, the .2 FTE Intervention TOSA at each of the four comprehensive high schools will help coordinate effective Academy sessions. This coordination will include the use of an online platform to schedule academic support sessions focused on specific learning targets. The TOSA's will support all students, but they will have a focus on providing effective Academy sessions for unduplicated students. The TOSAs will work	2.8 - Low-Income Students -- % meeting UC/CSU a-g course requirements (7B) 2.10 - English Language Learners -- % meeting UC/CSU a-g course requirements (7B) 1.4 - English Language Arts / Literacy -- % of students achieving “Standard Met” or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the school day, 55 minutes on Wednesdays and Fridays. Academic achievement data clearly indicate a need to use Tier II interventions to support the District's unduplicated students:</p> <ul style="list-style-type: none"> • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners; and 51% of students from low-income backgrounds. • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners; and 61% of low-income students. • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners; and 42% of low-income students. <p>The number of foster youth in the District is relatively small, but based on input from counselors and Wellness Center staff (surveys, focus groups, regular meetings), foster youth experience a disproportionate number of academic challenges. LCAP input also highlights a need to effectively utilize Academy for academic support. During focus group sessions, parents/guardians clearly</p>	<p>collaboratively across the District and under the supervision of site principals and the Associate Superintendent of Educational Services. Research supports professional development and peer coaching for targeted academic intervention strategies.</p> <ul style="list-style-type: none"> • Buffum, A. and M. Mattos. (2011) Simplifying Response to Intervention. Solution Tree Press. • Knight, J. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Corwin Press. • Muhammad, A. (2009). Transforming School Culture: How to Overcome Staff Division. Solution Tree Press. • Tomlinson, C. (2014) The Differentiated Classroom: Responding to the Needs of All Learners. Association for Supervision & Curriculum Development (ASCD). 	<p>“Standard Exceeded” on the Smarter Balanced Assessment (4A) 1.5 - Mathematics -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (4A) 1.6 - Science -- % of students achieving “Standard Met” or “Standard Exceeded” on the California Science Test (4A)* 1.7 - UC/CSU a-g Requirements -- % of students meeting requirements (4B) 1.14 - Grades -- % of students earning one or more semester grades below a “C-” (8A)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicated a desire for focused support sessions during Academy. Staff LCAP input highlighted the need for additional Tier II support for English learners.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Supplemental Instruction</p> <p>Need: A review of semester achievement grades indicates that 61.3% of English Learners earned at least one D/F grade in 2022-2023, compared with the overall AUHSD rate of 16.5%. These low semester marks can prevent students from being eligible for UC/CSU and even jeopardize graduation status. In 2023, the overall graduation rate was 97.9%, but it was 87.5% for English Learners and 87.1% for low-income students. In 2023, the overall UC/CSU eligibility rate was 83.4% for all seniors, but only 18.8% for English learners and 51.1% for low-income students. Input from the Wellness Centers and the counselors indicates that foster youth need focused support to earn passing grades and attain college and career readiness.</p> <p>Scope: LEA-wide</p>	<p>To address these opportunity gaps, AUHSD runs credit recovery programming. During the school year, AUHSD uses an online credit-recovery system. Students take asynchronous online courses and receive direct support from AUHSD certificated staff. AUHSD also runs an extensive summer school program with staff dedicated to supporting English Learners.</p> <p>Both the online programming during the school year and the AUHSD summer school programming can support all students, but this programming is fundamentally designed to serve the needs of unduplicated students. Counselors and administrators will work to ensure that unduplicated students have full access to this programming.</p> <p>AUHSD data indicates that focused support around 1-3 courses is helping unduplicated students remediate low course grades during summer school. Academic research also supports this approach.</p> <ul style="list-style-type: none"> Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. "The Effects 	<p>2.8 - Low-Income Students -- % meeting UC/CSU a-g course requirements (7B)* 2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)* 1.7 - UC/CSU a-g Requirements -- % of students meeting requirements (4B) 1.14 - Grades -- % of students earning one or more semester grades below a "C-" (8A)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>of Summer Vacation on Achievement Test Scores.” 1996.</p> <ul style="list-style-type: none"> • Menton, Alexis. Learning for a Complex World: Expanding Global Learning in Afterschool and Summers. 2011. 	
<p>2.3</p>	<p>Action: Special Education -- Collaborative Teaching Model</p> <p>Need:</p> <p>Scope:</p>		
<p>3.2</p>	<p>Action: Wellness Centers</p> <p>Need: AUHSD maintains Wellness Centers at all sites. LCAP feedback from Wellness Center staff, administrators, and counselors indicates that the Wellness Centers play a key role in supporting unduplicated students, and this support must continue. Unduplicated students are experiencing significant academic opportunity gaps and Wellness services play a key role in supporting unduplicated students as they navigate the academic and social-emotional stressors of high school.</p> <ul style="list-style-type: none"> • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners; and 51% of students from low-income backgrounds. 	<p>All students can benefit from support provided by the Wellness Centers, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from the Wellness Centers is a top priority. The Deputy Superintendent of Administrative Services oversees each school’s Wellness Center Coordinator and Intake Specialist, and they collaboratively plan programming to support unduplicated students. The Associate Superintendent and Wellness Coordinators can identify and access community and school resources to support the specific needs of English Learners, Foster Youth, low-income students. The Wellness Center Coordinators and the Intake Specialists will ensure service delivery to students. Research has consistently identified the importance of meeting the social-emotional needs of students -- a critical step toward well-being and</p>	<p>3.6 Belonging -- % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)*</p> <p>3.7 Belonging -- % of English learners responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)*</p> <p>2.8 Low-Income Students - - % meeting UC/CSU a-g course requirements (7B)*</p> <p>2.10 English Language Learners -- % meeting</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners; and 61% of low-income students. • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners; and 42% of low-income students. • Responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” on the AUHSD Spring 2024 Pulse Survey: 72% of all students and 66% of low-income students • The number of foster youth in the District is relatively small, but based on input from counselors and Wellness Center staff (surveys, focus groups, regular meetings), foster youth, experience a disproportionate number of academic challenges. <p>Scope: LEA-wide</p>	<p>success in school.</p> <ul style="list-style-type: none"> • Anderson, M., & Cardoza, K. (2016). Mental Health in Schools: A Hidden Crisis Affecting Millions of Students. • Cluley, A. (2014). Academic Stress - Cause of Mental Health Concern Among Teens. • Cowan, K., et al. (2013). A Framework to Safe and Successful School. 	<p>UC/CSU a-g course requirements (7B)* 3.5 Belonging -- % of students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.10 School Stress and Academic Worry -- Scaled score of academic stress and worry; (1) Low - (5) High; Stanford Survey of School Experiences (6C)*</p>
3.11	Action:	Organized by the Diversity, Equity, Inclusion and Belonging Coordinator, student summits support	3.6 Belonging -- % of low-income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Diversity, Equity, Inclusion, and Belonging Summits</p> <p>Need: LCAP input from parents/guardians highlighted a clear need to hold student summits focused on equity, inclusion, belonging, and the development of student leaders. During LCAP input sessions, students highlighted the importance of these student summits for fostering connectedness and belonging. AUHSD data shows that low-income students do not participate in co and extracurricular activities at the same rate as their peers. Survey data also shows that English learners and low-income students have a lower level of "belonging" at school that other peer groups. The same is true for Black / African-American students and Hispanic students. A review of AUHSD demographic data indicates that these students of color are overrepresented in the unduplicated student groups.</p> <ul style="list-style-type: none"> Responding "Agree" or "Strongly Agree" with the statement: "I belong at this school" on the AUHSD Spring 2024 Pulse Survey: 72% of all students and 66% of low-income students. <p>Scope: LEA-wide</p>	<p>the development of positive school cultures for all students; however, they are particularly powerful for unduplicated students who, according to LCAP input, do not have as strong of a connection to school as their peers. Addressing issues related to diversity, equity, inclusion and belonging will foster the type of school environments where unduplicated students can excel. DEIB programming directly serves unduplicated students by providing teachers, counselors and administrators with training on issues related to poverty and English Learners. The funding will also provide students with equity summits and leadership development. Research shows that addressing these school culture issues is an effective strategy for fostering culturally-responsive instructional practices and curriculum – critical for unduplicated students. Previous AUHSD summits and training sessions proved to be valuable for all attendees, especially unduplicated students.</p>	<p>responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)* 3.7 Belonging -- % of English learners responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)* 3.16 Students from Low-Income Backgrounds Participation Rate in Key School Programs -- Ratio of low-income students participating in key programs compared to the overall enrollment of low-income students (Long-term goal is 1:1) 3.14 Hispanic Students' Participation Rate in Key School Programs -- Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1) 3.15 Black / African-American Students' Participation Rate in Key School Programs -- Ratio of Black / African-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			American students participating in key programs compared to the overall enrollment of Black / African-American students (Long-term goal is 1:1)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.5</p>	<p>Action: English Language Development Programming</p> <p>Need: A review of AUHSD academic achievement data indicates significant opportunity gaps for English Learners.</p> <ul style="list-style-type: none"> • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners 	<p>To address these opportunity gaps, AUSHD is implementing a new English Language Development curriculum and providing extensive professional development on ELD strategies. All school sites will leverage the adopted standards-aligned curriculum, English 3D. This curriculum combines research-based principals, instructional routines, and programmatic goals aligned to the emerging, expanding, and bridging levels of the ELD curriculum. This curriculum includes formal evidence-based approaches for teaching Long-Term English Learners (LTELs) in the secondary school setting. Ongoing professional development for the implementation of English 3D happens through a district-level professional learning community. This group convenes regularly during the school year and is inclusive of all Designated ELD teachers and the site administrator in charge</p>	<p>2.1 English Learner Progress -- % of English Learner students making progress toward English language proficiency on the Summative English Language Proficiency Assessments for California (ELPAC) (4E)*</p> <p>2.2 English Learner Reclassification -- % of English Learner Students reclassified as Fluent English Proficient (4F)*</p> <p>2.3 English Language Development Standards -- California ELD standards at Level 4 (Full</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>of EL services. Educational research and AUHSD action research supports the importance of the collaborative implementation of standards-aligned ELD curriculum.</p> <ul style="list-style-type: none"> Acalanes Union High School District English Learner Master Plan (2023) DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2016). Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd ed.). Solution Tree. Kinsella, K., Ed.D. (2015). Research Brief: Helping Long-Term English Learners Master the Language of School. Retrieved April 23, 2024, from hmhco.com. 	<p>Implementation) or Level 5 (Full Implementation and Sustainability) (2A)*</p> <p>2.4 Long-Term English Language Learners -- % of LTELs making progress on the Summative ELPAC (8A)*</p> <p>2.5 Long-Term English Language Learners -- % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (7B)*</p> <p>2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)*</p>
2.6	<p>Action: English Learner Family Engagement</p> <p>Need: Through LCAP input sessions, AUHSD counselors and administrators indicated that overall parent/guardian engagement with the schools is high; however, for the parents/guardians of English Learners, engagement remains low. Few of these parents are involved with parent organizations, serve on school site councils, or attend parent education events at the schools. At the recent DELAC session, parents/guardians indicated a desire for more information about school programming. AUHSD needs strong</p>	<p>Through an effective District English Learner Advisory Committee (DELAC), AUHSD can promote equity, partnerships, and accountability. DELAC is also a forum for staff to learn about the strengths and areas of growth for the schools. This will enable AUHSD to have more equitable programming to support the unique needs of English Learners. DELAC will foster school-home partnerships. As parents/guardians learn about the ELD classes and redesignation criteria, they will be better equipped to support their students. DELAC will also be a venue to share information about Canvas, graduation requirements, and UC/CSU eligibility. DELAC will foster accountability as AUHSD reviews goals and progress. AUHSD is strengthening DELAC by using updated translation services and by using</p>	<p>2.13 District English Language Learner Advisory Committee -- % of EL students with a parent participating in DELAC (3A & 3B)*</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>partnerships with parents of English Learners to address clear opportunity gaps:</p> <ul style="list-style-type: none"> • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>community members to help with in-person translation at the meetings.</p> <ul style="list-style-type: none"> • Acalanes Union High School District English Learner Master Plan (2023) • Dove, M. G., & Honigsfeld, A. (2016). Engaging Families of English Language Learners: Promising Practices, Practical Tools. Corwin. 	
2.8	<p>Action: Foster, Homeless, Low-Income Youth Support</p> <p>Need: LCAP feedback from staff and administrators indicates a need to provide more effective support for foster, homeless, and low-income youth. Staff reference key barriers to learning, including limited access to technology and transportation, and lower parent/guardian engagement. Academic achievement data also indicates an opportunity gap for these students:</p>	<p>In alignment with training and guidance from the Contra Costa County Office of Education, AUHSD schools will work with homeless, foster, and low-income students and their families to remove barriers to education. Practical support in form of laptops, transportation cards, and educational supplies will be key. Counselors and administrators will also work to ensure that these students receive necessary support with respect to sports uniforms, field trips, yearbooks and activity cards. To address academic opportunity gaps, counselors will work to establish strong lines of communication with parents/guardians, complete</p>	<p>2.8 Low-Income Students - - % meeting UC/CSU a-g course requirements (7B)* 3.16 Students from Low-Income Backgrounds Participation Rate in Key School Programs ** -- Ratio of low-income students participating in key programs compared to the overall enrollment of low-income students (Long-term goal is 1:1)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 51% of students from low-income backgrounds. ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 61% of low-income students. Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 42% of low-income students. <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>transcript reviews, hold 1:1 counseling sessions, and ensure these students take full advantage of their school’s academic supports. The Wellness Centers will provide social-emotional support and also work to establish strong school-home partnerships with parents/guardians. The Deputy Superintendent of Administrative Services will coordinate this work which aligns with guidance and recommendations from key educational agencies.</p> <ul style="list-style-type: none"> "Education for Homeless Children and Youth," Contra Costa County Office of Education, 2024 "Educator and Foster Youth Liaison Resource Guide for Understanding Youth in Foster Care," California Department of Education, 2023. 	

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	68,489,598	\$1,239,641	1.810%	0.000%	1.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,339,765.00	\$977,678.00	\$4,727,261.00	\$217,153.00	\$10,261,857.00	\$4,940,259.00	\$5,321,598.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Course Offering Evaluation and Revision	All	No			All Schools	2024-2027	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.2	Standards-Aligned Curricular Materials	All	No			All Schools	2024-2027	\$0.00	\$850,000.00	\$350,000.00	\$500,000.00	\$0.00	\$0.00	\$850,000.00	
1	1.3	Implementation of State Standards	All	No			All Schools	2024-2027	\$640,616.00	\$0.00	\$640,616.00	\$0.00	\$0.00	\$0.00	\$640,616.00	
1	1.4	Social Studies Curriculum Development	All	No			All Schools	2024-2027	\$12,260.00	\$10,000.00	\$0.00	\$22,260.00	\$0.00	\$0.00	\$22,260.00	
1	1.5	Career Technical Education Pathways	All	No			All Schools	2024-2027	\$0.00	\$110,036.00	\$40,000.00	\$0.00	\$0.00	\$70,036.00	\$110,036.00	
1	1.6	Professional Learning Communities	All	No			All Schools	2024-2027	\$55,098.00	\$18,000.00	\$0.00	\$73,098.00	\$0.00	\$0.00	\$73,098.00	
1	1.7	Effective Grading Practices	All	No			All Schools	2024-2027	\$12,245.00	\$0.00	\$0.00	\$12,245.00	\$0.00	\$0.00	\$12,245.00	
1	1.8	Tier II System of Academic Support	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.9	Successful Transition to High School	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.10	Effective Use of the Learning Management System	All	No			All Schools	2024-2027	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	
1	1.11	Technology Support	All	No			All Schools	2024-2027	\$0.00	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00	
1	1.12	Furniture and Facility Modernization	All	No			All Schools	2024-2027	\$0.00	\$440,000.00	\$0.00	\$0.00	\$440,000.00	\$0.00	\$440,000.00	
1	1.13	Deferred Maintenance Plan	All	No			All Schools	2024-2027	\$0.00	\$600,000.00	\$600,000.00	\$0.00	\$0.00	\$0.00	\$600,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	Strategic Planning	All	No			All Schools	2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.1	Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$170,600.00	\$20,000.00	\$161,160.00	\$0.00	\$0.00	\$29,440.00	\$190,600.00	
2	2.2	Supplemental Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$432,861.00	\$31,000.00	\$368,876.00	\$94,985.00	\$0.00	\$0.00	\$463,861.00	
2	2.3	Special Education -- Collaborative Teaching Model	Students with Disabilities	No			All Schools	2024-2027	\$12,255.00	\$10,000.00	\$12,255.00	\$10,000.00	\$0.00	\$0.00	\$22,255.00	
2	2.4	Special Education Family Engagement	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
2	2.5	English Language Development Programming	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	\$201,380.00	\$16,670.00	\$198,573.00	\$0.00	\$0.00	\$19,477.00	\$218,050.00	
2	2.6	English Learner Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	\$0.00	\$6,000.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$6,000.00	
2	2.7	Black / African American Family Engagement	All Black / African American Students	No			All Schools	2024-2027	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
2	2.8	Foster, Homeless, Low-Income Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		2024-2027	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.9	Site Intervention Teams	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.10	College and Career Services	All Students with disabilities, Hispanic	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			students, and Black / African-American Students													
2	2.11	School Site Council	All	No			All Schools	2024-2027	\$0.00	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	
3	3.1	Teachers on Special Assignment	All	No			All Schools	2024-2027	\$133,250.00	\$0.00	\$33,250.00	\$0.00	\$100,000.00	\$0.00	\$133,250.00	
3	3.2	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$1,016,213.00	\$89,800.00	\$493,478.00	\$12,535.00	\$600,000.00	\$0.00	\$1,106,013.00	
3	3.3	Extra/Co-Curricular Supports	All	No			All Schools	2024-2027	\$1,531,491.00	\$2,680,592.00	\$624,822.00	\$0.00	\$3,587,261.00	\$0.00	\$4,212,083.00	
3	3.4	Behavioral Support	All	No			All Schools	2024-2027	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	
3	3.5	Positive Athletic Experience	All	No			All Schools	2024-2027	\$160,000.00	\$0.00	\$160,000.00	\$0.00	\$0.00	\$0.00	\$160,000.00	
3	3.6	LGBTQIA+ Support	All LGBTQIA+ Students	No			All Schools	2024-2027	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	
3	3.7	Responsible Social Media	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Artificial Intelligence and Academic Integrity	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.9	School Climate Surveys	All	No			All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
3	3.10	Sandy Hook Promise	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$10,000.00	\$26,000.00	\$36,000.00	\$0.00	\$0.00	\$0.00	\$36,000.00	
4	4.1	Certificated Professional Development	All	No			All Schools	2024-2027	\$223,774.00	\$25,000.00	\$61,735.00	\$91,839.00	\$0.00	\$95,200.00	\$248,774.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Classified Professional Development	All	No			All Schools	2024-2027	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	
4	4.3	Diversify Certificated Staff	All	No			All Schools	2024-2027	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
4	4.4	New Teacher Support	All	No			All Schools	2024-2027	\$142,216.00	\$18,500.00	\$0.00	\$160,716.00	\$0.00	\$0.00	\$160,716.00	
4	4.5	Athletic Coach Training	All	No			All Schools	2024-2027	\$160,000.00	\$0.00	\$160,000.00	\$0.00	\$0.00	\$0.00	\$160,000.00	
4	4.6	Exit Interviews	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2024-25 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
68,489,598	\$1,239,641	1.810%	0.000%	1.810%	\$1,264,087.00	0.000%	1.846 %	Total:	\$1,264,087.00
								LEA-wide Total:	\$1,059,514.00
								Limited Total:	\$204,573.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$161,160.00	
2	2.2	Supplemental Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$368,876.00	
2	2.5	English Language Development Programming	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$198,573.00	
2	2.6	English Learner Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$3,000.00	
2	2.8	Foster, Homeless, Low-Income Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		\$3,000.00	
3	3.2	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income		\$493,478.00	
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	Yes	LEA-wide	English Learners Foster Youth		\$36,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,900,613.00	\$10,478,312.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of State Standards Continue to further align all courses of study to the adopted California State Standards and/or Curriculum Frameworks. Develop and utilize teacher leadership, provide support and professional development relating to the new standards and shifts in instructional practices.	No	921576	812243
1	1.2	Curriculum-aligned Instructional Materials Adopt or locally develop, and further broaden implementation to curriculum-aligned instructional materials.	No	850000	550000
1	1.3	Course Offering Expansion Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses. Improve Advanced Placement access and opportunity through the strategic addition of AP courses to school course catalogs.	No	No Cost	No Cost
1	1.4	College and Career Services Strategically examine College and Career services and develop plan	No	No Cost	No Cost

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)
		for improvement coordinated Districtwide delivery.			
1	1.5	Social Studies Curriculum Development Review all social studies courses of study and revise to ensure diverse perspectives. Review social studies instructional materials for diverse perspective. Develop and implement Ethnic Studies curriculum through community engagement and growing staff capacity.	No	15000	20737
1	1.6	Homework Policy Review implementation of Homework Policy. Provide appropriate support and consider policy revisions.	No	No Cost	No Cost
1	1.7	CTE Pathways Further develop CTE pathway master plan to expand access and opportunity. Identify, consider and strategically address course, facility, funding and credentialing challenges. Seek additional UC/CSU a-g approval for CTE courses.	No	No Cost	No Cost
1	1.8	Technology Support Support efforts with 1:1 technology. Ensure internet connectivity is strong in all classrooms and instructional spaces.	No	135000	200000
1	1.9	Furniture & Facility Modernization	No	200000	529775

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)
		Continue strategic and systematic classroom furniture and instructional space modernization.			
1	1.10	Deferred Maintenance Plan Complete prioritized projects of District 5-year Deferred Maintenance Plan and coordinate with 5-year capitol improvement plan.	No	505000	876500
2	2.1	TOSA - Intervention Utilize Teachers on Special Assignment to support school efforts with Multi-Tiered Systems of Support, targeted intervention and Academy implementation (.2FTE per school site). Focus on "tagging" systems and techniques so targeted students receive support.	Yes	160000	161289
2	2.2	Supplemental Instruction Provide supplemental instruction, enrichment, remedial support, and social emotional learning through District summer school opportunities and school year credit recovery options.	Yes	304744	380320
2	2.3	Foster Youth Support Utilize Associate Superintendent of Administrative Services to act as foster youth liaison for the District to support the goal of improving educational outcomes for students in foster care.	Yes	No Cost	No Cost
2	2.4	Grading Initiative	No	No Cost	10856

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)
		Examine, review and revise grading practices to ensure that grading is mathematically accurate, bias-resistant and motivational. Priority for 2023-2024 will be to align best practices within school site course-alike teams of teachers.			
2	2.5	Data Analysis Professional development and support for achievement data analysis software support.	Yes	35000	27425
2	2.6	Professional Learning Community Training Build leadership capacity of teacher and administrative leadership to provide guidance and support for teacher collaboration time and Academy.	No	80000	84471
2	2.7	ELD Program Development Professional development on implementing California ELD standards, including integrated ELD in core content and elective courses. Release days, Site/District professional development conferences & EL PLC focused on designated ELD standards, assessments and exit criteria.	No	20000	27990
2	2.8	ELD Instructional Support Provide instructional assistants to support EL achievement in ELD program.	Yes	61175	158662
2	2.9	ELD Summer Program	Yes	10500	10500

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)
		Implement and further develop ELD summer school support and enrichment program.			
2	2.10	EL Family & Community Engagement Further develop parent outreach programs to increase participation in parent education and DELAC. Develop more robust EL student orientation and newcomer program. Further develop programs to integrate and engage EL students within the school, enroll in advanced and college-prep coursework, and participate in extra-curricular activities.	Yes	3000	100
2	2.11	Site Intervention Teams Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review Team/Intervention and 504 program support.	No	No Cost	No Cost
2	2.12	Advisory Committee Exceptional Needs Establish/maintain community advisory committee of parents and K-8 partner district parents to support improved engagement, parent education, and communication with parents of individuals with exceptional needs.	No	2000	No Cost
2	2.13	Special Education Delivery Develop research-based model of special education service delivery including changes to course of	No	4000	9500

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)
		study, co-teaching model, English & Math targeted support, general education staff professional development in effective implementation of accommodations and modifications, student grouping, instructional assistant training and master scheduling. Examine opportunities for expanded elective access.			
2	2.14	Site Council Support Utilize site-based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes.	No	40000	40000
2	2.15	Targeted College & Career Services Target college and career services to students and families with greatest need for services.	No	40000	40000
3	3.1	Wellness Centers Operate and continue Wellness Center development to expand services and student utilization. Expand the intern program to include supports at ACIS and daily support at school sites. Integrate SEL into classrooms.	Yes	1250381	1163935
3	3.2	Student Behavior Support Support the implementation of the new student Code of Conduct, Athletic/Activities Code of Conduct and Bias Incident Reporting (BIRT) System and Teams. Train new staff	Yes	10000	3208

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)
		in the BIRT methods, hold meetings with sports teams and coaches.			
3	3.3	Positive Athletic Experiences Expand coach training opportunities and program supervision with the addition of athletic administrative time.	No	100000	157396
3	3.4	Strategic Planning Facilitate process to examine District core values, mission/vision/ strategic priorities as a preliminary step for the 2022-2023 Local Control and Accountability Plan.	No	10000	0
3	3.5	Support Responsible Social Media Use and Address Cyberbullying Develop and implement expanded social media use and digital citizenship curriculum.	No	No Cost	No Cost
3	3.6	Academic Integrity (and Generative AI) Revise academic honesty policy to reflect research-based practices and support teachers and students to understand appropriate use of generative AI technologies (such as Chat GPT).	No	10000	No Cost
3	3.7	Restorative Practices Provide training for administration, counseling and classroom teachers on restorative practices and trauma informed teaching.	Yes	39500	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Student Summits for Equity and Inclusion Provide Equity Summits for students and equity leadership development opportunities.	Yes	28000	33735
3	3.9	TOSA - School Climate Utilize Teachers on Special Assignment to support campus climate and culture improvements, equity and inclusion.	No	130000	125532
3	3.10	LGBTQIA+ Support Systems Create systems to best support LGBTQIA+ students and families for inclusive school cultures, social-emotional development and wellness, and academic achievement.	No	20000	18500
3	3.11	Academy Systems of Support Revise and implement Academy seminar (freshmen and other) series to meet student interest/needs. The seminars will support the transition to high school, mental health and wellness, healthy school culture and inclusion, and post-secondary pursuits.	No	20000	20000
3	3.12	School Climate Surveys Administer: <ul style="list-style-type: none"> AUHSD Pulse Survey – December & May annually 	No	25000	23500

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)
		<ul style="list-style-type: none"> California Healthy Kids Survey – November 2021, November 2023 Stanford Survey of the Adolescent School Experience (April 2022, April 2022) Publicize findings.			
3	3.13	School Counseling Plan Refine and implement “Comprehensive School Counseling Program” plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.	No	No Cost	No Cost
3	3.14	Extra/Co-Curricular Supports Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.	No	2272157	4462709
3	3.15	Sandy Hook Promise Maintain Sandy Hook Promise programming, including Say Something Anonymous Reporting System.	No	No Cost	No Cost
4	4.1	Certificated Professional Development Classroom teachers and certificated support staff must continue to development in their profession for	No	242780	158283

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)
		<p>all students to thrive and the District to achieve many of its goals. Professional development will focus on homework policy implementation, instruction/curriculum with new courses, targeted intervention, assessment and grading practices, technology integration, equity efforts, social-emotional student development and restorative practices. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday and Friday morning teacher collaboration, the evaluation process and conference/workshop attendance.</p>			
4	4.2	<p>Classified Professional Development</p> <p>Provide staff development for classified staff through staff development day, conferences and release time. Formalize staff development plan.</p>	No	30000	8634
4	4.3	<p>Diversify Certificated Staff</p> <p>Expand human resource recruiting efforts to broaden diversity of highquality certificated applicants. Provide support programs for staff of color.</p>	No	5000	3000
4	4.4	<p>District Teacher Induction Plan</p> <p>Develop and implement District new teacher induction program. Seek State approval for induction program.</p>	No	110000	106116

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)
4	4.5	Athletic Coach Training Examine and implement improvements to coaching certification and ongoing training with focus on student safety, wellness and engagement in students' high school experience.	No	105000	157396
4	4.6	Recruit and Retain Staff Further develop metrics and tracking systems to measure ability to "recruit and retain" high quality employees.	No	No Cost	No Cost
4	4.7	Beyond Diversity Provide "Beyond Diversity" (or equivalent) training to all certificated, classified and administrative staff. Equity training for faculty with the purpose of improving their understanding of learning experiences of all students. Develop faculty leadership on equity and culturally responsive curriculum and instructional practices.	Yes	105800	96000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1180580	\$1,173,791.00	\$1,291,017.00	(\$117,226.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	TOSA - Intervention Utilize Teachers on Special Assignment to support school efforts with Multi-Tiered Systems of Support, targeted intervention and Academy implementation (.2FTE per school site). Focus on "tagging" systems and techniques so targeted students receive support.	Yes	160000	161289	0	0
2	2.2	Supplemental Instruction Provide supplemental instruction, enrichment, remedial support, and social emotional learning through District summer school opportunities and school year credit recovery options.	Yes	210901	296492	0	0
2	2.3	Foster Youth Support Utilize Associate Superintendent of Administrative Services to act as foster youth liaison for the District to support the goal of improving educational	Yes	No Cost	No Cost	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		outcomes for students in foster care.					
2	2.5	Data Analysis Professional development and support for achievement data analysis software support.	Yes	35000	27425	0	0
2	2.8	ELD Instructional Support Provide instructional assistants to support EL achievement in ELD program.	Yes	0	92611	0	0
2	2.9	ELD Summer Program Implement and further develop ELD summer school support and enrichment program.	Yes	10500	10500	0	0
2	2.10	EL Family & Community Engagement Further develop parent outreach programs to increase participation in parent education and DELAC. Develop more robust EL student orientation and newcomer program. Further develop programs to integrate and engage EL students within the school, enroll in advanced and college-prep coursework, and participate in extra-curricular activities.	Yes	0	0	0	0
3	3.1	Wellness Centers Operate and continue Wellness Center development to expand services and student utilization. Expand the intern program to include supports at ACIS and daily	Yes	574090	573201	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		support at school sites. Integrate SEL into classrooms.					
3	3.2	Student Behavior Support Support the implementation of the new student Code of Conduct, Athletic/Activities Code of Conduct and Bias Incident Reporting (BIRT) System and Teams. Train new staff in the BIRT methods, hold meetings with sports teams and coaches.	Yes	10000	3208	0	0
3	3.7	Restorative Practices Provide training for administration, counseling and classroom teachers on restorative practices and trauma informed teaching.	Yes	39500	0	0	0
3	3.8	Student Summits for Equity and Inclusion Provide Equity Summits for students and equity leadership development opportunities.	Yes	28000	32291	0	0
4	4.7	Beyond Diversity Provide "Beyond Diversity" (or equivalent) training to all certificated, classified and administrative staff. Equity training for faculty with the purpose of improving their understanding of learning experiences of all students. Develop faculty leadership on equity and culturally responsive curriculum and instructional practices.	Yes	105800	94000	0	0

2023-24 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)
67349070	1180580	0	1.753%	\$1,291,017.00	0.000%	1.917%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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.

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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