



## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Advanced Learning Academy	Amy Scruton Principal	amy.scruton@sausd.us (714) 564-2100

# Goal 1

## Goal Description

With the support of SAUSD, Advanced Learning Academy will deliver a high quality educational program that actualizes our Framework for the Future so that learning is authentic, personalized, competency-based, equitable, and inclusive so that all students develop self-efficacy and are empowered to become architects of learning, world ready scholars, global innovators, collaborative leaders, empathetic communicators and community builders.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA)	2022-2023 All: 43.27% ELs: 15.25% LTEs: 5.00% SED: 41.88% Foster: NA SpEd: 15.63% M-V: 20%			2023-2024 All: 44.95% ELs: 6.12% LTEs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%	Baseline +6% for all targeted student groups
1.2	CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)	2022-2023 All: 14.43% ELs: 6.77% LTEs: NA SED: 3.6% Foster: NA SpEd: NA M-V: NA			2023-2024 All: 16.67% ELs: 4.08% LTEs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%	Baseline +6% for all targeted student groups
1.3	3rd Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 33.33% ELs: 33.33% SED: 37.5% Foster: NA SpEd: 0.0% M-V: NA			NA	Baseline +15% increase across all targeted student groups
1.4	3rd Grade mCLASS Lectura: % of students at or above benchmark Spring	2023-2024 All: NA ELs: NA SED: NA Foster: NA SpEd: NA M-V: NA			NA	Baseline +15% increase across all targeted student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	% 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development	2023-2024 All: NA ELs: NA SED: NA Foster: NA SpEd: NA M-V: NA			NA	Baseline +9%
1.6	% 4 & 5 years old scoring at levels 3/4 in Cognition Math	2023-2024 All: NA ELs: NA SED: NA Foster: NA SpEd: NA M-V: NA			NA	Baseline +9%
1.7	EL Reclassification Rate, including disaggregated for LTELs (NEW)	2023-2024 (Need Assistance) ELs: 42.3% EL 6+ Years: 24.5%			17.6%	Baseline +9% for ELs and LTELs
1.8	ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW)	2023 ELs: 53.8% (ALA) 2024 LTELs: TBD			ELs: 41.7% LTELs: NA	Baseline +9% for ELs LTELs - TBD
1.9	Met UC/CSU Requirements (A-G%)	2023 All: 48.4% (ALA) ELs: 27.3% (ALA) LTELs: TBD 2024 SED: 42.9% (ALA) Foster: NA (ALA) SpEd: NA M-V: NA			All: 57.1% ELs: 27.3% LTELs: NA SED: 59.5% Foster: NA SpEd: NA M-V: NA	Baseline +9% for all targeted student groups
1.10	Completed at Least One Career Technical Education (CTE) Pathway	2023 All: 3.2% ELs: 0.0% LTELs: NA SED: 3.6% Foster: NA SpEd: NA M-V: NA			All: 26.5% ELs: 27.3% LTELs: NA SED: 26.2% Foster: NA SpEd: NA M-V: NA	Baseline +6% for all targeted student groups

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
<b>1.11</b>	Completed both A-G and CTE Pathway (%)	2023 All: 3.2% ELs: 0.0% SED: 3.6% Foster: NA SpEd: NA M-V: NA			All: 12.2% ELs: 9.1% SED: 11.9% Foster: NA SpEd: NA M-V: NA	Baseline +6% for all targeted student groups
<b>1.12</b>	AP Pass (score of 3 or higher) Rate	2023 All: 5.6% ELs: 0.0% SED: 0.0%% Foster: NA SpEd: NA M-V: NA			All: 34.6% ELs: 0.0% SED: 33.3% Foster: NA SpEd: NA M-V: NA	Baseline +9% for all targeted student groups
<b>1.13</b>	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA	2022-2023 All: 61.71% ELs: NA LTELs: NA SED: 60.97% Foster: NA SpEd: NA M-V: NA			2023-2024 All: 52.27% ELs: NA LTELs: NA SED: 51.17% Foster: NA SpEd: NA M-V: NA	Baseline +6% for all targeted student groups
<b>1.14</b>	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math	2022-2023 All: 8.51% ELs: NA LTELs: NA SED: 9.76% Foster: NA SpEd: NA M-V: NA			2023-2024 All: 13.63% ELs: NA LTELs: NA SED: 13.96% Foster: NA SpEd: NA M-V: NA	Baseline +6% for all targeted student groups
<b>1.15</b>	State Seal of Biliteracy %	All: 37.6% (Need Assistance) ELs: 10.9% SED: 39.0% Foster: 25.0% SpEd: 5.7% M-V: 78.6%				Baseline +6% for all targeted student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.16	College/Career Indicator	2023 All: 58.1% ELs: 27.3% LTEs: TBD 2024 SED: 53.6% Foster: NA SpEd: NA M-V: NA			All: 53.1% ELs: 18.2% SED: 57.1% Foster: NA SpEd: NA M-V: NA	Baseline +9% for all targeted student groups

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>High Quality Instructional Program</b> Advanced Learning Academy will provide all students with a high-quality Tier 1 CA standards-based instructional program, in alignment with our Framework for the Future, that is authentic, personalized, competency-based, equitable, and inclusive with integrated language and literacy instruction and differentiated supports across all core academic subjects, including dual immersion programs, that are offered in person as well as virtually through designated courses. Culturally responsive learner-centered, community/project-based, and inquiry pedagogies will be promoted along with inclusive practices such as Universal Design for Learning, and flexible learning environments and research-based approaches such as AVID, GLAD, and Thinking Maps to close the achievement gap for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTE), and Foster Youth (FY).	Yes	Fully Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTEs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTEs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%	Course Catalog, Chemistry/ Physics textbook adoption, World Languages Adoption, Elementary Science Curriculum Committee NGSS Science standard trainer of trainer, districtwide training on Thinking map	\$14,956.32	\$481,216.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<b>Improvement Science Cycles</b> Staff serving students in USGs will engage in site-based professional learning such as professional learning communities (PLC), coaching opportunities, and engagement in data inquiry cycles to build capacity to deliver culturally responsive and learner-centered approaches as outlined by leveraging structures such as early release/late start dates, and grade level release time.	Yes	Fully Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%	Induction programs provide teacher and administrator candidates individual support and guidance to carry out new teacher and administrator improvement plans. Induction Documents: Candidate Individual Induction Plans Professional Learning: Chemistry/ Physics Framework, Co teaching model, CPM Math - Year 1, ELA/ELD Framework, History/Social Science PD, Elem. PE, GATE Certification, Habits of Practice Math, Elem. Reading Academy, Technology Use Tour, Canvas, ViewSonic Coding with Scratch, Computer Tech		\$3,736.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Professional Development, Artificial Intelligence, Flocabulary, Grades K-12 Project Lead The Way, NoRedInk Writing		
1.3	<b>Integrated Technology</b> Staff serving students in USGs will engage in site-based professional learning such as professional learning communities (PLC), coaching opportunities, and engagement in data inquiry cycles to build capacity to deliver culturally responsive and learner-centered approaches as outlined by leveraging structures such as early release/late start dates, and grade level release time.	Yes	Planned	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%	Planned as evidenced by a recently approved contract with Prisms of Reality virtual reality program and headsets for science and math. PD was offered to teachers to use AI for instruction such as Adobe EduProtocol professional learning is planned to encourage critical thinking, collaboration, communication and creativity.	\$518,253.15	\$0
1.4	<b>Lower Class Size</b> Classes with the highest percentages of USG enrollment will be reduced and combination classes (multi-grade, multi-language) will be minimized to the degree possible as long as possible to provide students within USGs with the individualized attention and support needed to successfully access, engage and	Yes	Fully Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17%	No combo classes this year at all and low class size in all classes.		\$42,625.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	interact with grade-level content, which will result in increased graduation and persistency rates.			SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55% M-V: 4.55%			
1.5	Advanced Learning Academy will implement a well-articulated, developmentally appropriate, Universal Kinder Continuum. This Continuum will provide our youngest learners, and in particular, our USGs, including EL, SED, and FY, with learning opportunities that address the needs of the whole child that build upon and foster their knowledge, interests, and developing potential through meaningful, personalized learning experiences with literacy, science, music and numeracy instruction that will address the needs of the whole child and will lay the foundation for future academic performance, self-agency, focus, and creativity.		Fully Implemented	No updates	TRAINING INCLUDES: TK Model, TK Support Site Visits, Heggerty Early Literacy, Preschool CLASS Assessment Domains, Preschool Quality DRDP Observations, Preschool RISE Project Approach Professional Learning for TK teachers and TK instructional assistants, such as Best Practices for supporting toileting independence;		\$47,165.49



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					intro to Pre School learning foundation; team building; TK adult-child interaction; calm down kids for managing emotion; language and literacy development for TK students. Providing instructional materials and creating class environment to support TK students.		
1.6	<b>College and Career Readiness</b> Advanced Learning Academy will offer a broad course of study that is designed to support all high school students in becoming college and career-ready. School counselors and higher education coordinators will support the enrollment process, development of individual student 4-year educational plans, and conduct transcript auditors to monitor UGS student progress and provide early support where needed with interventions, Summer bridge programs, and credit recovery opportunities so that they are successful in rigorous college readiness courses and pathways including A-G courses, Advanced Placement (AP), early college/dual enrollment, Career Technical Education (CTE) with work-based learning opportunities, World Languages (for the Seal of Biliteracy), and ROTC.	Yes	Fully Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA	Fully Implemented through grade level counselor and higher ed coordinator meetings, credit recovery opportunities built into the flexible school day schedule, summer bridge programs, A-G rates, Advanced Placement (AP) pass rates and teacher training, CTE and dual enrollment participation, Seal of Biliteracy training and AP over school	\$374,855.09	\$3,179.51

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				SpEd: 14.28% M-V: 4.55%	counseling collaborative meetings.		
1.7	<b>Broad Course of Study</b> Advanced Learning Academy will offer a relevant broad course of study with equitable access for all USGs (SED, EL, LTEL, FY) to a variety of courses, programs, and enrichment and expanded learning opportunities including field trips, STEAM, arts education, AVID, CTE, community and work-based learning, ethnic studies, athletics, speech and debate, and service learning that will result in a well-rounded education that prepares students for college and career learning experiences and expectations.	Yes	Fully Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%  1.9 Meets or exceeds A-G: All: 57.1% ELs: 27.3% LTELs: NA SED: 59.5% Foster: NA SpEd: NA M-V: NA  1.16 College and Career indicator: All: 53.1% ELs: 18.2%	Fully implemented as evidenced by HS and MS course catalogs, program participation.	\$459,325.26	\$7,482.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>SED: 57.1% Foster: NA SpEd: NA M-V: NA</p> <p>1.12 AP Pass score of 3 or higher All: 34.6% ELs: 0.0% SED: 33.3% Foster: NA SpEd: NA M-V: NA</p> <p>1.13 EAP prepared for college ELA 2023-2024 All: 52.27% ELs: NA LTELs: NA SED: 51.17% Foster: NA SpEd: NA M-V: NA</p> <p>1.14 EAP prepared for college Math 2023-2024 All: 13.63% ELs: NA LTELs: NA SED: 13.96% Foster: NA SpEd: NA M-V: NA</p>			
1.8	<b>MTSS - Student Achievement</b> Advanced Learning Academy will use relevant data to effectively plan, implement, and monitor research-proven tiered intervention and supports for students within USGs with Tier 2 and 3 needs in the areas of language	Yes	Partially Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95%	INTERVENTION PROGRAMS INCLUDE: ALEKS Math, SIPPS, Lexia/Power Up	\$10,610.50	\$88,369.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	arts and foundational literacy, and mathematics and include them in the school's Single Plan for Student Achievement (SPSA) as part of a robust MTSS model.			ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%	Literacy, Apex during flexible scheduling, Summer Credit Recovery TRAINING INCLUDES: Plan to Address Unfinished Learning - Math Data analysis meeting for SIPPS Core replacement providing targeted small group students for foundational skills include demonstration lessons, Literacy Coach and literacy plan development, coaching in the classroom, and modeling Math Academy: teachers learn how to use Delta Math to identify areas of need for students.		
1.9	<b>Addressing Special Needs</b> We will provide all students with special needs with inclusive and equitable services and supports as listed in their Individualized Education Programs (IEP) or 504 Plan (in addition to core program services and the services they receive pertinent to USG designations) in the least restrictive environment that is inclusive and equitable that meets their needs to maximize student outcomes and close the achievement gap,	No	Fully Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86%	Compliance data verifies how many students are eligible and receiving services. Events INCLUDE: CAC Resource Fair including Neurodiversity	\$197,964.00	\$35,390.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	including graduation rate and performance on statewide assessments.			M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%  1.13 EAP prepared for college ELA 2023-2024 All: 52.27% ELs: NA LTELs: NA SED: 51.17% Foster: NA SpEd: NA M-V: NA  1.14 EAP prepared for college Math 2023-2024 All: 13.63% ELs: NA LTELs: NA SED: 13.96% Foster: NA SpEd: NA M-V: NA	Nest, Partnership with FACE, Parent Training (e.g. PATH Conference) TRAINING INCLUDES: Leadership Academy, CAMP Inclusioneer Training, Abilities Architect Academy for new teachers, Classified staff professional learning NEW district staffing of Board Certified Behavior Analysts and Behavior Support Providers provide additional support		
1.10	<b>English Learner Program</b> In alignment with the SAUSD English Learner Master Plan, Advanced Learning Academy will ensure assets-oriented, culturally appropriate	Yes	Partially Implemented	1.1 Meet or exceeds standards for	TRAINING INCLUDES: Benchmark Hello! And		\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and responsive ELD instruction and supports, as detailed in their SPSA, for English Learners, including newly arrived students. This approach guarantees full access to programs and pathways, continuous academic progress, accelerated language development, and preparedness for high school graduation, college, and career success. English Language Development Instruction includes:</p> <ul style="list-style-type: none"> <li>• ELD instruction within general education content to develop language skills while receiving supported access toward learning subject matter.</li> <li>• Specific ELD instruction during dedicated times to focus on language skills.</li> <li>• Personalized plans for each English Learner to address unique learning needs and goals.</li> <li>• Regular assessment of students' academic progress to track development and readiness for reclassification as fluent English proficient.</li> <li>• Additional support tailored to the needs of newly arrived and migrant students to aid their integration and academic success</li> </ul>			<p>ELA for 2023-2024 All: 44.95% ELs: 6.12% LTEs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%</p> <p>1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTEs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%</p> <p>1.13 EAP prepared for college ELA 2023-2024 All: 52.27% ELs: NA LTEs: NA SED: 51.17% Foster: NA SpEd: NA M-V: NA</p> <p>1.14 EAP prepared for college Math 2023-2024 All: 13.63% ELs: NA LTEs: NA SED: 13.96% Foster: NA SpEd: NA</p>	<p>Hands On English Curriculum for Newly Arrived Students, Language focused instruction pilot STUDENT SUPPORTS INCLUDE: (Newly arrived ELs) Saturday Language Academy, Benchmark Hello Curriculum, Afterschool Groups</p>		

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				M-V: NA			
1.11	<b>Supports for LTELs</b> In alignment with the SAUSD Master Plan in order to ensure the academic success and language proficiency of Long-Term English Learners (LTELs), SAUSD will implement the following strategies: <ul style="list-style-type: none"> <li>• Provide ongoing professional development for teachers focused on strategies to support LTELs, including differentiated instruction, scaffolding, and culturally responsive teaching.</li> <li>• Develop and implement an advanced ELD curriculum that addresses the specific needs of LTELs, focusing on academic language, literacy skills, and content-area knowledge.</li> <li>• Utilize data to identify LTELs' specific language and academic needs and tailor instruction accordingly.</li> <li>• Offer targeted intervention programs and tutoring specifically designed for LTELs to address gaps in language proficiency and academic skills.</li> <li>• Increase engagement with families of LTELs through workshops, resources, and communication in their home languages to support learning at home and build strong school-family partnerships.</li> <li>• Develop clear pathways for LTELs to achieve reclassification by setting measurable goals and ensuring access to resources and opportunities that promote language</li> </ul>	Yes	Partially Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%  1.13 EAP prepared for college ELA 2023-2024 All: 52.27% ELs: NA LTELs: NA SED: 51.17% Foster: NA SpEd: NA M-V: NA  1.14 EAP prepared for	Attend monthly ELD Site lead meetings for SAUSD to review best practices and analyze data. Implementation of ELPAC Achieve, before and afterschool program to support Continuing English Learners in ELPAC Progress		\$0

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	development and academic achievement			college Math 2023-2024 All: 13.63% ELs: NA LTELs: NA SED: 13.96% Foster: NA SpEd: NA M-V: NA			
1.12	<b>Library Services</b> Advanced Learning Academy will be adding a library in order to increase library hours, increase library collections to include books and resources that are more inclusive, culturally relevant, and multilingual, and provide family literacy opportunities for students from USGs and their families.	Yes	Partially Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTELs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTELs: 0.00% SED: 15.57% Foster: NA SpEd: 14.28% M-V: 4.55%	Opening of small library at both sites with high interest collection. Book mobile scheduled to allow students even more access on a regular basis.		\$0
1.13	<b>Differentiated Assistance - Student Achievement</b> SAUSD will provide teachers with professional learning around the newly developed Framework for the Future along with an	No	Partially Implemented	Graduation Rate  All: 98.0% ELs: 100.0%	Instructional Coaches at both sites will		\$0



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	updated Graduate Profile with related learning progressions according to grade level spans. A clear focus on connecting students to authentic and personalized learning that is targeted around the specific needs of SWD and FY in order to support improved student achievement and increased graduation rates for both student groups.			LTEs: NA SED: 97.6% Foster: NA SpEd: NA M-V: NA	carryout PDSA cycles to address SBAC data related to student sub groups. Collaboration with EL Programs in support of LTEL progress will be ongoing, and a  Instructional Coach and Ed. Specialist credential address improvement efforts related to students with disabilities.		
1.14	<b>Professional Learning - Student Achievement</b> SAUSD will implement comprehensive professional learning to ensure that educators are equipped with the necessary knowledge and skills to design California standards based learning experiences that are: <ul style="list-style-type: none"> <li>• Authentic</li> <li>• Competency-based</li> <li>• Equitable -Inclusive</li> <li>• Integrated with language and literacy</li> <li>• Culturally responsive</li> <li>• Learner-centered</li> <li>• Social Emotional Learning</li> </ul> This professional learning will be ongoing and tailored to meet the evolving needs of staff and students within SAUSD, in particular, the needs of Unduplicated Student Groups (USGs), including Socio-Economically Disadvantaged (SED), English Learners (EL),	Yes	Partially Implemented	1.1 Meet or exceeds standards for ELA for 2023-2024 All: 44.95% ELs: 6.12% LTEs: 4.17% SED: 42.51% Foster: NA SpEd: 17.86% M-V: 36.37%  1.2 Meet or exceeds standards for math for 2023-2024 All: 16.67% ELs: 4.08% LTEs: 0.00% SED: 15.57%	Fully implemented as evidenced by SAUSD professional Learning calendar of which ALA is part of. Professional Learning Community Lesson Studies Elementary & High school Math, Early Literacy Professional Learning included: Reading Academy, SIPPS CORE	\$7,500.00	\$80,463.83

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	Long Term English Learners (LTEL), and Foster Youth (FY).			Foster: NA SpEd: 14.28% M-V: 4.55%	Replacement, Heggerty, DIBELS, #sausdreads, Battle of the Books, ELs, Language and Linguistically Responsive Routines/ELD, Literacy Routines, ELsNewcomers Family Connection, Standards and Framework Training, Science Adoption + Rollout, STEAM Nights and PLTW, Math Academy, HSS Rollout and Instructional Support, HSS Designated ELD, Technology Compliance and Integration, Dyslexia, GATE, Neurodiversity, Equity Team, Culturally Responsive Texts, TK Support/Oral Language TK Environments, APL, Elementary Admin Curriculum,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Curriculum Committee, FACE Support, TIPS, Future Ready Coach Support, LCRC		

## Goal 2

### Goal Description

Advanced Learning Academy, in alignment with SAUSD, will leverage full, equal, and equitable partnerships among families, educators, and community partners within the SAUSD, to foster children's learning and development through college and career readiness. FACE, viewed as a practice, not a program, will promote an emphasis on building trusting relationships and shared leadership in order to empower every member of our community to actively contribute to the educational journey, and ensure inclusivity and opportunities for all students to thrive.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	% parents responded favorably to family engagement	2023-2024 24%			NA	Baseline +9%
2.2	% parents responded favorably to family efficacy	2023-2024 71%			NA	Baseline +9%
2.3	% parents responded favorably to family support	2023-2024 64%			NA	Baseline +9%

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>District Parent/Caregiver, Family and Community Advocacy Groups</b> Parents and caregivers of students representing SAUSD's diverse student groups including USGs, SWDs, Native Americans, McKinney Vento, and Migrant Education and key programs will be represented at District-level advisory councils and committees. These advisories and committees will provide input that will result in programs and services that align with the needs of our community, in particular, our USGs; committee board members/parent leaders will have access to training on committee protocols, procedures, and purpose.	Yes	Partially Implemented	2.1 Not available  High School Graduation rate: 98%	ALA has access the Family Leadership and Community Advisory Council of SAUSD which consists of parent leaders representing various student groups.. They provide guidance in programs,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>services and parent education provided throughout the district. ALA has access to SAUSD Special Education CAC (Community Advisory Committee) with parents of students with special needs monthly in the form of a board meeting and training session. ALA has a FACE at each site. FACE also has a platform called Shine a Light series that provides parents with resources to support their students with disabilities. The PATH Conference where parents can self-select sessions based their needs in the areas of learning and behavior. Trainings are provided to parents committees on</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					protocol, procedures and purpose including Robert's rules of order, and purpose for each group.		
2.2	<b>Resource Access for Families</b> The District and school site staff will foster community partnerships with community-based organizations and agencies as well as local colleges and universities to provide access to resources with translation/interpretation services, that promote the 5 protective factors to build the capacity of families to support their own needs and improve student outcomes including improved holistic child development, attendance, academic achievement, and social-emotional well-being of their children.	Yes	Partially Implemented	2.1 No update  Graduation Rate  All: 98.0% ELs: 100.0% LTELs: NA SED: 97.6% Foster: NA SpEd: NA M-V: NA	ALA parents as part of SAUSD partnered with over 80 community organizations, colleges, and universities to offer parent education programs tailored to family needs. As of February 2025, over 50 classes are provided in partnership with Santa Ana College, including ESL, GED, HiSET, Digital Literacy, Citizenship, Leadership, and Attitudes for Success. A grant from Santa Ana College supports childcare, class materials, and additional digital literacy courses. The district created a	\$1,500.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Family Resource Handbook listing over 150 community and district services. Additionally, SAUSD facilitated 15,717 one-on-one connections with families, linking them to resources such as Medi-Cal Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Santa Ana Unified School District Page 30 of 60 Goal # Action # Action Title and Description Contributing Implementation Level Mid-year Outcome Data Other		
2.3	<b>Family and Community Events</b> The district and school staff, including the FACE team, will provide online and in-person engagement opportunities for parents/caregivers and the community including community events, workshops, conferences, Open House, Back to School Night, health and resource fairs, college and career fairs, and student ambassador programs to promote academic and social-emotional wellness outcomes for all students while focusing on USG (SED, EL, LTEL, FY) and community needs.	Yes	Partially Implemented	No update	ALA parents had access to the following SAUSD events: Parent and or family capacity building workshops related to physical health, mental health, child development, academic	\$14,000.00	\$2,085.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					expectations, Engagement & Personal Development) College and Career Fair at Santa Ana Zoo Gate symposium, GATE Family Nights 10 Essentials of Education, Home or our Ancestors, CAC meetings, Shine A Light Special Education Series		
2.4	<b>Family Engagement, Leadership &amp; Volunteerism</b> Advanced Learning Academy will establish and enhance sustainable parent-school partnerships, supported by SAUSD's FACE team. This will be achieved through outreach, volunteer opportunities, recognition for engaged parents and caregivers, involvement in decision-making, and parent/family leadership development programs/opportunities that highlight and leverage family strengths, aligned with our community school strategy aimed at elevating and amplifying family voices for the benefit of students.	Yes	Partially Implemented	No update	ALA has teh opportunity to participate in the SAUSD Family Leadership and Community Advisory Council which consists of parent leaders representing various student groups. Some school sites have established family advisory committees.  FACE Liaisons offer volunteer opportunities for the parents at both school sites.		



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	<b>Capacity Building for Families</b> Both site and district staff will collaborate with parents and caregivers to empower them as partners in their children's education. This will include co-parent/family leadership development, parenting classes, workshops, and joint learning opportunities for parents and children. Strengthened communication between the District, the school, and the families will ensure that parents receive clear information about education programs and are empowered to share their perspectives and have meaningful input into decision-making processes.	Yes	Partially Implemented	2.1 No Update  Graduation Rate  All: 98.0% ELs: 100.0% LTEs: NA SED: 97.6% Foster: NA SpEd: NA M-V: NA	KEY DELIVERABLES INCLUDE: ALA has Parent and or family capacity building workshops related to physical health, mental health, child development, and academics		
2.6	<b>Professional Learning - FACE</b> SAUSD District and site staff including the FACE team will receive training on family outreach best practices and co-construct training opportunities for and with families which will lead to increased capacity for family engagement across the district.	Yes	Partially Implemented		FACE liaisons have received training in effective outreach strategies as well as completed an assets and needs assessment in order to coconstruct parent education plans with parents.	\$1,000.00	

## Goal 3

### Goal Description

Advanced Learning Academy and the SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Attendance rate	2022-2023 All: 94.2% ELs: ALA: 94.1% LTELs: TBD Y1 SED: 94.6% Foster: 97.8% SpEd: 94.2% M-V: 91.9%			2023-2024 All: 94.4% ELs: 93.9% LTELs: TBD SED: 94.6% Foster: 96.5% SpEd: 94.5% M-V: 93.6%	93% or higher for all targeted student groups
3.2	Chronic absenteeism rate	2022-2023 All: 20.6% (ALA: ELs: 21.4% LTELs: TBD Y1 SED: 19.6% Foster: NA SpEd: 18.4% M-V: 37.2%			2023-2024 All: 14.7% ELs: 16.7% LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%	All - Baseline -15% ELs - Baseline -18% LTELs - TBD SED Baseline - 15% SpEd Baseline - 21% MV - Baseline - 24% FY - Baseline - 27%
3.3	Middle School Dropout Rate	2022-2023 All: 0 ELs: 0 SED: 0 Foster: 0 SpEd: 0 M-V: 0			2023-2024 All: 0 ELs: 0 SED: 0 Foster: 0 SpEd: 0 M-V: 0	0 for all targeted student groups
3.4	High School Dropout Rate	All: 0.0% ELs: 0.0% LTELs: NA SED: 0.0% Foster: NA SpEd: NA M-V: NA			All: 2.0% ELs: 0.0% LTELs: NA SED: 2.4% Foster: NA SpEd: NA M-V: NA	5% or lower for all targeted student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.5	High school graduation rates	2022-2023 All: 100% ELs: 100% LTELs: NA SED: 100% Foster: NA SpEd: NA M-V: NA			All: 98.0% ELs: 100.0% LTELs: NA SED: 97.6% Foster: NA SpEd: NA M-V: NA	93% for all targeted student groups
3.6	Pupil suspension rates (% students with at least 1 suspension)	2022-2023 All: 2.6% ELs: 3.9% LTELs: NA SED: 3.2% Foster: NA SpEd: 2.0% M-V: 0.0%			All: 4.0% ELs: 4.6% LTELs: NA SED: 3.4% Foster: NA SpEd: 3.8% M-V: 9.1%	2% or below for all targeted student groups
3.7	Pupil expulsion rates	2022-2023 All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%			All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	0 for all student groups
3.8	% students responded favorably to safety	2023-2024 Elementary (Grades 4-5): All: 76% ELs: NA LTELs: NA SED: NA Foster: NA SWDs: NA MV: 65%  Secondary (Grades 6-12): All: 71% ELs: 63% LTELs: 72% SED: NA Foster: NA SpEd: 74% M-V: 74%			NA	Baseline +6% for all targeted student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.9	% students responded favorably to sense of belonging (school connectedness)	2023-2024 (Update via Panorama) Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73%  Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%			NA	Baseline +6% for all targeted student groups
3.10	% teachers responded favorably to School Climate	2023-2024 69%			NA	Baseline +6%
3.11	% staff responded favorably to School Climate	2023-2024 76%			NA	Baseline +6%
3.12	% parents responded favorably to School Safety	2023-2024 69%			NA	Baseline +6%

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Social Emotional Learning (SEL)</b> SEL proficiency development as outlined in SAUSD's SEL Framework, will be developed through strategies including research-based SEL lessons provided by classroom teachers and school counselors along with SEL	No	Partially Implemented	3.1 Attendance Rate 2023-2024 All: 94.4% ELs: 93.9% LTELs: TBD SED: 94.6% Foster: 96.5%	TRAINING INCLUDES: Social Emotional Learning (SEL) Lessons; Small Group SEL Strategies		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	signature practices implementation in classroom and school-wide settings.			SpEd: 94.5% M-V: 93.6%  3.2 Chronic Absenteeism Rate 2023-2024 All: 14.7% ELs: 16.7% LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%	KEY DELIVERABLE S: Increased implementation of Second Step. Circle check-ins daily with all students.		
3.2	<b>MTSS - Wellness</b> Advanced Learning Academy will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes.	Yes	Fully Implemented	3.2 Chronic Absenteeism Rate 2023-2024 All: 14.7% ELs: 16.7% LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%  3.6 Suspension Rates All: 4.0% ELs: 4.6% LTELs: NA SED: 3.4% Foster: NA SpEd: 3.8% M-V: 9.1%  3.7 Expulsion Rates All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	Checklists, COST Meeting Agendas, Rubrics, CICO, Home visits		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<b>Integrated Network of Support</b> The coordination of roles, in alignment with CA's Community School model, among School Counselors, Social Workers/Mental Health Clinicians, Health Providers, Community Schools Coordinators, and FACE Liaisons who are assigned to the school site will allow for streamlined, equitable, and effective Tier 2 and Tier 3 supports for social-emotional, mental health, behavioral, and physical well-being that is tailored to their USGs (EL, LTEL, SED, FY).	Yes	Partially Implemented	3.2 Chronic Absenteeism Rate 2023-2024 All: 14.7% ELs: 16.7% LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%  3.6 Suspension Rates All: 4.0% ELs: 4.6% LTELs: NA SED: 3.4% Foster: NA SpEd: 3.8% M-V: 9.1%  3.5 High School Drop-out Rate All: 2.0% ELs: 0.0% LTELs: NA SED: 2.4% Foster: NA SpEd: NA M-V: NA  3.4 Middle School Drop-out Rate 2023-2024 All: 0 ELs: 0 SED: 0 Foster: 0 SpEd: 0 M-V: 0	Checklists, COST Meeting Agendas, Rubrics	\$1,000.00	\$86,109.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<b>PBIS</b> Advanced Learning Academy will implement a site-designed Positive Behavior Interventions and Supports (PBIS) model that will promote a culture of belonging, safety, and care for all students while addressing the needs of each school site's USG (SED, EL, LTEL, and FY).	Yes	Partially Implemented	No new data to students responding favorably.  2023-2024 (Update via Panorama) Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73%  Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%	ALA staff attend SAUSD Coordinator Meetings, Coordinator Agenda, Meeting Agendas, Action Plans and Goals (site level), Tiered Fidelity Inventory (TFI) 23-24 School Year, Platinum PBIS both sites		
3.5	<b>Equitable and Inclusive School Culture</b> Advanced Learning Academy, with support from the Support Services Team, will provide an equitable and inclusive school culture that is built upon trusting relationships and offers a continuum of supports including restorative practices (Levels 1 and Level 2) trauma-informed practices, anti-bullying strategies, and social-emotional assistance for staff, students, and families to support all students with emphasis for USG (EL, LTEL, SED, FY) and LGBTQ students.	Yes	Partially Implemented	No new data to students responding favorably.  2023-2024 (Update via Panorama) Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73%	Restorative Practices, Project Kinship, Healthy Environments in Response to Trauma in Schools (HEARTS) Training		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%			
3.6	<b>Expanded Learning Opportunities</b> Students in USGs (SED, EL, LTEL, FY) will be offered expanded learning opportunities after school and during the summer with additional opportunities before school and on Saturdays, to ensure that students have a safe place outside of school hours with access to a nutritious snack, enrichment experiences, athletic opportunities, and academic supports.	Yes	Partially Implemented	3.2 Chronic Absenteeism Rate 2023-2024 All: 14.7% ELs: 16.7% LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%	ALA is part of SAUSDs program where ELOP prioritizes USGs, ensuring equitable access to before-school, after-school, Saturday, and summer programs. As enrollment grows, ELOP collaborates with schools to inform families of opportunities.  Schools offer after school programs with clubs and field trips. High School campus is just starting to set up an after school program Expanded summer programming provides academic enrichment, SEL, STEAM, sports, and field trips, preventing	\$364,170.52	\$20,387.42



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>scheduling conflicts. High-Impact Tutoring supporting literacy and learning recovery. Community Provider Programs in enrichment and sports.</p> <p>New Intermediate Programs are being redesigned for better engagement. Enhance</p> <p>ments &amp; Quality Improvements: SEL Expansion: Capturing Kids' Hearts provides staff training. Staffing Support: A new RFP helps address hiring shortages. CQI: An ELOP committee reviews data for ongoing improvements</p>		
3.7	<b>Wrap Around Services</b> Advanced Learning Academy will provide targeted resources and programs such as transportation, basic necessities, and other resources for USG SED (including McKinney	Yes	Partially Implemented	3.2 Chronic Absenteeism Rate 2023-2024 All: 14.7% ELs: 16.7%	INCLUDE: FACE Resource, Parent Workshops		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Vento and Migrant Education eligible students), EL/LTEL, and FY to remove barriers to access and increase persistence leading to higher degrees of academic success. Wrap-around services will focus on home visits, outreach, and restorative solution-oriented practices will be prioritized over punitive actions to support student attendance and behavior.			LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%  3.6 Suspension Rates All: 4.0% ELs: 4.6% LTELs: NA SED: 3.4% Foster: NA SpEd: 3.8% M-V: 9.1%	Connections, MediCal Outreach, Food Distribution, Outreach to Inform and Build Capacity of Families, Staff, and Community Related to Physical Health, Mental Health, Child Development, Academic Expectations, Engagement & Personal Development		
3.9	<b>Differentiated Assistance - Wellness</b> Advanced Learning Academy will review monthly progress monitoring updates for their Foster Youth student groups in the areas of suspensions, office referrals, incidents of bullying/harassment and implementation of restorative practices in order to provide early tiered interventions.	Yes	Planned	3.6 Suspension Rates All: 4.0% ELs: 4.6% LTELs: NA SED: 3.4% Foster: NA SpEd: 3.8% M-V: 9.1%			
3.10	<b>Professional Learning- Wellness</b> SAUSD's professional learning will ensure that educators are equipped with the necessary knowledge and skills to promote school environments that support: <ul style="list-style-type: none"> <li>• PBIS and Progressive Discipline Practices</li> <li>• Diversity, Cultural Proficiency, and Inclusive Interactions (including LGBTQ protections)</li> </ul>	Yes	Partially Implemented	3.2 Chronic Absenteeism Rate 2023-2024 All: 14.7% ELs: 16.7% LTELs: NA SED: 14.2% Foster: NA SpEd: 13.5% M-V: 16.4%	TRAINING INCLUDES: Classroom Management, PBIS, Social Emotional Learning (SEL) Lessons, Small Group SEL Strategies,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>Social Emotional Learning and Restorative/Trauma Informed Practices</li> <li>Student Health and Wellness and Safety Assessments</li> </ul>			3.6 Suspension Rates All: 4.0% ELs: 4.6% LTELs: NA SED: 3.4% Foster: NA SpEd: 3.8% M-V: 9.1%	LGBTQ Law and Policies & Student Support, Classroom Environment, Restorative Justice Narrative, Cultural Proficiency (Lindseys), risk assessment training		
3.11	Adult Supervision		Partially Implemented	No new data to students responding favorably.  2023-2024 (Update via Panorama) Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73%  Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%	Restorative Practices, Project Kinship, Social Worker access	\$180,227.00	

## Goal 4

### Goal Description

The SAUSD will create systems which improve efficiency, effective internal communication protocols, and implement solutions with a high level of customer service and professionalism, in order to support the educational programs of the district, including those at Advanced Learning Academy.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	2021-2022 Misassignments Teachers of ELs104.4/5.4% Total 44.8/2.3% Vacant Positions 0/0%				0% 0% 0%
4.2	Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks-Williams)	2023-2024 100%				100%
4.3	Percentage of schools in “good” or “exemplary” repair on Facility Inspection Tool (FIT)	2023-2024 100%				100%

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Highly Qualified Teacher</b> All students will have equitable access to appropriately assigned, experienced, and effective teachers. Teachers are the biggest factor in student success. Hiring and retaining teachers who are highly qualified and effective instructional leaders is of primary importance to ensure students are learning content standards.	No	Fully Implemented	All teachers highly qualified		\$4,125,217.81	\$990,873.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	<b>CA Standards Aligned Materials</b> All students will have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning. SAUSD ensures that all students have access to quality instructional materials to support a high quality core curriculum and a broad course of study.	No	Fully Implemented	4.2 ALA is part of SAUSD where the rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of TextbooksWilliams) 2024-2025 100%			
4.3	<b>Future Ready Learning and Work Environments</b> The Maintenance & Operations, Planning & Design, and Construction Departments aim to consistently assess, upkeep, maintain, and/or improve the school's buildings and outdoor spaces to ensure clean, healthy, safe, and secure facilities. By doing so, we provide high-quality, cutting-edge learning and work environments that are maintained in good repair and meet or exceed state standards for cleanliness and adequacy.	No	Partially Implemented	4.3 ALA is part of SAUSD where the Percentage of schools in "good" or "exemplary" repair on Facility Inspection Tool (FIT) 2024-2025 100%	Modernization last summer to update rooftop courts as well as put doors on classrooms for safety	\$248,905.40	\$49.97
4.4	<b>Educational Partner Education</b> Advanced Learning Academy in alignment with SAUSD will promote a culture of respect and equity, by enhancing communication through various channels such as parent meetings, newsletters, websites, and social media, ensuring language accessibility for English learners and their families, and monitoring and supporting high levels of customer service practices.	No	Partially Implemented	% of parents favorable to school safety: 2023-2024 69%	ALA is part of SAUSD in which SAUSD has Communications & Engagement: 18 eBlast newsletters shared district highlights. 612 social media posts reaching 450,000		\$173.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					impressions. 56 website updates featuring district news. 12 parent/community meetings on budget, LCAP, safety, and wellness. Parent meetings at both sites on a variety of topics including academics, ELAC, etc. Use of parent square to inform parents of useful information and to allow communication amongst all stakeholders.		
4.5	<b>Comprehensive Professional Learning</b> Advanced Learning Academy in alignment with SAUSD will implement comprehensive professional learning for all staff that is aligned with district LCAP goals and Board Priorities, is tailored to unduplicated student needs and is supported by a system to gather data regarding PD activities to track offerings and the level of staff engagement.	No	Partially Implemented	Not available	ALA is part of SAUSD where All Professional Learning promotes and supports implementation of the Graduate Profile competencies and Learning Model. The high schools 12 competencies are in alignment with the graduate profile.		

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		