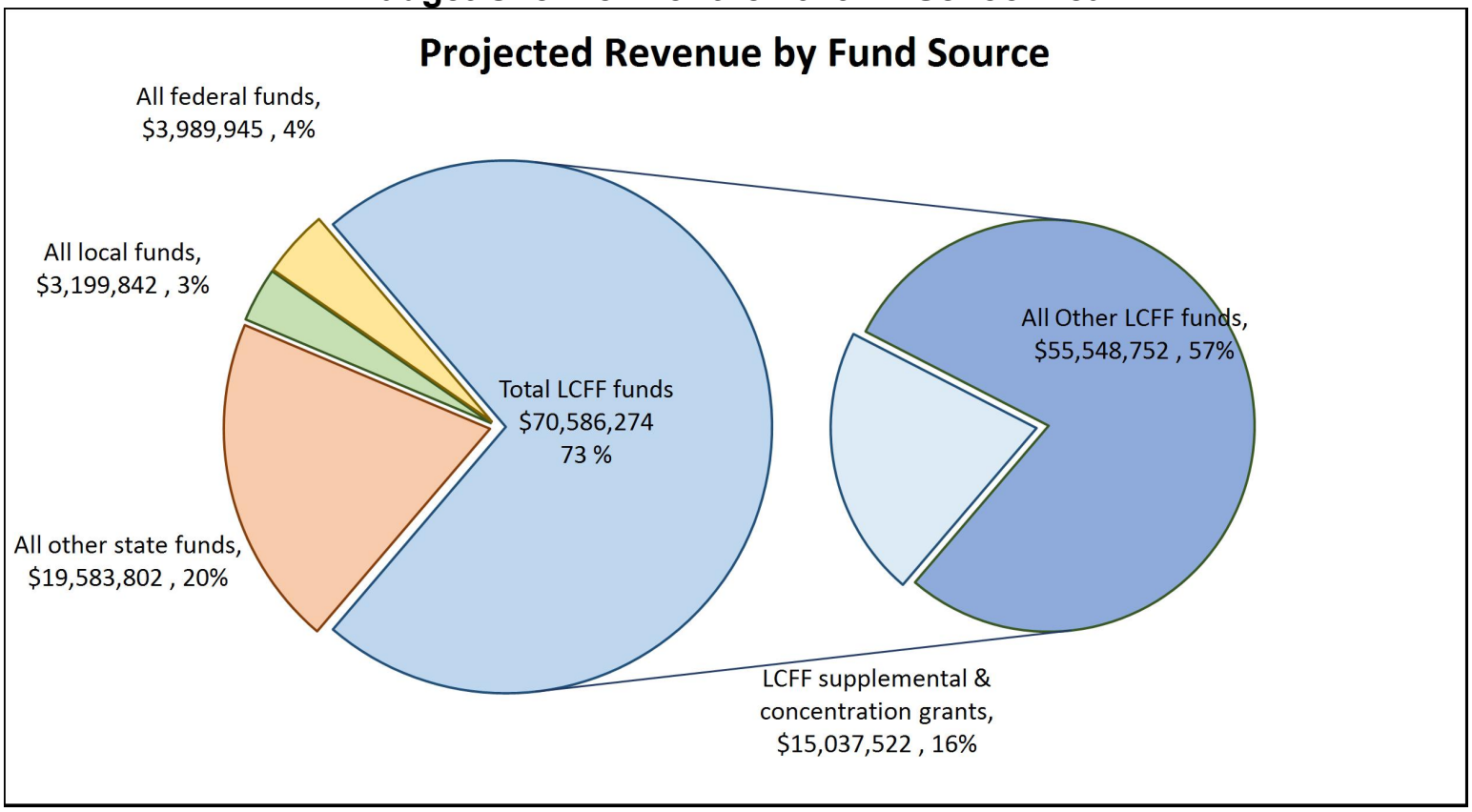
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Atwater Elementary School District
CDS Code: 24656310000000
School Year: 2026-27
LEA contact information:
Christy Lobao
Superintendent
clobao@aesd.edu
209-357-6100

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

Budget Overview for the 2026-27 School Year

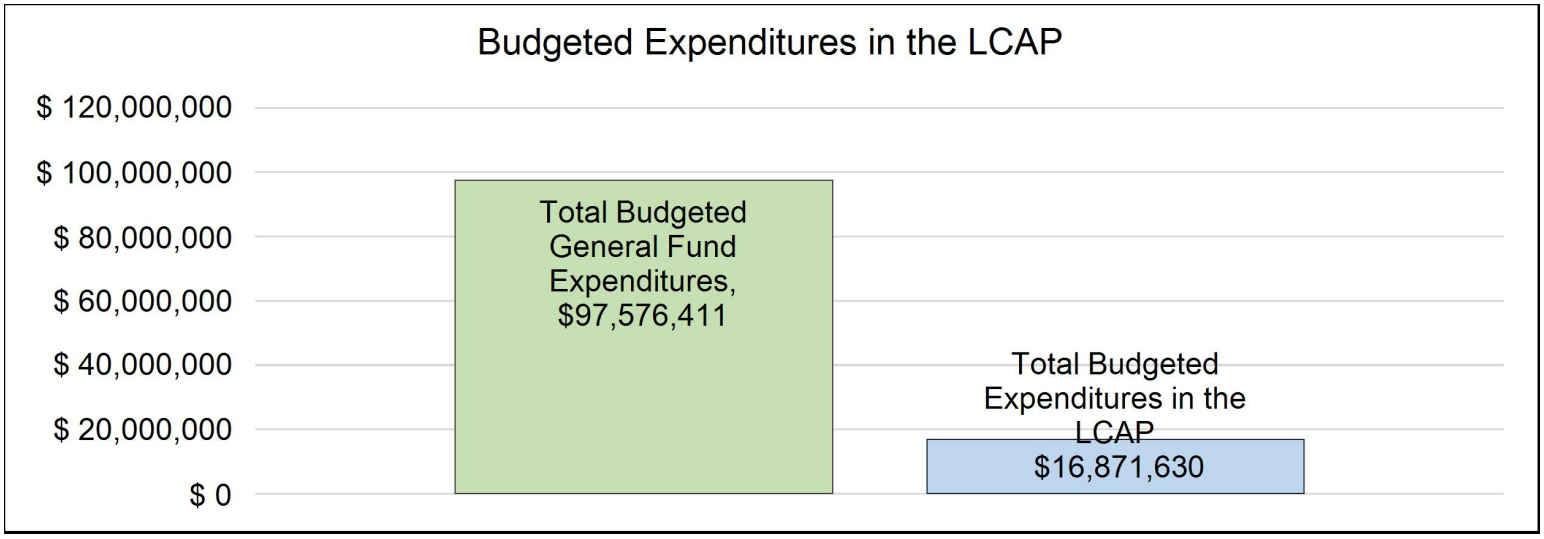


This chart shows the total general purpose revenue Atwater Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Atwater Elementary School District is $97,359,863, of which $70,586,274 is Local Control Funding Formula (LCFF), $19,583,802 is other state funds, $3,199,842 is local funds, and $3,989,945 is federal funds. Of the $70,586,274 in LCFF Funds, $15,037,522 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 Atwater Elementary School District plans to spend for 2026-27. 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: Atwater Elementary School District plans to spend $97,576,411 for the 2026-27 school year. Of that amount, $16,871,630.09 is tied to actions/services in the LCAP and $80,704,780.91 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Expenditures not included in the LCAP include costs of salaries and benefits for certificated and classified staff, as well as routine repair and maintenance costs, and the cost of capital projects.

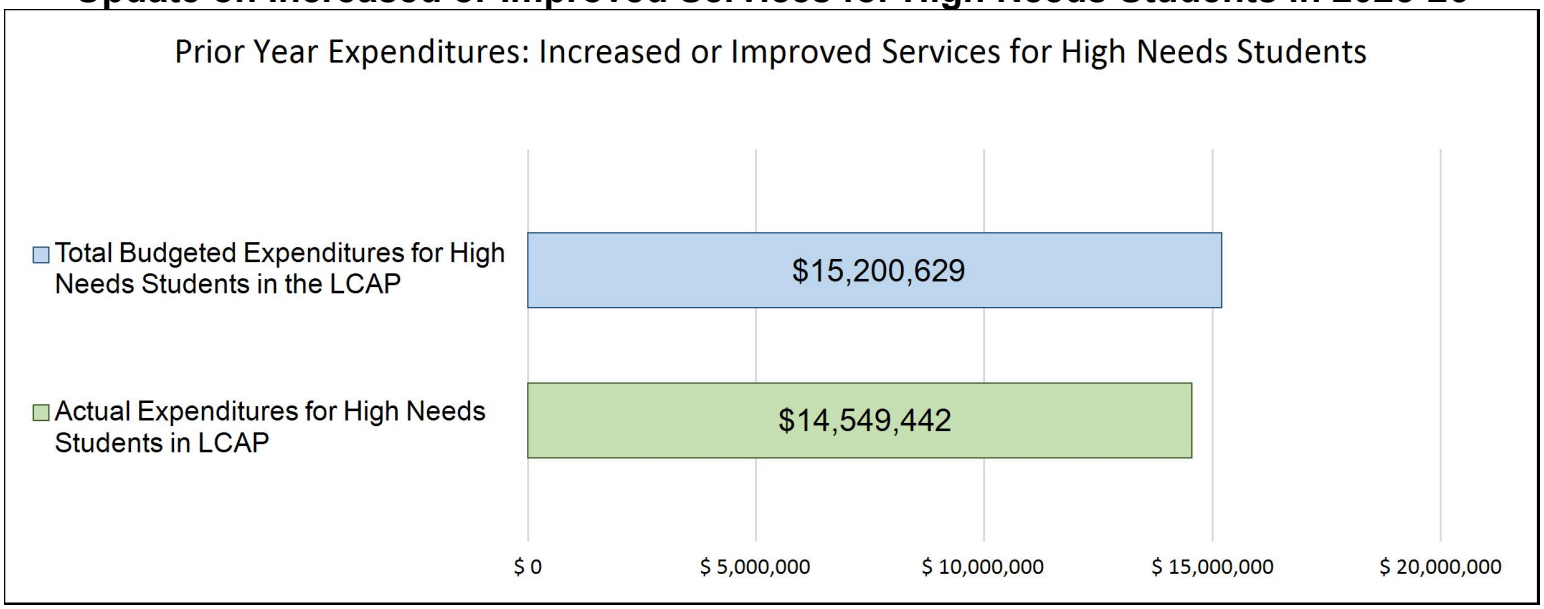
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Atwater Elementary School District is projecting it will receive $15,037,522 based on the enrollment of Foster Youth, English learner, and low-income students. Atwater Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Atwater Elementary School District plans to spend $14,605,604 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high needs students in the 2026-2027 school year reflects a total this is slightly less than the projected revenue of LCFF supplemental and concentrations grants for 2026-2027. This is in large part due to the fact that many actions specific to high needs students will additionally be carried out using other funding sources, and are detailed in specific to those monies. However, there are qualitative actions in palce to increase services to unduplicated pupils that, when added to the planned monies to increase or improve services, meet or exceed the District allotment of supplemental and concentration dollars.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Atwater Elementary School District's LCAP budgeted $15,200,629 for planned actions to increase or improve services for high needs students. Atwater Elementary School District actually spent $14,549,442 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $651,187 had the following impact on Atwater Elementary School District's ability to increase or improve services for high needs students:

The difference between the total actual expenditures for actions and services to increase or improve services for high needs students being less than the total budgeted expenditures for those planned actions and services had no impact on the actions and services or the overall increased or improved services for high needs students in 2025-2026 school year, as this difference was the result of utilizing other funding sources rather than adjusting the planned actions and services.

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
Atwater Elementary School District	Christy Lobao Superintendent	clobao@aesd.edu 209-357-6100

Plan Summary [2026-27]

General Information

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

The Atwater Elementary School District (AESD) is a TK-8 district serving just under 5000 students. It is located in the community of Atwater, just off Highway 99, in the agriculturally rich Central Valley of California. The most recent census information shows a population of 31,970, and the median household income is $64,472. 74% of residents have a high school degree or higher, with 13% also having a bachelor's degree or higher.

AESD serves a diverse community as reflected in our demographics: 79.90% Hispanic, 11.88% White, 3.64% Asian, 1.37% African-American, .37% Filipino, 2.24% declaring more than one race, .41% American Indian or Alaskan Native, and .19% Native Hawaiian or Other Pacific Islander. For specialized subgroups, 65.6% of students are considered socioeconomically disadvantaged (low-income), 24.5% of students are English Language Learners, .6% are Foster Youth, 3.3% are Homeless Youth, and 18.4% of students receive services in special education. With a high percentage of our students learning English as a Second Language, teaching language and literacy well is a high priority. The Atwater Elementary School District prides itself on its high standards of success for all students and our relationships within the school and community. When new teachers are hired to join the Atwater family, extensive screening is done to ensure that new staff have the dedication and commitment to providing high-quality instruction and character development in a nurturing and caring environment.

The core values of the district are rooted in the beliefs that students are the focus of public education; that each student is unique and that our staff and programs provide multiple opportunities for success; that we focus on the development of academically competent, confident, and considerate citizens; that learning occurs best in a safe and respectful environment; that our students' success depends upon a highly qualified staff who are valued and respected for their diverse backgrounds; that we serve students best through programs and practices that

are responsive to changing needs; and that our success depends upon the development of effective leaders, staff, and students who create a vision and translate that vision into reality. These core values are evident in our stated goals and actions as written in the following plan.

Atwater Elementary schools include:
Aileen Colburn Elementary TK - 6
Bellevue Elementary and Bellevue Senior TK - 8
Elmer Wood Elementary TK - 6
Juniper Elementary TK- 6 (houses a Dual Language Immersion program started in the 2023-2024 school year)
Mitchell K6 Elementary TK - 6
Mitchell Senior Elementary/Atwater Senior Academy 7 - 8
Peggy Heller Elementary TK - 8
Shaffer Elementary TK - 6
Thomas Olaeta Elemetnary TK - 6

Of the nine individual AESD schools, Atwater Senior Academy (associated with Mitchell Senior Elementary) was identified to receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Current 2025 CA Dashboard results for Atwater Elementary School District include the following:

Chronic Absenteeism - Green Range
Suspension Rate - Yellow Range
English Learner Progress - Green Range
English Language Arts - Orange Range
Mathematics - Yellow Range

AESD continues to make significant improvements in the area of chronic absenteeism. Additional Dashboard results found the suspension rate to improve from orange to yellow, indicating another area of improvement for the district. AESD again had consistent performance in English Language Arts ratings, but growth was noted in terms of math progress as the district improved from the Orange to Yellow range for the first time in several school years. While this improved performance in mathematics is a celebration for the district, English Learner Progress was found to be a focus area as the this Dashboard rating declined from Green to Orange for this population of students.

AESD continues to enjoy significant success and celebration related to Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI) as AESD has zero schools identified for any of these designations. However, this school year, AESD was targeted for Differentiated Assistance at the district level due to chronic absenteeism and suspension rates for Long Term English Learners.

2023 Dashboard Results and Associated Three-Year Response Cycle Data:

Focus areas for AESD, as indicated by schools, student groups, or student groups within a school who performed in the lowest performance level on one or more state indicators as per the 2023 Dashboard include (these populations remain identified as focus populations for a full three-year cycle):

District Level
Foster Youth, Homeless Youth, and Students with Disabilities in the area of English Language Arts - Actions: 1.1-1.9, 1.11-1.12, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.7-4.9
Foster Youth and Homeless Youth in the area of mathematics - Actions: 1.4, 1.6-1.10, 1.12, 3.1, 3.3-3.5, 3.7-3.9, 4.2, 4.4, 4.6-4.10

School Level
ELPI: Bellevue, Elmer Wood, and Peggy Heller - Actions 1.1-1.9, 1.12, 2.2, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.6-4.10, 4.12-4.13*
*Actions 4.8 and 4.13 are specific to the Bellevue campus.

Student Groups within Schools:
Students with Disabilities ELA and Math - Aileen Colburn, Actions 1.1-1.12, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.6-4.7, 4.9-4, 10
Students with Disabilities ELA and Math - Bellevue, Actions 1.1-1.12, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.6-4.10
ELPI - Bellevue - Actions 1.1-1.9, 1.12, 2.2, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.6-4.10, 4.12-4.13
ELPI - Elmer Wood - Actions 1.1-1.9, 1.12, 2.2, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.6-4.7, 4.9-4.10, 4.12
English Language Learners ELA - Mitchell Senior Elementary, Actions 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.7, 4.9
English Language Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities Math - Mitchell Senior Elementary 3.1, 3.3-3.5, 3.7-3.9, 4.2, 4.4, 4.6-4.7, 4.9-4.10
ELPI - Peggy Heller - Actions 1.1-1.9, 1.12, 2.2, 3.1, 3.3-3.5, 3.7-3.9, 4.1-4.2, 4.4, 4.6-4.7, 4.9-4.10, 4.12
Students with Disabilities Math - Shaffer, Actions - 1.4, 1.6-1.10, 1.12, 3.1, 3.3-3.5, 3.7-3.9, 4.2, 4.4, 4.6-4.10

2025 Dashboard Results Summary and 2024/2023 Comparison:

District Level
In 2024 District Level Dashboard Results, Foster Youth and Homeless Youth populations were no longer performing in the lowest performance level as per ELA and math results. However, Students with Disabilities remained a focus area in both ELA and mathematics. Additional district-level populations found to lie within the lowest performance level per state indicators included:
Chronic Absenteeism - Homeless Youth
Suspension Rate - African American and LTEL populations

In 2025, Long-Term English Learners fell within in the lowest performance level in the area of mathematics. The homeless Youth population improved in the area of chronic absenteeism, but Long-Term English Learners moved into the lowest performance level in this area. In the Suspension Rate category, both African American students and Long-Term English Learners remained in the lowest performance level.

School Level
2024 School Level Dashboard results found:

ELPI - Bellevue Elementary, Elmer Wood, and Peggy Heller school sites each showed significant growth in terms of English Learner progress and were no longer performing in the lowest performance range per school site level results. However, Aileen Colburn and Bellevue Senior Elementary both entered into the red range.
Additionally, Bellevue Senior Elementary was identified as performing the lowest range as a school site in the area of mathematics and Shaffer Elementary was identified in the lowest performance range for Suspension Rate.

In 2025, Bellevue Elementary, Elmer Wood, and Peggy Heller schools all re-entered the lowest performfance range for English Learner Progress, as did Juniper Elementary. No other school level results found any student populations performing in the lowest performance range for any area.

Student Groups within Schools:
Aileen Colburn - Students with Disabilities ELA and Math in both 2023 and 2024. In 2025, Students with Disabilities were found to lie within the lowest performance range for ELA only, as this population showed improvement in mathematics. However, a new concern for this population presented in suspension rate.

Bellevue Elementary - In 2024, no student groups within schools were found to lie within the lowest-performing range. This indicated a significant improvement related to the performance of Students with Disabilities in both ELA and Mathematics. In 2025, the white student population was found to lie within the lowest-performing range for chronic absenteeism.

Bellevue Senior - In 2024, the student groups within the school who were identified as performing in the lowest possible performance band included English Learners and LTELS for suspension rate, LTELS for English Language Arts performance, and English Learners, Hispanic, and Socio-economically Disadvantaged populations for mathematics performance. In 2025, no student populations were identified as performing in the lowest possible performance band, indicating significant improvements.

Elmer Wood - In 2024, Students with Disabilities were identified as a student group within Elmer Wood that was performing in the lowest-performance band in the area of mathematics. However, 2025 results found improvement in this area.

Juniper had no dashboard results in 2023 or 2024. In 2025, no student populations were found to lie in the lowest performance band other than the ELPI concerns noted at the school level.

Mitchell K-6 - In 2024, focus was needed on the Students with Disabilities population as this population fell within the lowest performance range in the area of English Language Arts. In 2025, no student groups were found to lie within the lowest performance range in any area.

Mitchell Senior Elementary - In 2024, significant progress was indicated for MSE student groups as NO student groups fell within the lowest performance range in the area of mathematics (prior student groups included - English Learners, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities). Additionally, while the English Learner population no longer fell within the lowest performance band in ELA, the Student with Disabilities population became a new student group to perform in this range. In 2025, the focus transitioned to the mathematics performance of our LTEL students, and to supporting our Students with Disabilities as this population fell within the lowest performance band in the areas of ELA, math, chronic absenteeism, and suspension rate.

Peggy Heller - In 2024, new target populations were identified as Students with Disabilities demonstrated skills within the lowest possible performance band in both English Language Arts and mathematics. In 2025, Students with Disabilities improved their mathematics performance, but continued to perform in the lowest range in the area of ELA. Additionally, suspension rate was identified for the Socio-economically Disadvantaged student population.

Shaffer - In 2024, Socioeconomically Disadvantaged students were newly identified in the lowest performance range for Suspension Rate, as were Students with Disabilities in the area of English Language Arts. Students with Disabilities were no longer identified in the area of mathematics. In 2025, significant growth was indicated as no student populations were identified in any area.

Thomas Olaeta - 2025 data finds no student populations identified in any area.

The Atwater Elementary School District has approximately $1,363,171 in remaining Learning Recovery Emergency Block Grant funds. These funds have been accounted for within the current LCAP and are being utilized to support priority actions in goal area 4. Within this goal, funds are dedicated to providing intervention teachers at each of our elementary school sites (action 4.8). Funds were utilized to support this action, as interention teachers are consistently indicated as a priority area per our annual needs assessment and strategically aligned to both accelerate progress for primary students and close any existing achievement gaps for students in the intermediate grades and above.

Reflections: Technical Assistance

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

In the 2025-2026 school year, Atwater Elementary School District entered Differentiated Assistance due to the suspension and chronic absenteeism rates of our LTEL population. Thus, AESD began participation in the RAISE project as depicted below.

RAISE: Raising Attendance and Improving Student Engagement
Atwater Elementary participated in RAISE (Raising Attendance and Improving Student Engagement), a statewide improvement network focused on improving attendance and reducing chronic absenteeism. District teams reviewed statewide attendance and chronic absenteeism data and engaged in biweekly reviews of Average Daily Attendance (ADA) and year-to-date chronic absenteeism data to support continuous reflection and improvement.

Teams collaborated with district office staff to develop systems and structures for regular data use, including the use of by-name student lists to identify students at risk of becoming chronically absent. District attendance teams met biweekly to discuss student needs and implement supportive strategies such as check-in/check-out and other relationship-based interventions. Professional learning emphasized creating warm, welcoming school environments that foster trust, safety, and belonging for students and families.

Through statewide network convenings, teams identified root causes, shared learning, and explored evidence-informed strategies to develop and refine change ideas for implementation within their local context. Districts also received ongoing coaching support from MCOE outside of convening days to sustain and deepen this work throughout the school year and into the future. This work is aligned to Goal 2, Actions 2.2, 2.3, and 2.9, as well as Goal 3, Action 3.7 in the 2026–27 LCAP.

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
Parents	• A DAC/DELAC meeting presented an overview of the district's LCAP - Feb. 2026. • School site council meetings were held at each school site and a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community. Spring 2026. • Two Town Halls were held to present district initiatives and goal areas and to solicit feedback from attending educational partners. All educational partners had the ability to provide verbal and written feedback. April/May 2026. • Electronic surveys were sent to all AESD parents and were available to the local community to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. March - May 2026.
Students	• An overview of the LCAP was presented to the Superintendent's Student Advisory Committee - Student Group. Input and feedback were gathered. April 2026. • Electronic surveys were sent to students in grades 5-8 to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. April - May 2026.

Educational Partner(s)	Process for Engagement
Teachers	• School site council meetings were held at each school site and a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community. Spring 2026. • Both formal and informal meetings were held between district administration and classified and certificated union representatives to discuss the 2026-2027 school year. • Two Town Halls were held to present district initiatives and goal areas and to solicit feedback from attending educational partners. All educational partners had the ability to provide verbal and written feedback. April - May 2026. • Electronic surveys were sent to AESD administrators, classified, and certificated staff to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. March - May 2026.
Principals and Administrators	• School site council meetings were held at each school site and a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community. Spring 2026. • Two Town Halls were held to present district initiatives and goal areas and to solicit feedback from attending educational partners. All educational partners had the ability to provide verbal and written feedback. April - May 2026. • Electronic surveys were sent to AESD administrators, classified, and certificated staff to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. March - May 2026. • District and site leadership meetings were held to solicit input from site administration regarding the needs of district schools. District-level data points were analyzed and a comprehensive needs assessment was conducted in each of the district's four goal areas. March 2026.

Educational Partner(s)	Process for Engagement
Other School Personnel	• A DAC/DELAC meeting presented an overview of the district's LCAP. Feb. 2026. • School site council meetings were held at each school site and a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community. Spring 2026. • Electronic surveys were sent to AESD administrators, classified, and certificated staff to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. March - May 2026. • Both formal and informal meetings were held between district administration and classified and certificated union representatives to discuss the 2026-2027 school year.
Local Collective Bargaining Units	• School site council meetings were held at each school site and at these meetings a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community. Spring 2026. • Electronic surveys were sent to AESD administrators, classified, and certificated staff to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. March - May 2026. • Both formal and informal meetings were held between district administration and classified and certificated union representatives to discuss the 2026-2027 school year.
Parent Advisory Committees/English Language Parent Advisory Committee	• A DAC/DELAC meeting presented an overview of the district's LCAP. Feb. 2026. • School site council meetings were held at each school site and a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community. Spring 2026. • Electronic surveys were sent to all AESD parents and available to the local community to solicit input and feedback

Educational Partner(s)	Process for Engagement
	regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes. March - May 2026. • Two Town Halls were held to present district initiatives and goal areas and to solicit feedback from attending educational partners. All educational partners had the ability to provide verbal and written feedback. April - May 2026.
Atwater Senior Academy/District Office (Equity Multiplier)	• Both formal and informal meetings were held between district administration, the district literacy coach, and Atwater Senior Academy administration, staff, students, and parents to discuss student needs and to plan for the 2026-2027 school year. April 2026.
Special Education Local Plan Area (SELPA)	• District leadership collaborated with the SELPA via SEAC attendance over the course of the 2025-2026 school year to inform the district of ways to support students with exceptional needs through the LCAP. Additional correspondence took place in June of 2026 with both District and County leadership to discuss the actions and metrics that most specifically support students with exceptional needs.

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

The Atwater Elementary School District endeavors to solicit feedback from multiple educational partners through a variety of platforms. All district communications and meetings for parents/guardians and the community are offered in both English and Spanish, and if parents speak a language other than those two, the district utilizes Healthy House of Merced to provide translation and interpretation services. The following is a summary of educational partner opportunities.

February/March 2026:

- A DAC/DELAC meeting presented an overview of the district's LCAP.
- School site council meetings were held at each school site and at these meetings a comprehensive needs assessment was performed. This comprehensive needs assessment provided informed feedback based on the unique needs of each school site community.
- Both formal and informal meetings were held between district administration and classified and certificated union representatives to discuss the 2026-2027 school year.
- District and site leadership meetings were held to solicit input from site administration regarding the needs of district schools. District-level data points were analyzed and a comprehensive needs assessment conducted in each of the district's four goal areas.
- Electronic surveys were sent to all AESD parents and available to the local community to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes.

- Electronic surveys were sent to AESD administrators, classified, and certificated staff to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes.

April/May 2026:
- Two Town Halls were held to present district initiatives and goal areas and to solicit feedback from attending educational partners. All educational partners had the ability to provide verbal and written feedback.
- Both formal and informal meetings were held between district administration and classified and certificated union representatives to discuss the 2026-2027 school year.
- Both formal and informal meetings were held between district administration and classified and certificated Atwater Senior Academy to discuss the 2026-2027 school year.
- Electronic surveys were sent to students in grades 5-8 to solicit input and feedback regarding aspects of the district's plans for the 2026-2027 school year, the new LCAP, and continued efforts to improve student achievement and outcomes.

June 2026:
- District and County leadership collaborated regarding the actions and metrics that most specifically support students with exceptional needs.

All educational partner input is gathered to be analyzed for trends and compared to district needs, data, and budget. After a comparison of those factors, the LCAP actions are then added, removed, or modified to better serve the AESD school community.

Through the Comprehensive Needs Assessment Process, the following LCAP actions were found to be of greatest importance to the educational partner groups below:

Staff:
-Goal 1: Instructional assistant support and early literacy materials and professional development
-Goal 2: Campus supervisors, school psychologists, and opportunities for student enrichment
-Goal 3: AESD Elementary PE program, retention of highly qualified teachers, learning directors
-Goal 4: Outdoor Education, English Learner and newcomer support, teacher collaboration

Parents:
-Goal 1: Career exploration/STEAM, instructional assistant support, reduced class sizes, literacy materials and professional development, and interactive technology
-Goal 2: Campus supervisors, school psychologists and counselors, behavior and social skills supports, opportunities for student enrichment, and a focus on safety and security
-Goal 3: Retaining highly qualified teachers, professional development and new teacher support, PE teachers, tech mentors, time for teachers to collaborate, and parent education classes and communication
-Goal 4: STEAM, college and career readiness, outdoor education, time for teachers to collaborate, interpreting, translation, and English Learner supports, and reading intervention

AESD's electronic LCAP survey was completed by 260 AESD staff, 169 parents/guardians and community members, and 1,499 students. These numbers reflect increased participation across all educational partner groups surveyed for the 2025-2026 school year. All actions received a majority of approval among all groups. Additionally, through the electronic LCAP survey, a self-assessment was also completed. Results of the assessment found:

Parents/Community
-78.1% feel that AESD provides students with appropriate interventions and/or enrichments to support their learning and achievement (an increase of nearly 7%)
-75.1% feel that AESD provides a safe and secure learning environment (maintained)
-80.5% feel that AESD encourages parent involvement and participation and the site and district level (an increase of nearly 6%)
-72.2% feel that AESD emphasizes helping students with social, emotional, and behavioral problems (an increase of nearly 9%)

AESD Staff
-75.3% feel that AESD provides students with appropriate interventions and/or enrichments to support their learning and achievement (maintained)
-84.2% feel that AESD provides a safe and secure learning environment (a descrease from last school year, -9%)
-81.1% feel that AESD encourages parent involvement and participation and the site and district level (a decrease from last school year, -4%)
-78.5% feel that AESD emphasizes helping students with social, emotional, and behavioral problems (a decrease from last school year, -6)

AESD 5th - 8th Grade Students (increases noted in all areas)
-72.2% feel that AESD provides students with appropriate interventions and/or enrichments to support their learning and achievement (+4%)
-66.1% feel that AESD provides a safe and secure learning environment (+6)
-60.6% feel that AESD encourages parent involvement and participation and the site and district level (+9)
-75.7% feel that AESD emphasizes helping students with social, emotional, and behavioral problems (+2%)

Feedback was also gained via meetings with staff and community educational partner groups. Trends in feedback included a desire for small class sizes and instructional assistant support, as well as support for the AESD PE program. Additional foci included a continued emphasis on positive behavior and mental health supports, continued literacy development, resources and training to support English Learners and students who are new to the country, a focus on equity, and a continued emphasis on ensuring safe and secure campuses. In response to this feedback, the LCAP was adjusted in the following ways:
Full funding of school psychologists through the LCAP for all school sites, increased BCBA (behavior support) services, funding of the Heart Academy Program at Peggy Heller and Juniper Elementary, the incorporation of instructional assistants to support TK students in a 10-1 ratio (making LCAP funded IAs in grade TK, kinder, and grade one), during and afterschool targeted, small group instructional supports for EL, newcomer, and other at-promise students, as well as safety measures to include the Yonder cell phone pouch and the Centegix safety platform in addition to fully funding all of the campus supervisors employed through the district.

Feedback from educational partners regarding the use of Equity Multiplier funding found all partners to be in agreement to focus on both literacy and student self-concept and motivation. Partners acknowledge that students who are not yet reading proficiently by grade three may experience increased challenges and/or negative outcomes. Additionally, as students experience reading failure, motivation and a natural

love for learning decrease. To reach our desired outcomes for our low-income and at-promise populations, equity multiplier funding seeks to provide instructional components related to language and literacy and incentive and/or enrichment components designed to foster academic growth, improved self-concept, and a focus on attainment of future goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All TK-3 students will demonstrate grade level proficiency in literacy and mathematics.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AESD is committed to ensuring a strong educational foundation for students with engaging and effective good first instruction. A strong foundation, coupled with a high quality learning environment, contributes to social, emotional, developmental, and cognitive foundations for children and gives root to later learning as basic concepts create connections necessary for inquiry and growth. It is widely recognized that the first three years of schooling are a critical time to learn the basic skills needed to tackle a more advanced curriculum. Also widely recognized are the challenges faced by unduplicated pupils prior to entering school due to environmental and social factors. AESD currently has a population of over 70% unduplicated pupils within the district. To reach our current desired outcomes for the 2026-2027 school year, and ensure continual student academic growth, goal 1 of AESD's LCAP contains both instructional and enrichment components designed to foster growth in English/language arts and mathematics and provide support to our young English Learners, Foster Youth, and low-income students. The goal also contains actions designed to provide professional development and collaboration opportunities for teachers to expand their professional skills to specifically target reaching students with barriers to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Kindergarten: Increase the percent of students who are on grade level as determined by the final DRA assessment in fluency and accuracy.	45.7% (2023-2024)	41.2% (2024-2025)	39% (2025-2026)	60.7%	-5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Grade 1: Increase the percent of students who are on grade level as determined by the final DRA assessment in fluency and accuracy.	50.2% (2023-2024)	46% (2024-2025)	53% (2025-2026)	65.2%	+2.8%
1.3	Grade 2: Increase the percent of students who are on grade level as determined by the final DRA assessment in fluency and accuracy.	74.7% (2023-2024)	76.3% (2024-2025)	71% (2025-2026)	89.7%	-3.7%
1.4	Grade 3: Increase the percent of students who improve their reading skills as measured by the Star Reading Assessment.	73.6% (2023-2024)	82% (2024-2025)	80% (2025-2026)	88.6%	+6.4%
1.5	Grade 3: Increase the percent of students who meet grade level reading standards as measured by the Star Reading Assessment.	45.3% (2023-2024)	31% (2024-2025)	33% (2025-2026)	60.3%	-12.3%
1.6	Grade 3: Increase average scale score in CAASPP ELA.	2405 (2023-2024) EL - 2379, Students with Disabilities - 2356 (2022-2023)	2398 (2024-2025) EL - 2370, Students with Disabilities - 2356	2406 (2025-2026)	2414	+1%
1.7	Grade 3: Increase average scale score in CAASPP math.	2419 (2023-2024) EL - 2391, Students with Disabilities - 2355 (2022-2023)	2420 (2024-2025) EL - 2401, Students with Disabilities - 2386	2419 (2025-2026) EL - 2372, Students with Disabilities - 2360	2429	0
1.8	Increase the percentage of English Learners who grow one level on the ELPAC exam.	55% of students grew one or more ELPI levels (2023-2024)	Available results: 48% of students grew one or more	Available results: 46% of students grew one or more	62%	-9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELPI levels (2024-2025)	ELPI levels (2025-2026)		
1.9	Reduce the percent of students designated as long term English Learners (in the country more than 5 years).	13.2% (2023-2024)	Available results: 17% (2024-2025)	Available results: 16% (2025-2026)	10%	+2.8%

Goal Analysis [2025-26]

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.

AESD demonstrates its commitment to student literacy through strategic investments in adaptive digital platforms, supplemental materials, and continuous professional development. This foundation is reinforced by placing instructional assistants in all TK–1st grade classrooms, with specialized bilingual support for English Learners. Furthermore, the district allocates resources toward reduced class sizes, dedicated teacher collaboration time, and enriched STEAM experiences to benefit all students with a special focus on unduplicated student populations. All actions in goal one were successfully implemented as planned during the 2025-2026 school year, although sine challenges did present when trying to release all grade level teachers across the district at the same time due to limited guest teacher availability.

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.

The following areas were determined to provide increased or improved services based on the needs of our unduplicated pupils:

1.4 A significant decrease in funds was expended due to the optional nature of the spring collaboration release time. Funds for teacher collaboration are determined with the intention of each grade level participating in both a fall and a spring collaboration date, with the fall date being a mandatory collaboration date and the spring date being optional per grade level team determination of need. In the 2025-2026 school year, kindergarten teachers, grade 3 and 6, and junior high ELA teacher teams each choose to conduct spring collaboration dates. Additionally, of these dates, all grade levels with the exception of JH ELA teachers chose to have half-day release formats as opposed to the full-day release option.

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

Goal one metrics found improvements in several areas. The second-grade reading proficiency rate remains strong. This is likely related to a combination of high-quality tier one instruction and strong tier two SIPPS intervention for students who demonstrate a need (DRA results are

most significantly, positively impacted after the completion of SIPPS Extension programming, which largely occurs during the second grade year). Additionally, grade three students found increases in the number of students who showed reading improvement throughout the school year. Grade three reading proficiency rates are difficult to compare as the former assessment measure (Reading Inventory) retired and was replaced with the Star Reading assessment, although a 2% increase was noted in grade three students who took the assessment this year as compared to last. CAASPP reading proficiency rates saw improvement since last school year with commensurate math results. While kindergarten students did not evidence a significant growth pattern per DRA results in 2025-2026, results remain generally consistent with prior school years. Grade one DRA results found a signficant positive increase of 9%. ELPAC data indicates that nearly half of the students who took the assessment grew by one ELPI level. Presently, the percentage of LTEL students has improved from approximately 15% to 10%, indicating significant progress. Actions that can be connected to these improved metrics include: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, and 1.11.

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

As AESD enters the 2026-2027 school year, the following changes will be made to Goal #1:

1.6, 1.7, 1.8, 1.9, and 1.10 funding will increase by COLA (2.87%, with possible additional adjustment based on the augmented COLA of 1.44%) for all actions related to staff, classified and certificated, in the 2026-2027 school year.

1.1 Action 1.1 will remain commensurate with the prior school year.
1.2 Action 1.2 will accrue a cost increase in the 2026-2027 school year to ensure that all grade two and above students have access to literacy-based digital platorm designed to give one-to-one personalized, systemic reading instruction.
1.3 Action 1.3 will be updated to include both the Star Reading Assessment and a professional development package in assist teachers and staff in analyzing resulting data.
1.4 Action 1.4 will remain commensurate with the prior school year.
1.5 Action 1.5 will remain commensurate with the prior school year.
1.6 Action 1.6 will be expanded in the 2026-2027 school year to include two additional six-hour instructional assistant to support TK students in all TK classrooms throughout the district, as an additional TK classroom will be added to the MK6 site. LREBG funding will be limited during the 2026-2027 school year and will no longer be utilized to supplement action 1.6.
1.9 LREBG funding will be limited during the 2026-2027 school year and will no longer be utilized to supplement action 1.9.
1.10 LREBG funding will be limited during the 2026-2027 school year and will no longer be utilized to supplement action 1.10.
1.11 Action 1.11 will be expanded to include Handwriting Without Tears materials for grade one. This is year two of a four year implementation plan.
1.12 Beginning in the 2025-2026 school year, interactive technology was broadened to include instructional technology items such as touchscreen televisions, student headphones with microphone capabilities, and projection mobility devices (e.g., Pilot X and/or Surface Pro devices) to allow for teachers to defront the classroom. The cost associated with this action is expected to be significantly lower than in previous years, as AESD has now entered a consistent and stable replacement cycle. For the 2026-2027 school year, this cost will be associated with resources outside of the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	K-2 Literacy Software	All AESD students in grades K-2 will use a digital software program that is designed to increase literacy achievement by providing students with individualized experiences that will ensure they master the alphabet, attain phonemic awareness and phonics skills, build fluency and vocabulary, and increase reading comprehension.	$34,458.00	Yes
1.2	Literacy Intervention Software	AESD will support the literacy achievement of unduplicated pupils as well as homeless youth and students with unique needs with literacy intervention software designed to give one-to-one personalized, systemic reading instruction. The program specifically focuses on phonemic awareness, phonics, vocabulary, grammar for meaning, comprehension, and reading fluency.	$54,495.00	Yes
1.3	STAR Reading	AESD will utilize the Star Reading Assessment platform to measure the reading comprehension of all students in grades 2-8. This assessment will provide screening and progress monitoring data to inform academic intervention efforts and to assist grade-level teachers in measuring literacy achievement.	$30,500.00	No
1.4	Teacher Collaboration (TK-3)	Grade level representatives in grades TK - 3 will be provided collaboration time under district guidance and direction to review assessments, analyze data, and coordinate district and grade level resources to impact academic achievement for unduplicated pupils.	$54,866.00	Yes
1.5	Latino Family Literacy Project	AESD will use resources and materials in partnership with the Latino Family Literacy Project to provide training and workshops to parents of English Learners. This program highlights family reading for parent involvement, reading comprehension, vocabulary development, and	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language development for parents and their children with a biliteracy approach to language development.		
1.6	Primary Instructional Assistants (3 hr.)	AESD will provide all transitional kindergarten (2), kindergarten, and grade one teachers with 3-hour instructional assistants (6-hour support in all TK classrooms) to support literacy and mathematics intervention and achievement and to support the acquisition of foundational academic skills.	$1,407,652.00	Yes
1.7	Bilingual Aides (Primary Classrooms)	AESD will provide bilingual instructional assistants for English Learners in primary classrooms to support the English Language Development (ELD) instruction of English Learners in a 1:1 and small group setting.	$225,217.00	Yes
1.8	Bilingual Aides (Newcomers)	AESD will provide bilingual instructional assistants for English Learners new to the country to support English Language Development (ELD) instruction of English Learners newer to the country with significant language support needs.	$163,718.00	Yes
1.9	Class Size Reduction	AESD will employ two additional teachers in primary classrooms to lower class sizes and to support more targeted assistance for all students.	$251,598.00	Yes
1.10	STEAM Career Exploration	AESD will support the instruction of the Next Generation Science Standards (NGSS) and will assist teachers in acclimating to the newly adopted Amplify science curriculum. Additionally, AESD will increase STEAM career awareness for unduplicated pupils and students with unique needs in primary grades by providing study trips and enrichment opportunities in science, technology, engineering, arts, and mathematics.	$193,269.00	Yes
1.11	Early Literacy Staff Training	AESD will provide certificated and classified staff with training in research-tested literacy instruction and intervention designed to increase the literacy achievement of unduplicated pupils and specifically English Learners and Long-Term English Learners. In the 2025-2026 school year, AESD will	$128,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to expand upon our current literacy instructional practices with a focus on oral and written language skills and increased professional development in literacy for all students via partnerships with CORE and WestEd.		
1.12	Interactive Technology	AESD will provide devices for use in accessing and interacting with grade-level curriculum to include Chromebook devices and student headphones with microphone capabilities for all students, and touchscreen televisions and projection mobility devices in classrooms. Devices for transitional kindergarten and kindergarten students will have touchscreen ability to address developmentally appropriate interaction with technology. This action is targeted toward increasing access for all unduplicated pupils and specifically Foster Youth, Low Income, English Learners, and Long Term English Learners.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	AESD will sustain a collaborative culture for all educational partners that promotes safe, engaging, and equitable learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Empirical data has demonstrated a positive association between parental involvement in education and academic achievement, children's self-esteem, school retention, and school attendance. Additionally, school attendance rates have a direct relationship to current and future student success. Furthermore, it is accepted that a safe environment is a prerequisite for productive learning and that there is a causal relationship between feelings of safety and academic achievement. The three focal areas reflected in goal 2: safety, engagement, and equity, are high priorities in the Atwater Elementary School District as they address the foundational factors that must be established for effective learning to take place. The actions in goal 2 are designed to continue to support AESD's collaborative culture with a focus on equity in an environment that is safe and engaging. It is of note that goal 2 also contains actions specific to the success of foster and homeless youth as these two populations face distinct and unique barriers to stability and education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Decrease the percent of students in the district reaching "chronic absentee" status as defined by state guidelines.	9.2% (2023-2024)	8.30% (2024-2025)	4.5% (2025-2026)	6.2%	-4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase annual average daily attendance (ADA) for the district every year.	95.13% (2023-2024)	94.37% (2024-2025)	94.59% (2025-2026)	96.63%	-.54%
2.3	Decrease the number of students who disenroll from grades 7 and 8 without enrollment into a comparable program.	2 students (2023-2024)	1 (2024-2025)	0 (2025-2026)	0	-2
2.4	Increase the percent of parents/guardians participating in and/or providing input regarding school and/or district events including parents of unduplicated pupils and individuals with exceptional needs as measured by local data collection.	72% (2023-2024), all students as approximately 82% of the AESD student population is unduplicated)	71% (2024-2025)	71% (2025-2026)	88%	-1%
2.5	Decrease the number of out of school suspension incidents every year.	144 (2023-2024)	174 (2024-2025)	199 (2025-2026)	100	+55
2.6	Maintain or decrease the number of expelled students.	3 (2023-2024)	5 (2024-2025)	4 (2025-2026)	0	+1
2.7	Decrease the number of referrals to the BCBA every year as measured by local data collection.	171 (2023-2024)	167 (2024-2025)	133 (2025-2026)	141	-38
2.8	Maintain that 100% of schools will annually report an overall rating of "good" or better on the Facilities Inspection Tool.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Increase the percent of students who feel they have meaningful opportunities for participation in school as measured by the district's yearly climate and culture survey.	62%, 27% Neutral (2023-2024)	68.6% (2024-2025)	68.8% (2025-2026)	77%	+6.8%
2.10	Increase the percent of students who feel they are connected to school as measured by the district's yearly climate and culture survey.	59.7%, 27% Neutral (2023-2024)	64.1% (2024-2025)	65.7% (2025-2026)	74.7%	+6%
2.11	Increase the percent of students who feel they are safe at school as measured by the district's yearly climate and culture survey.	58.4%, 27.1% Neutral (2023-2024)	60.1% (2024-2025)	66.1% (2025-2026)	73.4%	+7.7%
2.12	Increase the percent of 5th - 8th grade students who agree that AESD provides resources for mental health support as measured by the district's yearly climate and culture survey.	69.1%, 21.4% Neutral (2023-2024)	73.1% (2024-2025)	75.7% (2025-2026)	84.1%	+6.6%
2.13	Increase the percent of parents/guardians who feel AESD schools are a safe place for their child as measured by the district's yearly climate and culture survey.	82.5% (2023-2024)	75.8% (2024-2025)	75.1% (2025-2026)	97.5%	-7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Increase the percentage of parents/guardians who feel like they are given opportunities to provide meaningful input as measured by the district's yearly climate and culture survey.	74.4% (2023-2024)	74.70% (up by .3% in 2024-2025)	74.6% (2025-2026)	89.4%	+.2%
2.15	Increase the percentage of parents/guardians who feel a sense of connectedness to the district and/or school site as measured by the percentage of parents who indicate that parent involvement and participation is encouraged at both the site and district level on the district's yearly climate and culture survey.	77.8% (2023-2024)	74.7% (2024-2025)	80.5% (2025-2026)	92.8%	+2.7%
2.16	Maintain or increase the percentage of staff who feel AESD is a safe place for staff and students as measured by the district's yearly climate and culture survey.	85.4% (2023-2024)	94% (up 9% in 2024-2025)	84.2% (2025-2026)	100%	-1.2%
2.17	Increase the percentage of staff who feel a sense of connectedness, as measured by the percentage of staff who indicate that AESD	74.7% (2023-2024)	80.6% (up 6% in 2024-2025)	81.5% (2025-2026)	89.7%	+6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	maintains a positive climate as measured by the district's yearly climate and culture survey.					
2.18	Maintain or increase the percent of staff who feel AESD has clean and well maintained facilities as measured by the district's yearly climate and culture survey.	80.6% (2023-2024)	86.2% (up ~ 2% in 2024-2025)	84.3% (2025-2026)	95.6%	+3.7%

Goal Analysis [2025-26]

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.

All actions within goal 2 were successfully implemented with no signficant challenges. Further, there were no substantive differences in the planned actions versus the actions that were implemented in the 2025-2026 school year. AESD provides all school sites with a school counselor, school psychologist, and community outreach coordinator to implement restorative practices and to support mental health, positive student behavior, and improved school attendance. Additionally, students who need additional mental health and/or behavioral support can participate in structured play opportunities, Tier Two social skills instruction, and/or can also be referred for support from a Board Certified Behavior Analyst. Student enrichment opportunities to include intramural participation were fully implemented within the 2025-2026 school year. Safety was also a major focus of Goal 2 during the 2025-2026 school year as evidenced by the full funding of campus supervisors through the LCAP, the purchase and use of Yonder cell phone pouches to increase student engagement and decrease the behavioral incidents related to cell phone use during the school day, continued purchases of additional cameras for monitoring of school grounds, the purchase and installation of Centegix safety platform and emergency response system, as well as various facility upgrades.

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.

The following area was determined to have a significant difference between the budgeted expenditure and estimated actual expenditures for Goal #2:

2.10 Increased expenditures were noted in action 2.10 related to successful implementation of both the Centegix and Yonder systems.

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

Actions continue to allow for significant improvements in the area of attendance as chronic absenteeism rates again improved, and remain significantly below 10% with daily attendance rate averages again falling near the 95% mark. While the ADA rate is not yet commensurate with pre-pandemic rates, AESD is significantly outperforming the county and state in this area. Additionally, parent participation rates remain strong. While the number of behavioral referrals continues to remain steady (declining by five referrals) for our BCBA staff, this can be seen as a celebration. AESD increased the amount of BCBA support available, and thus, was able to support additional behavioral cases that may not have met the threshold to receive support in prior school years. Facility maintenance is an additional strength area as 100% of AESD schools earned ratings of "good" or better on the 2025-2026 FIT reports.

Parent and student survey responses found significant positive increases this school year. In regards to safety, the majority of parent respondents reported feeling AESD is a safe place for students to learn, with students who reported feeling safe at school found a 6% over the prior school year.Additionally, both parents and students reported feeling increasingly connected to their school site and district. Finally, students continue to report that AESD prioritizes the social and emotional health of our students with greater than 70% of student respondents reporting that AESD emphasizes providing support to students who need it and that they are aware of how to access such supports.

Staff survey data found increases in the number of staff who feel that AESD develops students who are prepared for junior high and high school and who achieve in school. Increased positive responses were also noted in implementation of the Common Core Standards, as well as the opportunity for staff to provide meaningful input into decisions affecting their school community. While the number of staff who reported feel that AESD provided a safe and secure learning enrivonment remains greater than 84% of staff, this was a slight deline from prior survey results. An additional focus area was noted in the need to continue to assist students with social, emotional, and behavioral problems.

Specific actions that contributed to the above improved metrics include: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12.

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.

The following changes will be made to Goal 2 for the 2026-2027 school year:

2.1, 2.2, 2.3, 2.4, 2.6, and 2.9 funding will increase by COLA (2.87%, with possible additional adjustment based on the augmented COLA of 1.44%) for all actions related to staff, classified and certificated, in the 2026-2027 school year.

2.10 For the 2026-2027 school year, safety measure funding will be adjusted to reflect the ongoing cost of maintaining the use of Yonder cell phone pouches to increase student engagement and decrease the behavioral incidents related to cell phone use during the school day and the maintenance of Centegix safety platform and emergency response system.
2.12 Funds dedicated to facility maintenance and upgrades will be significantly decreased in this goal area and multifunded to continue the same level of dedication to the safety and curb appeal for all schools within the district. Additionally, the cost associated with continued replacement, maintenance, and purchasing of additional cameras for monitoring of school grounds will be transfered from action 2.10 to 2.12, Facility Upgrades.

Actions 2.5, 2.7, 2.8, and 2.11 will remain commensurate with the prior school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Campus Supervision	AESD will provide all school sites with campus supervision time to monitor and provide assistance to all youth, and especially Foster Youth and homeless youth, with the goal of assisting them in positive social, emotional, behavioral, and academic growth. Further, AESD will provide a focus on safely arriving and departing from all school sites through the provision of campus supervisor crossing guards.	$697,771.00	Yes
2.2	Community Outreach Coordinators	AESD will provide all school sites with a Community Outreach Coordinator to document and address the needs of low-income students, English Learners, Long Term English Learners, Foster Youth, homeless youth, and at promise students. Community Outreach Coordinators also serve as school site liaisons for foster and homeless youth.	$571,051.00	Yes
2.3	School Psychologists	AESD will continue to employ school psychologists at all school sites to provide identification and assessment support to students with unique needs as well as mental health support to all students within the district.	$1,328,670.00	Yes
2.4	Board Certified Behavior Analysts	AESD will continue to employ Board Certified Behavior Analysts (BCBA) to support all students with behavioral needs in grades Preschool - Grade 8. These supports have been increased to allow for a focus on primary and intermediate student intervention. Positive behavior modification will result in school readiness and increased student success.	$251,888.00	Yes
2.5	Student Enrichment Activities	AESD will provide all students with intramural sports and other extracurricular opportunities designed to foster positive relationships	$55,493.00	Yes

Action #	Title	Description	Total Funds	Contributing
		among staff and students and increase student participation and motivation in school.		
2.6	Restorative Practices	AESD will provide training and support to school staff in social-emotional strategies designed to increase students' school readiness, and social-emotional growth and awareness. In the 2026-2027 school year, these practices will be expanded to provide students exhibiting deficits in school-ready behaviors an environment in which they have access to trained professionals who are ready to support their needs in a classroom setting that allows students with intense/unsafebehavior to learn to engage and self-regulate appropriately within a traditional classroom setting.	$371,880.00	Yes
2.7	Structured Play Program	AESD will decrease playground discipline and increase positive student social interaction and development by coordinating and facilitating structured play opportunities during recess and lunch sessions. This action is principally directed toward unduplicated pupils, students with unique needs, and homeless youth.	$9,000.00	Yes
2.8	Tier II Social Skills Support	AESD will support the social development of students in need of Tier II social skills and behavioral services by coordinating and facilitating programs designed to increase social awareness and competency. This action is principally directed toward unduplicated pupils. Programs include the purchase and use of a software platform that focuses on restorative practices and supporting students who are experiencing difficulties with behavior and social-emotional functioning.	$33,000.00	Yes
2.9	School Counselors	To actively address and strategically meet the needs of students, especially low-income, foster youth, homeless youth, and English Learners/LTELs, AESD will employ school counselors to support the goal of increasing student attendance, decreasing student discipline, and increasing students' connection with school and the school community. Counselors will assist in implementing Restorative Practices, enhancing the implementation of Positive Behavior Intervention Support services, and	$1,471,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supporting the whole school environment with training in trauma-informed care practices. Counselors will also support the mental health of students and assist in increasing the meaningful connection that students have to our schools.		
2.10	Safety & Security	For the 2026-2027 school year, AESD will continue the use of Yonder cell phone pouches to increase student engagement and decrease the behavioral incidents related to cell phone use during the school day, and the Centegix safety platform and emergency response system.	$164,239.00	Yes
2.11	Mental/Behavioral Health & Attendance Support	AESD will partner with county behavioral health organizations to provide resources and mentoring support to students and families at all District schools.	$0.00	Yes
2.12	Facility Upgrades / Home to School Transportation	The District will continue to be proactive in providing safe, clean, and upgraded school facilities in order to support student feelings of safety, security, and pride in their school. Additionally, increased services will be provided in home to school transportation. Additionally, for the 2026-2027 school year, existing camera monitoring systems will continue to be evaluated and increased or upgraded for all sites. This camera monitoring focus will be removed from action 2.10 and placed within the current action (2.12 - Facility Upgrades).	$243,494.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	AESD will build the capacity of students, staff, and parents to develop and sustain a highly effective academic learning community with an appreciation of diversity and a focus on the whole child in order to ensure each child is academically, physically and emotionally healthy, engaged, supported, and challenged.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AESD strongly believes in building the capacity of students, staff, and parents/guardians to interact with and within our learning community. For students, the actions in goal 3 support the physical and emotional health of students and build their capacity by providing a comprehensive and engaging physical education program designed to increase student motivation, collaboration, and leadership skills in a supportive environment. Staff capacity is fostered and expanded through effective teacher preparation programs, professional development, and the scheduling of professional learning communities throughout the school week. Professional development and collaboration time have proven to be key actions within our continuous improvement cycle. Professional learning includes training for classified staff as every member of the AESD community plays an important role in student growth and development as a learner. For parents, activities like parent education classes and added administrative resources help them grow in their role as parent/guardian of an AESD student. Additionally, the classes are designed to build the capacity of parents/guardians to recognize and respond to the needs of students at all age levels served by AESD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain or increase the retention rates of new teachers to the district as measured by local data collection.	95% (2023-2024)	97% (2024-2025)	99% (2025-2026)	98%	+4%
3.2	Increase annually the average scale score of 4th grade students in CAASPP ELA and math.	ELA 2446, Math 2449 (2023-2024) ELL ELA 2403, Math 2417 (2022-2023) Students with Disabilities ELA 2389, Math 2398 (2022-2023)	ELA 2454, Math 2455 (2024-2025) ELL ELA 2393, Math 2413 Students with Disabilities ELA 2386, Math 2396 SED ELA 2441, Math 2442	ELA 2450, Math 2453	ELA 2455, Math 2458	ELA +4, Math +4
3.3	Increase annually the average scale score of 5th grade students in CAASPP ELA and math.	ELA 2488, Math 2477 (2023-2024) ELL ELA 2438, Math 2446 (2022-2023) Students with Disabilities ELA 2396, Math 2396 (2022-2023)	ELA 2478, Math 2474 (2024-2025) ELL ELA 2418, Math 2427 Students with Disabilities ELA 2404, Math 2394 SED ELA 2468, Math 2464	ELA 2492, Math 2477	ELA 2497, Math 2486	ELA +4, Math 0
3.4	Increase annually the average scale score of 6th grade students in CAASPP ELA and math.	ELA 2506, Math 2494 (2023-2024) ELL ELA 2460, Math 2443 (2022-2023) Students with Disabilities ELA 2404, Math 2373 (2022-2023)	ELA 2517, Math 2499 (2024-2025) ELL ELA 2452, Math 2435 Students with Disabilities ELA 2432, Math 2414 SED ELA 2509, Math 2489	ELA 2516, Math 2496	ELA 2515, Math 2503	ELA +10, Math +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase annually the average scale score of 7th grade students in CAASPP ELA and math.	ELA 2540, Math 2506 (2023-2024) ELL ELA 2464, Math 2425 (2022-2023) Students with Disabilities ELA 2427, Math 2399 (2022-2023)	ELA 2535, Math 2493 (2024-2025) ELL ELA 2470, Math 2421 Students with Disabilities ELA 2403, Math 2382 SED ELA 2527, Math 2480	ELA 2533, Math 2492	ELA 2549, Math 2515	ELA -7, Math -14
3.6	Increase annually the average scale score of 8th grade students in CAASPP ELA and math.	ELA 2536, Math 2489 (2023-2024) ELL ELA 2465, Math 2403 (2022-2023) Students with Disabilities ELA 2452, Math 2395 (2022-2023)	ELA 2546, Math 2509 (2024-2025) ELL ELA 2440, Math 2422 Students with Disabilities ELA 2438, Math 2392 SED ELA 2535, Math 2496	ELA 2541, Math 2500	ELA 2545, Math 2498	ELA +5, Math +11
3.7	Increase the percentage of 5th grade students participating annually in the Physical Fitness Test.	100% (2023-2024)	99.1% (2024-2025)	99.3% (2025-2026)	100%	-.7%
3.8	Increase the percentage of 7th grade students participating annually in the Physical Fitness Test.	99.5% (2023-2024)	99.5 (2024-2025)	99.2% (2025-2026)	100%	-.3%
3.9	100% of teachers in the LEA should be appropriately assigned and fully credentialed in the subject area and for the pupils they are	100% appropriately assigned 94% fully credentialed (2023-2024)	100% appropriately assigned 94% fully credentialed (2024-2025)	100% appropriately assigned 94% fully credentialed (2025-2026)	100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching as measured by					
3.10	100% of students will receive 200 minutes of PE every ten days as measured by local data collection.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0
3.11	100% of students will have access to all core content areas as evidenced by enrollment in the courses in the master schedule.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0
3.12	100% of unduplicated pupils will have access to all services and programs as measured by local data collection.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0
3.13	100% of students with exceptional needs will have access to all services and program as measured by local data collection..	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0

Goal Analysis [2025-26]

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.

All actions in Goal 3 were successfully implemented to the degree that they were intended with little challenge. AESD students and staff benefit from a robust professional development schedule. Additionally, AESD offers a high-quality induction program to support teachers new to the profession, resulting in very high teacher retention rates. Both students and teachers are positively impacted by site-based technology mentors who specialize in ensuring that technology is skillfully used to support and enhance instruction. The AESD PE program not only ensures that all AESD students meet the legally required PE minute threshold, but also, more importantly, remain physically active and learn healthy habits. Again this school year, AESD PFT participation rates are greater than 99% for both grade 5 and grade 7 students. AESD

embodies the professional learning community model, and all teachers collaborate weekly with site-based grade-level teams. Further, all AESD students have access to the core curriculum, services, and programs, including students with exceptional needs.

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.

Significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were evidenced in Goal 3 as described below:.

3.4 A decrease in expended funds was evident in action 3.4 due to a calculation error in which the cost of the technology platform associated with this goal was accounted for twice.

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

AESD continues to evidence high rates of teaching staff who are fully credentialed and appropriately assigned. Additionally, AESD offers a robust teacher induction program that effectively supports the needs of newly hired teachers, which results in strong teacher retention rates. Further, AESD's phycial education program ensures that students partake in high-quality and engaging physical activities that not only allow for attainment of the required physical education minutes, but also support the acquisition of healthy life habits. Finally, All AESD students have access to all coursework, services, and programs (100% access in all areas).

These actions have positively impacted our CAASPP performance in nearly all grade levels assessed. Since the start of this LCAP three year cycle, grades 4, 6, and 8 have shown increased scale score performance in both ELA and Math. Additionally, grade five showed improved scale score results in ELA and commensurate level math scores.

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.

During the 2026-2027 school year, the following adjustments will be made to Goal 3:

3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9 funding will increase by COLA (2.87%, with possible additional adjustment based on the augmented COLA of 1.44%) for all actions related to staff, classified and certificated, in the 2026-2027 school year.

Actions 3.4 and 3.8 will remain commensurate with the prior school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development and Preparation	AESD will increase by one additional contractual day (for a total of 3 mandatory days before the start of each school year) for certificated staff and will offer two additional, optional professional development days within each school year. The contracted days will be used for professional development and preparation, specifically to address the academic, social-emotional, environmental, and behavioral needs of unduplicated pupils to cultivate positive school climates and impact school culture. The tenets of Restorative Justice will serve as the basis of the AESD's climate and culture training to help develop district-wide inclusive classroom practices.	$630,885.00	Yes
3.2	Physical Education Teachers	AESD will employ 8 full-time physical education (PE) teachers to provide a comprehensive and engaging physical education curriculum to students and to fulfill legal PE requirements. This action additionally provides grade-level teachers with a consistent weekly time for intervention planning, student data analysis and discussion, and collaboration. The collaboration is designed to analyze data and address intervention needs specifically to close the learning gap for unduplicated pupils and students with learning barriers.	$1,089,767.00	Yes
3.3	Teacher Induction	AESD will employ Induction Teachers on Special Assignment (TSA) to assist and support new teachers and aid in high-quality teacher retention and the training of teachers in strategies to support all students. TSAs specialize in supporting primary teachers, intermediate teachers, Dual Language Instruction teachers (DLI), and special education teachers.	$723,872.09	Yes
3.4	Technology Mentors	AESD will provide support with technology and enrichment to teachers and students through the designation of school site technology mentors. The mentors will assist the school community in staying up to date on the most recent, engaging, and effective instructional technologies.	$59,593.00	No
3.5	Professional Learning Communities	AESD will provide increased teacher planning and collaboration time to support Professional Learning Communities and to effect change and plan academic interventions specifically to address closing the achievement gap	$455,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for unduplicated pupils, students with unique needs, and students with learning barriers.		
3.6	Physical Education Instructional Technicians	AESD will employ physical education (PE) technicians to assist PE teachers in providing a comprehensive and engaging physical education curriculum to students and to fulfill legal PE requirements. This action provides grade level teachers with a consistent weekly time for intervention planning, student data analysis and discussion, and collaboration. The collaboration is designed to analyze data and address intervention needs specifically to close the learning gap for unduplicated pupils and students with learning barriers.	$629,844.00	Yes
3.7	Learning Directors / Associate Principals	AESD will employ Learning Directors/Associate Principals to provide academic, social emotional, and behavioral support for unduplicated pupils, instructional support for teachers, data disaggregation, and program evaluation with the goal of increasing the achievement of unduplicated pupils in the areas of attendance, suspension, and academics.	$946,581.00	Yes
3.8	Parent Education and Communication	AESD staff, including school psychologists and the district's Board Certified Behavior Analyst, will provide parent education classes in areas relevant to student success including topics pertaining to social emotional growth, behavioral strategies, mental health and safety, and academic success. The parent education classes will be principally directed toward families of unduplicated pupils.	$10,000.00	Yes
3.9	Recruitment and Retention of Highly Qualified Teachers	Competent, caring, and qualified teachers are the keys to enhanced student achievement and teacher quality is the most influential factor that determines student success. AESD will recruit and retain highly qualified teachers through competitive compensation and a climate and culture that values all staff and students.	$1,035,953.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	AESD will close the achievement gap and prepare all students with the knowledge and skills necessary for college and career success.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data from both state and local assessments demonstrate that although AESD realized gains in academic achievement for 4th through 8th graders since the establishment of the 2017-20 LCAP, more gains are necessary in order to reach the district's desired outcomes for students in both English/language arts and mathematics and to close the achievement gap found to exist among specific populations including low-income students, Foster Youth, English Learners, Long-Term English Learners, students with unique needs, and at promise minority populations. AESD plans to address learning gaps for these students through the district's LCAP and specifically through actions found in goal 4. Reading and math interventions both during and beyond school day hours, as well as during non-traditional instructional days like summer recess, will provide students in need of additional support with access to research-based interventions delivered by highly effective staff. To foster student motivation, engagement, and enrichment, actions have also been added to expose students to subjects beyond English/language arts and mathematics, including science, technology, engineering, arts, and the visual and performing arts. Additionally, for our middle and junior high school students, exposure to college and careers will better help AESD prepare students for the workforce of tomorrow and will also help them develop skills such as problem-solving, collaboration, and resilience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the percentage of students in grades 4-8 who showed improvement in their	4- 78% (2023-2024) 5- 79% (2023-2024) 6- 67% (2023-2024) 7- 62% (2023-2024)	4- 75% (2024-2025) 5- 76% (2024-2025)	4- 80.04% (2025-2026) 5- 78.47% (2025-2026)	4- 83% 5- 86% 6- 85% 7- 77%	4: +2.4% 5: -.53% 6: +7.08% 7: -3.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Lexile scores as recorded by the STAR Reading assessment.	8- 42% (2023-2024)	6- 69% (2024-2025) 7- 63% (2024-2025) 8- 59% (2024-2025)	6- 74.08% (2025-2026) 7- 58.41% (2025-2026) 8- 60.89% (2025-2026)	8- 78%	8: +18.89%
4.2	Increase the percentage of students in grades 4-8 who read at grade level, as evidenced by the Lexile scores recorded by the STAR Reading assessment.	4- 41% (2023-2024) 5- 43% (2023-2024) 6- 40% (2023-2024) 7- 44% (2023-2024) 8- 36% (2023-2024) ELL/MLL 4 - 16% (2023-2024) 5 - 12% (2023-2024) 6 - 11% (2023-2024) 7 - 6% (2023-2024) 8 - 5% (2023-2024)	2023-2024 Data included Reading Inventory Proficiency Rates. Star Proficiency Rates (2024-2025): Grade 4: 38% (-3) Grade 5: 35% (-8) Grade 6: 36% (-4) Grade 7: 35% (-9) Grade 8: 35% (-1) ELL/MLL 4 - 10% 5- 7% 6 - 6% 7- 10% 8 - 0%	Star Proficiency Rates (2025-2026): Grade 4: 38% Grade 5: 40% Grade 6: 38% Grade 7: 34% Grade 8: 31% ELL/MLL 4 - 8% 5- 6% 6 - 4% 7- 4% 8 - 10%	4- 56% 5- 58% 6- 55% 7- 59% 8- 51%	4: -3% 5: -3% 6: -2% 7: -10% 8: -5% ELL/MLL 4: -8% 5: -6% 6: -7% 7: -2% 8: +5%
4.3	Maintain or increase the number of participants in district provided interventions during non-instructional calendar days as measured by local data collection.	593 (2023-2024)	596 (2024-2025)	629 (2025-2026)	750	+36
4.4	Maintain or increase the number of participants in district provided Visual	390 (2023-2024)	336 (2024-2025)	349 (2025-2026 Cast Members)	500	-41

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Performing Arts activities as measured by local data collection.			606 Audition Participants 2561 Classroom Participants		
4.5	100% of students have access to standards-aligned materials in mathematics and English language arts as measured by local data collection.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0
4.6	100% of students use adopted curricula to access academic content and performance standards in all subject areas as measured by local data collection.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0
4.7	Increase the percent of English Learners who become redesignated fluent English proficient (RFEP).	12.4% (2023-2024)	18% (2024-2025)	21% (2025-2026)	27%	+8.6%
4.8	Increase the percent of students eligible for promotion at Jr. High schools as measured by local data collection.	94% (2023-2024)	93% (2024-2025)	91% (2025-2026)	99%	-3%
4.9	100% of English Learner students use adopted English Language Development curricula to access academic content and performance standards as measured by local data collection.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Increase annually the percentage of grade-five students attaining Met/Exceeded the Standard on the CAST assessment.	Grade 5 - 25.52% (2023-2024)	26.5% (2024-2025)	27% (2025-2026)	Grade 5 - 40%	+1.48%
4.11	Increase annually the percentage of grade-eight students attaining Met/Exceeded the Standard on the CAST assessment.	Grade 8 - 16.79% (2023-2024)	19.3% (2024-2025)	20% (2025-2026))	Grade 8 - 28%	+3.21%
4.12	Increase the percentage of students in grades 4-8 who showed improvement in their Quantile scores as recorded by the STAR Math assessment.	Grade 4 - 83% (2023-2024) Grade 5 - 84% (2023-2024) Grade 6 - 74% (2023-2024) Grade 7 - 68% (2023-2024) Grade 8 - 60% (2023-2024)	4- 87% (2024-2025) 5- 84% (2024-2025) 6- 77% (2024-2025) 7- 66% (2024-2025) 8- 60% (2024-2025)	4- 88% (2025-2026) 5- 82% (2025-2026) 6- 74% (2025-2026) 7- 62% (2025-2026) 8- 63% (2025-2026)	Grade 4 - 92% Grade 5 - 93% Grade 6 - 83% Grade 7 - 77% Grade 8 - 69%	4: +5% 5: -2% 6: 0 7: -6% 8: +3%
4.13	Increase the percentage of students in grades 4-8 who demonstrate on grade level mathematical skills as evidenced by the Quantile scores per the STAR Math assessment.	Grade 4 - 48% (2023-2024) Grade 5 - 46% (2023-2024) Grade 6 - 32% (2023-2024) Grade 7 - 29% (2023-2024) Grade 8 - 15% (2023-2024) ELL/MLL 4 - 9% (2023-2024) 5 - 6% (2023-2024) 6 - 3% (2023-2024)	2023-2024 Data included Math Inventory Proficiency Rates. Star Proficiency Rates (2024-2025): Grade 4: 34% (-14) Grade 5: 21% (-25) Grade 6: 26% (-6) Grade 7: 21% (-8) Grade 8: 22% (+7)	Star Proficiency Rates (2024-2025): Grade 4: 32% Grade 5: 25% Grade 6: 24% Grade 7: 20% Grade 8: 25% ELL/MLL 4 - 11% 5- 2% 6 - 3% 7 - NA 8 - 6%	Grade 4 - 57% Grade 5 - 55% Grade 6 - 41% Grade 7 - 38% Grade 8 - 24%	4: -16% 5: -21% 6: -8% 7: -9% 8: +10% ELL/MLL 4: +2% 5: -4% 6: 0 7: -1% 8: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7 - 1% (2023-2024) 8 - 0% (2023-2024)	ELL/MLL 4 - 15% (+6) 5- 5% (-1) 6 - 7% (+4) 7 - 1% 8 - 3%			

Goal Analysis [2025-26]

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.

All actions within goal four were successfully implemented with few challenges. There were no substantive differences in the planned actions versus the actions that were implemented in the 2025-2026 school year. AESD students again partook in a full outdoor education experience, participated in visual and performing arts, and enjoyed opportunities to participate in both enrichment activities and college and career exploration. Specialized diagnostic and progress monitoring tools were utilized in both English Language Arts and mathematics to ensure that students were provided with the most appropriate and most effective corresponding interventions. Progress monitoring tools are also employed to assist in measuring the progress of AESD students who are designated as English Language Learners or Long-Term English Learners. This student population is also supported by instructional assistants who serve to expand students' English proficiency and increase academic success.

Beginning in the 2024-2025 school year, the assessment tool utilized to measure reading and math growth and proficiency rates transitioned from the Reading and Math Inventories to the Star Reading and Math assessments as the Reading and Math Inventory tools were retired by the publisher. The Star assessments bring new cut points, units of measure, and norms associated with the standardization of the assessment. The associated results with this new tool vary from previous results and will require additional time to have true comparison data in this area.

Minor implementation challenges did present when trying to release all grade level teachers across the district at the same time due to limited guest teacher availability (teacher collaboration) and in terms of enrichment and intervention opportunities outside of the school day that were in addition to the ELOP program as ELOP is already quite robust.

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.

Substantive material differences include:

4.1 There were decreased funds needed to service AESD students who required literacy intervention software and other materials.
4.2 A significant decrease in funds expended due to the optional nature of the spring collaboration release time and the limited number of grade levels and/or departments that choose to utilize collaboration release time during the spring of 2026.
4.3 Increased funds were required to support outdoor education for all sixth grade students.
4.4 Significantly fewer funds were expended in this area as fewer resources are needed to implement site-based small group targeted interventions and/or enrichment opportunities before or after the school day due to the availability of the Expanded Learning Opportunities Program (ELOP).
4.7 Fewer funds were expended in this action due to the impact of attendance and leaves.
4.11 Fewer funds were expended than expected in action 4.11 as college and career-based student study trips were funded from various resources during the 2025-2026 school year.

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

The 2025-2026 school year found an increase in participation rates in intervention opportunities offered outside of the school day and healthy participation in student activities such as Visual and Performing Arts. Further, our graduation rate remained strong in 2025-2026. Additionally, a significant increase in the number of students eligible for reclassification was noted. The percentage of students who showed growth in their reading and math skills throughout the school year was steady and strong, with severalgrade levels also showing increased reading and/or math proficiency rates. CAST results found increases in the percentage of students who met or exceeded the standard in both grades five and eight. The percentage of proficient readers and mathematicians who are also English Language Learners remains a priority area for the district. All students have access to standards-aligned materials, and ELD students have access to language acquisition curriculum.

Actions that contributed to improved metrics included: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, and 4.13.

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.

The following changes will be made to Goal 4 for the 2026-2027 school year:

4.5, 4.7, 4.8, 4.9, and 4.13 funding will increase by COLA (2.87%, with possible additional adjustment based on the augmented COLA of 1.44%) for all actions related to staff, classified and certificated, in the 2026-2027 school year.

4.4 The funding for this action will be decreased as fewer resources are needed to implement site-based small group targeted interventions before or after the school day in addition to the supports that are already available through the Expanded Learning Opportunities Program (ELOP).
4.6 Funds allocated will be increased to include the cost of transportation and fees related to incentive trips associated with student academic progress and performance in addition to current math-based digital platforms in use, as well as the AESD partnership with MCOE Math.
4.8 This action will continue to be supplemented in the 2026-2027 school year to reflect remaining LREBG funding as funds are utilized to support intervention teachers on each campus.

4.12 Increased funds will be utilized to support and progress monitor English Language Learner and LTEL students as the 2026-2027 school year represents year one of a new three year-cycle with the chosen progress monitoring digital platform. This cost will be in addition to two digital language support platforms.

Actions 4.1, 4.2, 4.3, 4.10, 4.11 will remain commensurate with the prior school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reading Intervention Curriculum & Licensing	AESD will provide targeted supports to unduplicated pupils and students with learning barriers in grades 4-8 through the use of reading intervention curriculum and licensing to support academic progress in English/language arts and to close the achievement gap.	$77,734.00	Yes
4.2	Teacher Collaboration (4-8)	Grade level representatives in grades 4-8 will be provided collaboration time under district guidance and direction to review assessments, analyze data, and coordinate district and grade level resources to impact academic achievement for unduplicated pupils.	$54,886.00	Yes
4.3	Outdoor Education	AESD will fund an Outdoor Educational experience during the 6th grade year. This hands on learning opportunity is designed specifically to increase the motivation for and excitement related to the sciences for unduplicated pupils.	$226,575.00	Yes
4.4	Enrichment & Intervention	AESD will provide focused and intentional academic intervention and enrichment services beyond the school day. Intervention services for students will be provided to those students requiring Tier II and Tier III remediation and re-teaching in English/language arts and mathematics. Tier II interventions will be focused on students who are not yet at grade-level proficiency. Tier III interventions will be specifically targeted to English Learners, Foster Youth, homeless youth, and African American students who are not yet at grade level proficiency in order to close the	$135,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gap for these populations. Enrichment services will be provided to students who demonstrate significant strengths in one or more subject areas, as measured by progress monitoring data, and may include participation in special events such as the Pentathlon competition.		
4.5	Visual and Performing Arts	AESD will provide unique experiences for students in grades TK - 8 in the visual and performing arts with priority enrollment for unduplicated pupils. This opportunity will expand students' skills in listening and speaking and provide opportunities for collaboration and leadership.	$77,454.00	Yes
4.6	Math Diagnostic Tools and Intervention	AESD will utilize the STAR Math assessment platform and various math intervention software to both assess math proficiency and provide remediation to support the academic progress of unduplicated pupils and to close the achievement gap in grades 4-8. Additionally, AESD will continue the partnership with the Merced County Office of Education math team to provide high quality math based professional development, model lessons, and in-class coaching opportunities.	$578,788.00	Yes
4.7	ELD Instructional Assistants	AESD will employ bilingual instructional assistants to support English Learners and Long Term English Learners at Mitchell Senior to allow those students the ability to expand English proficiency and increase academic success in a language rich environment.	$51,758.00	Yes
4.8	Intervention Teacher	AESD will support in funding an intervention teacher at Bellevue school to address academic and social emotional needs of unduplicated pupils. Continuing in the 2026-2027 school year, LREBG funds will be utilized to provide intervention teachers at each school site. Intervention teachers will utilize data to drive fluid intervention small group programming related to both English Language Arts and mathematics ($1,363,171). Literacy intervention directly impacts a student's academic success, confidence, and overall well-being. Research consistently shows that effective literacy	$1,735,626.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interventions can prevent long-term reading difficulties, boost confidence, and foster a positive attitude towards learning. These interventions, particularly those focused on structured literacy and explicit instruction, equip students with the necessary tools to become proficient readers and learners. The metrics to be gathered to measure the effectiveness of this LREBG action are consistent with the metrics described in action 4.8 to include STAR Reading improvement and proficiency results, as well as CAST results.		
4.9	Translation/Interpretation Services	AESD will employ two Spanish Program Assistants to provide communication to parents/guardians who speak Spanish as their native and primary language. This action is designed to promote parental understanding, support, and involvement of the school program for parents of English Learners.	$152,779.00	Yes
4.10	Site Based STEAM	AESD will provide funding for science, technology, engineering, arts, and mathematics (STEAM) to all school sites to promote hands on learning and engaging school experiences.	$61,089.00	Yes
4.11	Enrichment Opportunities to Explore College & Career	AESD will provide opportunities for students in grades 7 & 8 to explore college and careers to give unduplicated pupils exposure to a variety of high interest colleges and careers through enrichment opportunities designed to spark curiosity in learning pathways.	$11,861.00	Yes
4.12	EL Progress Monitoring	AESD will utilize software in core subject areas to provide data tracking and progress monitoring for English Learners, including Long Term English Learners, in all grade levels to assist in students achieving grade level proficiency to close the achievement gap.	$86,600.00	Yes
4.13	English Learner & Newcomer Support	AESD will provide 4th through 8th grade English Learners students at Bellevue who are new to the country and/or English Learner students with high language support needs with language and literacy support designed	$187,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to foster English language development, literacy skills, and the acquisition of English proficiency.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By Spring of 2027, AESD will support and enhance the language and literacy skills of low-income and at-promise student populations participating in the Atwater Senior Academy, as evidenced by: -A 3% increase in overall Lexile scores per the Star Assessment, -A 5% increase in the percentage of students who are reading on grade level per Star Assessment results, and a 3% increase in the number of ELL students who grew at least one ELPI band per ELPAC assessment results.	Equity Multiplier Focus 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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies for allocation to school sites with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. Atwater Senior Academy (ASA) was again identified for Equity Multiplier funding in the 2025-2026 school year. It is broadly acknowledged that students who are not yet reading proficiently by grade three may experience increased challenges and/or negative outcomes. Additionally, as students experience reading failure, motivation and a natural love for learning decrease. To reach our desired outcomes for our low-income and at-promise populations, Goal 5 of the AESD LCAP includes instructional components related to language and literacy and incentive and/or enrichment components designed to foster academic growth and improved self-concept.

In collaboration with ASA students, parents, and staff, as well as district-level staff, the metrics and actions below were determined to be the best use of the allocated funds to target the literacy and academic language acquisition needs of the identified populations. Small group instruction will be provided using reading intervention materials that target multisyllabic word attack, fluency, vocabulary, and reading comprehension skills to improve reading proficiency rates and limit negative life outcomes. Additionally, professional development reading intervention training will be provided, and an incentive reward system will be put into place that includes extrinsic incentives that will be

delivered in conjunction with intrinsic rewards. Incentives include opportunities to participate in community-based outings. Finally, guest speakers will also be routinely scheduled for motivational assemblies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase the percentage of at-promise students who showed improvement in their Lexile scores as recorded by the STAR Reading assessment.	69% (2023-2024)	Not Taken	Not Taken	78%	Students did not take the end-of-year Star assessment.
5.2	Increase the percentage of at-promise students who read at grade level, as evidenced by the Lexile scores recorded by the STAR Reading assessment.	23% (2023-2024)	Not Taken	Not Taken	38%	Students did not take the end-of-year Star assessment.
5.3	Increase the percent of at-promise English Learners who grow one level on the ELPAC exam.	66% (2023-2024)	50% (1 of 2 students in 2024-2025)	20% (1 of 5 students in 2025-2026)	75%	-30%

Goal Analysis [2025-26]

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.

There were no substantive differences in the planned actions versus the actions that were implemented in the 2025-2026 school year. ASA students benefit from targeted, small group, literacy-based instruction on a daily basis. ASA classificed and certificated staff are provided with on-going professional development opportunities related to research-tested best practices in literacy, mathematics, and social-emotional/behavioral functioning. Additionally, ASA students were provided with motivation guest speakers on a monthly basis and a routine incentive system which included bimonthly, individual feedback sessions.

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.

Substantive material differences include:

5.1 Fewer funds were expended than expected as the number of students enrolled in ASA were each provided with intervention materials as appropriate to their needs without requiring the purchase of additional or new materials.
5.2 Fewer funds were expended than expected as professional development opportunities were provided in-house and/or were multi-funded. Additionally, while a literacy and language support staff position was posted, it was unable to be filled with a contracted employee and was instead provided buy guest staff.
5.3 Fewer funds were expended than expected as most guest-speaker opportunities were provided voluntarily and without charge. Additionally, non-profit organizations provided support for the student incentive program.

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

2025-2026 CAASPP assessment results found five students to show improved math performance per the CAASPP with six students showing improvement in English Language Arts. Two students were noted to "jump a band" on the ELA portion of the assessment with both students showing proficiency (or above) at year end.

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.

The following changes will be made to Goal 5 for the 2026-2027 school year:

5.1 AESD will explore capital improvements to allow for additional access to ASA servoces (e.g., transportation) and/or small group instruction opportunities to include outdoor facilities.
5.3 AESD will explore the addition of on-on-one student mentor opportunities for the ASA student population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Reading Intervention Materials	AESD will provide targeted small group instruction to low income and at-promise students with learning barriers through the use of reading	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention curriculum to support academic progress in English/language arts and academic language acquisition.		
5.2	Literacy and Language Acquisition Staff Training	AESD will provide certificated and classified staff with training in research-tested literacy and academic language acquisition best practices designed to increase the literacy achievement and language comphrension skills of at-promise student populations.	$25,000.00	No
5.3	Enrichment and Incentive Programming	AESD will provide an incentive based reward system for participation in literacy and language based intervention measures designed to increase the literacy and language based skills for our low income and at-promise students. Additionally, students will benefit from participation in enrichment opportunities such as guest speaker assemblies and community-based incentive opportunities designed to improve social skills and student self-concept. For the 2026-2027 school year, additional mentorship opportunities for ASA students will continue to be explored.	$25,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,037,522	$1,614,947

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
27.311%	0.000%	$0.00	27.311%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** K-2 Literacy Software **Need:** Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency.	Adaptive literacy-based software is designed to assess foundational skills and provide a practice pathway that is specific to individual student needs. Use of such platforms are provided in conjunction with small-group differentiated supports as conducted by classroom teachers and/or instructional assistants in order to target individual student needs. The above DRA data suggest that all students will benefit from this action, with a more significant	DRA

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
	53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found 70% proficiency, with EL grade two students demonstrating 53% proficiency. **Scope:** Schoolwide	need evident in the subpopulations of socio-economially disadvantaged students and students who are learning English as a second language. This action will be implemented on a schoolwide basis as greater than 70% of the AESD student population falls into the unduplicated category and a systemic approach ensures that all students have an appropriate learning activity during small group intervention rotations that are embedded within the school day (equitable access).	
1.2	**Action:** Literacy Intervention Software **Need:** Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency. 53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found	Intervention software is assigned as an additional layer of intervention support for those unduplicated students who do not show adequate progress through benchmark progress monitoring. This action will be conducted on an LEA-wide basis to ensure equitable access for all students who demonstrate a need for additional intervention as per progress monitoring results.	DRA

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
	70% proficiency, with EL grade two students demonstrating 53% proficiency. **Scope:** LEA-wide		
1.4	**Action:** Teacher Collaboration (TK-3) **Need:** Academic, language, and socio-emotional/behavioral needs Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency. 53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found 70% proficiency, with EL grade two students demonstrating 53% proficiency. 167 BCBA referrals Grade 3 CAASPP ELA Average Scale Score 2405	Collaboration opportunities include professional development, sharing of best practices in instruction and intervention, data analysis, and action plan creation. Effective collaboration between grade-level teams contributes to teacher efficacy, which has been identified as highly effective per the research of John Hattie and visible learning techniques. Such collaboration time will allow for teachers to best meet the needs of all students with a special focus on unduplicated student populations, especially SED, EL, and foster youth. This action will be conducted on a schoolwide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	DRA, Star Reading, CAASPP, ELPAC results and BCBA referrals

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
	Grade 3 CAASPP Math Average Scale Score 2419 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** Schoolwide		
1.6	**Action:** Primary Instructional Assistants (3 hr.) **Need:** Literacy and math proficiency skills. Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency. 53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found 70% proficiency, with EL grade two students demonstrating 53% proficiency.	Instructional assistants provide small group instruction and intervention to identified students based on progress monitoring results. While all identified students will be supported as needed, small group instruction support is especially important for unduplicated student populations such as SED and EL subgroups, who are not yet achieving at the same level as the general population. Thus, this action will be conducted on a schoolwide basis as a systemic approach is necessary to provide targeted intervention and/or enrichment for all students, with a priority focus on student populations that evidence a need for the greatest support.	DRA, ELPAC results

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
	Grade 3 CAASPP ELA Average Scale Score 2405 Grade 3 CAASPP Math Average Scale Score 2419 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** Schoolwide		
1.9	**Action:** Class Size Reduction **Need:** Literacy and math proficiency skills. Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency. 53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found 70% proficiency, with EL grade two students demonstrating 53% proficiency.	Smaller class sizes to allow for more small group and individualized supports. This action will be conducted on a schoolwide basis as greater than 80% of the AESD student population falls into the unduplicated category. This action will be conducted on a schoolwide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	DRA, STAR Reading, CAASPP and ELPAC results

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
	Grade 3 CAASPP ELA Average Scale Score 2405 Grade 3 CAASPP Math Average Scale Score 2419 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** Schoolwide		
1.10	**Action:** STEAM Career Exploration **Need:** NGSS science standards support; access to STEAM related events. Grade 3 CAASPP ELA Average Scale Score 2405 Grade 3 CAASPP Math Average Scale Score 2419 CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 7% EL **Scope:** Schoolwide	Inquiry-based instruction with cross-curricular opportunities that benefit not only NGSS mastery, but also reading, writing, and math skill mastery. This action will be conducted on a schoolwide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality inquiry-based instruction for all student groups throughout the district.	CAASPP ELA and math results
1.11	**Action:** Early Literacy Staff Training **Need:**	AESD will provide professional development related to utilizing instructional best practices that are aligned with the Science of Reading (SOR) and designed to ensure effective literacy instruction and intervention. best practices in	DRA, STAR Reading, CAASPP ELA, and ELPAC results

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
	Foundational Literacy Skills - Phonological Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension. Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency. 53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found 70% proficiency, with EL grade two students demonstrating 53% proficiency. Grade 3 CAASPP ELA Average Scale Score 2405 Grade 3 CAASPP Math Average Scale Score 2419 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** LEA-wide	literacy instruction are necessary to ensure positive outcomes for all students, but especially those students who are socio-economically disadvantaged, English Language Learners, foster, or homeless youth. While this action will be conducted on a schoolwide basis, as the data above suggests that approximately 50% of the primary-aged student population currently demonstrates mastery of grade-level material, a significant focus will be placed on ensuring that chosen strategies are supportive of the SED, EL, and foster youth subpopulations as data for these populations is not yet equitable. A systemic approach ensures consistency in implementation and equitable access to high-quality literacy instruction and intervention for all student groups throughout the district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.12	**Action:** Interactive Technology **Need:** Literacy and math proficiency skills. Foundational Literacy Skills - 39% of all kindergarten students demonstrated proficient-level reading skills as per the DRA as year-end. SED kinder students found 37% proficiency, with EL kinder students demonstratng 24% proficiency. 53% of all grade one students demonstrated proficient-level reading skills as per the DRA at year-end. SED grade one students demonstrated 50% proficiency, while EL grade one students demonstrated 31% proficiency. 71% of all grade two students demonstrated proficient-level decoding ability as per the DRA as year-end. SED grade two students found 70% proficiency, with EL grade two students demonstrating 53% proficiency. Grade 3 CAASPP ELA Average Scale Score 2405 Grade 3 CAASPP Math Average Scale Score 2419 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** LEA-wide	Technology is used to enhance instruction both in terms of teaching and learning. Access to devices with adaptive student learning platforms not only allows for appropriate and targeted individual student practice but also creates an environment in which teachers can maintain a well-managed environment and, at the same time, pull small groups or individual students for differentiated instructional support. This action will be conducted on a schoolwide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality differentiated learning and intervention for all student groups throughout the district.	DRA, STAR Reading, CAASPP, and ELPAC results

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	**Action:** Campus Supervision **Need:** Positive social-emotional, behavioral, and academic growth. ADA - 94.59%, Chronic Absenteeism - 4.5% 199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2% LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:** LEA-wide	Campus supervisors monitor student behavior during less structured times such as recess and lunch, greet students in the morning as they arrive to campus, and assist in ensuring that students remain safe as they travel to and from school. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in supervision strategies and implementation throughout the district.	Attendance, suspension and expulsion rates, decreased behavioral referrals, and increased feelings of connection to the campus and of campus safety.
2.2	**Action:** Community Outreach Coordinators **Need:**	Address the needs of unduplicated students and their families; connect to any available resources to support student success. Resources can include, but are not limited to, food, shelter,	Attendance, suspension and expulsion rates, decreased behavioral referrals, and increased

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
	Positive social-emotional, behavioral, attendance, and academic growth. ADA - 94.59%, Chronic Absenteeism - 4.5% 199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2% LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:** LEA-wide	clothing, adult literacy, medical needs, and mental health supports. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to resources for students and families to improve attendance and connection to school for all student groups throughout the district.	feelings of connection to the campus and of campus safety.
2.3	**Action:** School Psychologists **Need:** Social-emotional and behavioral support, and academic intervention needs. ADA - 94.59%, Chronic Absenteeism - 4.5%	Identification, assessment, and action plan creation to support students of varying needs; provision of mental health supports. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to social-	Attendance, suspension and expulsion rates, decreased behavioral referrals, and increased feelings of connection to the campus, access to mental health supports, and of campus safety.

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
	199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2% LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:** LEA-wide	emotional, behavioral, and/or academic supports for all student groups throughout the district.	
2.4	**Action:** Board Certified Behavior Analysts **Need:** Behavior modification and support. 133 BCBA referrals LTEL population in DA due to both chronic absenteeism and suspension rate.	Early identification, action plan creation, and progress monitoring to ensure students are ready to learn in the school setting. Board Certified Behavior Analyst (BCBA) support is particularly vital for historically underserved student populations (updduplicated student populations) because behavioral challenges in these groups rarely exist in isolation. Instead, they often stem from underlying communication barriers, environmental stress, or neurodevelopmental needs that standard classroom management strategies are not equipped to address.	BCBA referrals

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
	Scope: LEA-wide	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and interventions for students throughout the district who are not yet school ready and/or in need of intensive behavioral support.	
2.5	**Action:** Student Enrichment Activities **Need:** Connection to campus, opportunities for participation in events outside of school. Student involvement, whether through academic engagement, social interactions, or extracurricular activities, provides a protective asset that can help unduplicated pupils thrive; positively impacting academic progress and social-emotional development, and reducing risk behaviors. Meaningful participation opportunities: Students - 68.8% Parents - 80.5% Staff - 74.6% Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:**	School-sponsored extracurricular opportunities allow unduplicated pupils access to experiences that may not otherwise be possible, increasing their motivation in school and the connection of students, staff, and parents to the campus and/or district as a whole. A strong connection to campus supports improved attendance and decreased behavioral concerns. This action will be conducted on a LEA-wide basis as a systemic approach ensures equitable access to events and opportunities outside of the school day for all student groups throughout the district.	Climate and culture survey - meaningful opportunities for participation, connection to campuses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Restorative Practices **Need:** Social-emotional, communication, and behavioral skills. ADA - 94.59%, Chronic Absenteeism - 4.5% 199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2% LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:** Schoolwide	Direct instruction and support related to Social Emotional Learning (SEL) and conflict resolution strategies. This action will support a decrease in incidents resulting in school suspension with a special focus on unduplicated pupils as 144 of the 199 incidents resulting in school suspension involved unduplicated student populations. This action will be conducted on a school-wide basis as a systemic approach ensures consistency in implementation and equitable access to highly-trained professionals to offer resources to support positive, pro-social behavior and self-regulation strategies for all student groups who demonstrate such a need throughout the district.	Suspension and expulsion rates, behavioral referrals, improved attendance, Climate and Culture results related to mental health supports available and feelings of safety and connectedness.

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
2.7	**Action:** Structured Play Program **Need:** Social interaction and cooperative play. 199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:** Schoolwide	Direct instruction and support related to positive social interaction and cooperative play on the playground for each school site. This action will be conducted on a schoolwide basis as a systemic approach ensures equitable access to structured play opportunities for all student groups throughout the district, as indicated necessary per behavioral data analysis.	Decreased suspension and expulsion rates, decreased behavioral referrals
2.8	**Action:** Tier II Social Skills Support **Need:** Social-emotional skills. 199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals LTEL population in DA due to both chronic absenteeism and suspension rate.	Delivery of strategies to increase social awareness and the use of restorative practices to support students who are experiencing difficulties with behavior and social-emotional functioning. This action will support a decrease in incidents resulting in school suspension with a special focus on unduplicated pupils as 144 of the 199 incidents resulting in school suspension involved unduplicated student populations. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to social supports and restorative practices for all student groups throughout the district.	Decreased suspension and expulsion rates, decreased behavioral referrals

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
	Scope: LEA-wide		
2.9	**Action:** School Counselors **Need:** Social-emotional and behavioral needs. ADA - 94.59%, Chronic Absenteeism - 4.5% 199 incidents resulting in school suspensions - 144 unduplicated student count 4 incidents resulting in expulsion 133 BCBA referrals Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2% LTEL population in DA due to both chronic absenteeism and suspension rate. **Scope:** LEA-wide	Counselors will provide students with strategies and supports related to positive attendance, behavior, mental health, and a connection to others on their school campus. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to mental health supports and restorative practices, as well as resources to support positive behavior and strong school attendance for all student groups throughout the district.	Suspension and expulsion rates, behavioral referrals, improved attendance, Climate and Culture results related to mental health supports available and feelings of safety and connectedness.

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
2.10	**Action:** Safety & Security **Need:** Student engagement and feeling safe while on campus and/or at school events. Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2% All educational partner groups, especially the parents of unduplicated pupils, voice a significant interest in maintaining safe and engaging school environments. **Scope:** LEA-wide	Research finds that students experience a 15-point decrease in mathematics scores when distracted by phones. Additionally, daily social media use can double anxiety and depression risk among youth. Materials will support increased student engagement and decreased access to cell phone use during school hours. All stakeholder groups have indicated an increase in feelings of safety and security related to the use of a consistent school safety response system across the district. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in the implementation of safety and security practices for all student groups throughout the district.	Climate and culture safety related responses
2.12	**Action:** Facility Upgrades / Home to School Transportation **Need:** Safe, clean, and upgraded environment. Connection to campuses: Students - 65.7% Parents - 80.5% Staff - 81.5% Campus Safety: Students - 66.1% Parents - 75.1% Staff - 84.2%	Facility upgrades such as new carpets, roof repair or replacement, and playground asphalt projects to improve the safety of facilities. Further, studies consistently show a strong correlation between the condition of school facilities and student outcomes. Increase transportation routes and/or drivers for students traveling to and from school, extracurricular activities, and study trips. Increased access is directly supportive of unduplicated student groups by ensuring additional opportunities to connect to school campuses and to become involved in areas of interest that may be otherwise inaccessible.	Facility Inspection Tool, Climate and Culture survey - connectedness and safety responses

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
	LTEL population in DA due to both chronic absenteeism and suspension rate. All educational partner groups, especially the parents of unduplicated pupils, express an interest in continued facility upgrades, as well as additional transportation routes and services. **Scope:** LEA-wide	This action will be conducted on a LEA-wide basis to support equitable access to well-maintained campuses, extra-curricular activities, and study trips for all student groups throughout the district.	
3.1	**Action:** Professional Development and Preparation **Need:** Academic, social emotional, and behavioral needs. CAASPP Average Scale Score: Grade Four - ELA, Math Grade Five - ELA, Math Grade Six - ELA, Math Grade Seven - ELA, Math Grade Eight - ELA, Math Teacher retention rate - 99% As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. **Scope:**	Professional development opportunities for all staff at all sites. Professional development is designed to support academic, social-emotional, and behavioral growth for all students, but especially unduplicated pupils. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment for the whole child for all student groups throughout the district.	CAASPP results, teacher retention rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Physical Education Teachers **Need:** Physical health and well being; targeted instruction and intervention supports. Grade 5 - 99.3% PFT participation Grade 7 - 99.2% PFT participation 200 PE minutes every ten days - 100% of students Academic impact: As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. **Scope:** Schoolwide	Direct instruction in physical education benefits both a strong body and mind. Additionally, teacher release time allows for increased targeted instruction and intervention opportunities with a special focus on unduplicated pupils who demonstrate a need for additional layers of support. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment for the whole child for all student groups throughout the district.	5th and 7th grade participation rates in the PFT, PE minutes
3.3	**Action:** Teacher Induction **Need:** Instructional strategies to support and engage all students. Teacher retention rate - 99% As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below	Full release mentors to provide weekly support to new teachers; instructional strategies to benefit all students. Supports provided include a focus on how to meet the needs of special populations of students to include unduplicated student populations. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and	New teacher retention rates.

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
	the general population in both ELA and mathematics. **Scope:** LEA-wide	enrichment for the whole child for all student groups throughout the district.	
3.5	**Action:** Professional Learning Communities **Need:** Academic, social emotional, and behavioral needs. CAASPP Average Scale Score: Grade Four - ELA, Math Grade Five - ELA, Math Grade Six - ELA, Math Grade Seven - ELA, Math Grade Eight - ELA, Math Teacher retention rate - 99% As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. Access to coursework, services, and programs - 100% of students **Scope:** LEA-wide	Collective teacher efficacy via teacher collaboration per site and grade level team regarding common instruction, assessment, intervention, and enrichment. Collective teacher efficacy has been identified as one of the most effective professional practices per Hattie's research. Collective teacher efficacy is critical to the success of unduplicated student groups because it directly counters the low expectations and resource gaps that often affect these students. PLC teams utilize the PLC process to ensure the needs of all students, including unduplicated student groups, are addressed. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment for the whole child for all student groups throughout the district.	CAASPP results, student access to coursework, services, and programs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Physical Education Instructional Technicians **Need:** Physical health and well being; targeted instruction and intervention supports. Grade 5 - 99.3% PFT participation Grade 7 - 99.2% PFT participation 200 PE minutes every ten days - 100% of students Academic Impact - As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. **Scope:** Schoolwide	Direct instruction in physical education benefits both a strong body and mind. Additionally, teacher release time allows for increased targeted instruction and intervention opportunities. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment for the whole child for all student groups throughout the district.	5th and 7th grade participation rates in the PFT, PE minutes
3.7	**Action:** Learning Directors / Associate Principals **Need:** Academic, social-emotional, behavioral and attendance needs. CAASPP Average Scale Score: Grade Four - ELA, Math Grade Five - ELA, Math Grade Six - ELA, Math Grade Seven - ELA, Math Grade Eight - ELA, Math	Learning Directors and Associate Principals provide direct service in the area of instructional support, data analysis, and program evaluation; and, create action plans associated with improving achievement, attendance, and behavior for students at each school site with a special focus on target populations such as EL and SED student groups. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment for the whole child for all student groups throughout the district.	CAASPP results, student access to coursework, services, and programs

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
	As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. Access to coursework, services, and programs - 100% of students **Scope:** LEA-wide		
3.8	**Action:** Parent Education and Communication **Need:** Social-emotional needs, behavioral needs, academic success strategies, mental health and safety. CAASPP Average Scale Score: Grade Four - ELA, Math Grade Five - ELA, Math Grade Six - ELA, Math Grade Seven - ELA, Math Grade Eight - ELA, Math As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. Access to coursework, services, and programs - 100% of students **Scope:**	Parent education opportunities are tailored to address identified student needs. Parent education topics are chosen with the needs of unduplicated pupils in mind, and all parent communication is conducted in both English and Spanish. This action will be conducted on a LEA-wide basis as a systemic approach ensures equitable access for interested families of all student groups throughout the district.	Student access to coursework, services, and programs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.9	**Action:** Recruitment and Retention of Highly Qualified Teachers **Need:** Academic, social-emotional, and behavioral needs. CAASPP Average Scale Score: Grade Four - ELA, Math Grade Five - ELA, Math Grade Six - ELA, Math Grade Seven - ELA, Math Grade Eight - ELA, Math As demonstrated in metrics 3.2-3.6, unduplicated student groups perform below the general population in both ELA and mathematics. Teacher retention rate - 99% **Scope:** LEA-wide	Effective instruction in academics and SEL, as well as Positive Behavior and Intervention Supports (PBIS) strategies, as delivered by highly qualified educational professionals. Providing EL, SED, and foster-youth students with highly qualified teachers is essential to closing achievement gaps and ensuring equitable access to a quality education. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment for the whole child for all student groups throughout the district.	New teacher retention rates, credentialing data, CAASPP ELA and math results
4.1	**Action:** Reading Intervention Curriculum & Licensing **Need:** Reading intervention needs (word recognition/language comprehension). Reading Proficiency Rates:	Direct reading intervention instruction for all identified students across all AESD campuses. Current data suggest that SED and EL subpopulations require intervention at a higher rate than the general population as a whole. This action will be implemented on a LEA-wide basis as a systemic approach ensures that all	Reading improvement and proficiency measures

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
	Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89% **Scope:** LEA-wide	students who demonstrate a need for reading intervention have access to research-tested strategies embedded within the school day (equitable access).	
4.2	**Action:** Teacher Collaboration (4-8) **Need:** Academic, language, and socio-emotional/behavioral needs. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89%	Sharing of best practices in instruction and intervention; action plan creation. Action plans will address the needs of unduplicated students whose data indicate support is required. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	Reading improvement and proficiency measures, intervention participation rates, student access to coursework, RFEP data, CAST results

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
	Intervention participation outside of the regular school year - 629 Students with access to broad coursework - 100% 21% reclassification rate CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL **Scope:** LEA-wide		
4.3	**Action:** Outdoor Education **Need:** NGSS science standards support. CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL **Scope:** Schoolwide	Hands-on and inquiry-based, real-world instruction opportunities for all students across the district. Hands-on, outdoor learning is particularly important for unduplicated pupils because this type of experiential learning offers a more equitable and effective alternative to traditional classroom instruction for students who may come from low-income backgrounds, be English language learners, or have other unique needs. Outdoor education programs directly elevate California Science Test (CAST) performance by anchoring the Next Generation Science Standards (NGSS) in hands-on, phenomenon-based learning. Because CAST measures three-dimensional learning; Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs), experiential	CAST results

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
		outdoor education provides the contextual schema students need to solve complex assessment tasks. This action will be conducted on a schoolwide basis in order to ensure equitable access to outdoor instruction for all AESD sixth graders.	
4.4	**Action:** Enrichment & Intervention **Need:** English Language Arts and mathematics deficits or significant areas of strength. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89% Intervention participation outside of the regular school year - 629 CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL **Scope:**	Direct Tier II and Tier III intervention services and enrichment opportunities for students as described above. Tier II and III intervention services will address the needs of unduplicated students whose data indicate support is required. This action will be implemented on a LEA basis as a systemic approach and equitable access to both intervention and enrichment opportunities beyond the regular school day.	Reading assessment results, CAST results, intervention participation numbers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.5	**Action:** Visual and Performing Arts **Need:** VAPA participation opportunities; listening, speaking, and leadership skills. VAPA participation rate - 349 students 21% reclassification rate **Scope:** LEA-wide	Direct arts and theater instruction. Integrating Visual and Performing Arts (VAPA) directly accelerates English Language Development by providing multimodal, low-anxiety pathways for language acquisition. Through artistic expression - visual media, music, theater, and dance, English Learners engage in authentic listening, speaking, and critical thinking opportunities that lower the affective filter, build Tier 2 and Tier 3 academic vocabulary, and foster the confidence needed to excel across all academic domains. This action will be conducted on a LEA-wide basis in order to ensure equitable access to the Visual and Performing Arts for all students.	VAPA participation rate, RFEP data
4.6	**Action:** Math Diagnostic Tools and Intervention **Need:** Identified math needs based on grade level essential standards Math Proficiency Rates: Grade 4: 32%, SED 20%, EL 11% Grade 5: 25%, SED 12%, EL 2% Grade 6: 24%, SED 12%, EL 3% Grade 7: 20%, SED 9%, EL 0% Grade 8: 25%, SED 11%, EL 6% Math Growth Rates: 4- 88% 5- 82% 6- 74% 7- 62%	Targeted assessment, intervention resources, and professional development supports to assist students in attaining mastery and filling in math knowledge gaps. This action will be implemented on a LEA-wide basis as a systemic approach ensures that all students receive high-quality instruction in mathematics and any student who demonstrates a need for math intervention will have access to research-tested strategies embedded within the school day (equitable access). Best practices will support closing of the math achievement gap for student subpopulations to include SED and EL students.	STAR Math assessment improvement and proficiency results, access to math curriculum and materials.

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
	8- 63% Students with curriculum & materials access - 100% **Scope:** LEA-wide		
4.8	**Action:** Intervention Teacher **Need:** Academic needs primarily related to literacy, social-emotional needs. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89% CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL **Scope:**	Assessment, direct instruction and intervention, and progress monitoring of student performance for identified Bellevue students. This action will be conducted on a schoolwide basis at Bellevue Elementary in order to ensure a systematic approach to intervention across grade levels and equitable access to research-tested interventions for those students who demonstrate the highest need.	STAR Reading improvement and proficiency results, CAST results

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
	Schoolwide		
4.10	**Action:** Site Based STEAM **Need:** NGSS science standards support; access to STEAM-related events. CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL **Scope:** LEA-wide	Inquiry-based STEAM (Science, Technology, Engineering, Arts, and Mathematics) instruction with cross-curricular opportunities that benefit not only NGSS mastery, but also reading, writing, math, technology, engineering, and art skill mastery. STEAM activities are important for unduplicated pupils because they offer a holistic, hands-on, and culturally responsive approach to learning that can help close achievement gaps and develop critical skills for future success. This action will be conducted on a LEA-wide basis in order to ensure equitable access to STEAM-based hands-on, engaging activities for all students.	CAST results
4.11	**Action:** Enrichment Opportunities to Explore College & Career **Need:** Broad course of study; goal setting opportunities. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08%	Students in grade 7 and 8 across the district are provided with opportunities to explore college and career pathways virtually and through in-person study trips. College and career exploration directly boosts academic performance for unduplicated pupils by establishing tangible relevance between daily classroom learning and long-term economic mobility. By demystifying postsecondary pathways, these activities convert passive school attendance into purposeful, goal-driven achievement. This action will be conducted on a schoolwide basis in order to ensure equitable access to the college and career-based preparation activities for all students, with a special focus on unduplicated pupil populations.	Course access, STAR assessment, and CAST results

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
	7- 58.41% 8- 60.89% Math Proficiency Rates: Grade 4: 32%, SED 20%, EL 11% Grade 5: 25%, SED 12%, EL 2% Grade 6: 24%, SED 12%, EL 3% Grade 7: 20%, SED 9%, EL 0% Grade 8: 25%, SED 11%, EL 6% Math Growth Rates: 4- 88% 5- 82% 6- 74% 7- 62% 8- 63% Students with access to broad coursework - 100% CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL **Scope:** Schoolwide		

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
1.5	**Action:** Latino Family Literacy Project **Need:** Early Literacy Skills. ELL DRA Results Kinder - 24% on grade level Grade One - 31% on grade level Grade Two - 53% on grade level 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** Limited to Unduplicated Student Group(s)	The Latino Family Literacy project assists families in early literacy skill development in both English and their primary language. Early language and literacy skill development supports improved background knowledge, academic vocabulary, and reading achievement.	ELPAC, DRA results
1.7	**Action:** Bilingual Aides (Primary Classrooms) **Need:** Reading, writing, listening, and speaking. Early Literacy Skills. ELL DRA Results Kinder - 24% on grade level Grade One - 31% on grade level Grade Two - 53% on grade level	Small group instruction to support English language acquisition and improved reading, writing, listening, and speaking skills. Such instruction includes support with primary language transfer and the use of cognates to enhance language acquisition.	DRA, ELPAC results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	44% of students showed growth on the ELPAC as per ELPI data. **Scope:** Limited to Unduplicated Student Group(s)		
1.8	**Action:** Bilingual Aides (Newcomers) **Need:** Reading, writing, listening, speaking, and early literacy skills. Early Literacy Skills. ELL DRA Results Kinder - 24% on grade level Grade One - 31% on grade level Grade Two - 53% on grade level 44% of students showed growth on the ELPAC as per ELPI data. **Scope:** Limited to Unduplicated Student Group(s)	Small group instruction to support English language acquisition and improved reading, writing, listening, and speaking skills. Such instruction includes support with primary language transfer and the use of cognates to enhance language acquisition.	DRA, ELPAC results
2.11	**Action:** Mental/Behavioral Health & Attendance Support **Need:** Mental health needs. Climate and culture survey - 75.7%	Provision of mental health resources and mentoring support in order to support improved attendance, school connectedness, behavior, and self-concept.	Climate and culture survey - mental health resources

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	" My school provides ways for me to ask for help if I am sad or if I need to talk to someone." 144 Risk Assessments conducted All educational partner groups, especially the parents of unduplicated pupils, voice an ongoing need for mental health services and supports for students. **Scope:** Limited to Unduplicated Student Group(s)		
4.7	**Action:** ELD Instructional Assistants **Need:** Reading, Writing, Listening, and Speaking. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89% CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL	Direct small group instruction and whole-class support related to strategies to assist with language acquisition, development, and transfer (e.g., visual supports, cognates, sentence frames and stems, etc.) as current data suggests that the EL student population requires targeted instruction and intervention to close the achievement gap.	Curricula access, STAR Math, STAR Reading, and Science proficiency results, RFEP data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Grade 8 - 20%, 16% SED, 0 EL 100% Curriculum access 21% English Learner reclassification rate **Scope:** Limited to Unduplicated Student Group(s)		
4.9	**Action:** Translation/Interpretation Services **Need:** Home and school communication and connection. Intervention participation rates - 629 VAPA participation - 349 21% English Learner reclassification rate **Scope:** Limited to Unduplicated Student Group(s)	Interpretation and translation services for families in order to keep open communication between home and school. Open communication supports improved participation in both intervention and enrichment programming. Extended learning programming outside of school hours provides English Learner students with critical targeted language exposure and academic scaffolding without the strict time constraints of the standard school day. Further, integrating Visual and Performing Arts (VAPA) directly accelerates English Language Development by providing multimodal, low-anxiety pathways for language acquisition. Through artistic expression - visual media, music, theater, and dance, English Learners engage in authentic listening, speaking, and critical thinking opportunities that lower the affective filter, build Tier 2 and Tier 3 academic vocabulary, and foster the confidence needed to excel across all academic domains.	Intervention participation rates, RFEP data, participation in school events (VAPA data)
4.12	**Action:** EL Progress Monitoring **Need:**	Progress monitoring of both English Learner and Redesignated Fluent English Proficient students in order to ensure adequate progress and/or to create an appropriate intervention/action plan in	STAR assessment data, CAST results, RFEP data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Progress monitoring of English Learner students in the areas of Reading, Writing, Listening, Speaking, participation, work completion, and social development. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8% Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89% CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL 21% English Learner reclassification rate **Scope:** Limited to Unduplicated Student Group(s)	order to close existing achievement gaps for this subpopulation of students.	
4.13	**Action:** English Learner & Newcomer Support **Need:** Reading, writing, listening, and speaking skills. Reading Proficiency Rates: Grade 4: 38%, SED: 18%, ELL: 8%	Small group instruction to support English language acquisition and improved reading, writing, listening, and speaking skills.	STAR assessment results, CAST results, RFEP data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Grade 5: 40%, SED: 25%, ELL: 6% Grade 6: 38%, SED: 27%, ELL: 4% Grade 7: 34%, SED: 26%, ELL: 4% Grade 8: 31%, SED: 23%, ELL: 10% Reading Growth Rates: 4- 80.04% 5- 78.47% 6- 74.08% 7- 58.41% 8- 60.89% CAST Met or Exceeded: Grade 5 - 27%, 23% SED, 2% EL Grade 8 - 20%, 16% SED, 0 EL 21% English Learner reclassification rate **Scope:** Limited to Unduplicated Student Group(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.

All actions listed above, and the targeted actions below, quantitatively and qualitatively increase services to Foster Youth, English Learner/Long-Term English Learner, and low-income students by the percentage required:

Goal 2:

-Action 11: Mental/Behavioral Health & Attendance Support - Student responses to survey data, behavioral referrals, suspension, expulsion, and attendance data reflect a need for additional mental health, behavioral, and attendance support. To meet this need for the unduplicated student population, AESD partners with local community organizations to provide supports for students and families related to mental health, positive student behavior, and strong school attendance. When students have a positive view of themselves and access to resources to improve and enhance their mental health, school attendance, behavior, and overall performance increase. Services include access to two or

more yearly clinicians, ongoing home, vacation, and summer visits, access to crisis center day and overnight emergency care, and access to a Family Resource Center for additional youth and parent services. The cost of these services if billed, is estimated to be 3.845% of the total base funding at $2,117,188 for these comprehensive services.

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.

The additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at all District schools, as all District schools have at least 55% or more of students who are English Learners, foster youth, and/or low-income. The District will do this in the following ways:
-Goal 2, Action 2: The funding of an additional Community Outreach Coordinator for the school in our District with the highest percentage of unduplicated pupils.
-Goal 2, Action 3: AESD will continue to employ school psychologists at all school sites to provide identification and assessment support to students with unique needs as well as mental health support to all students within the district (1 per site).
-Goal 2, Action 9: To actively address and strategically meet the needs of students, especially low income, foster youth, homeless youth, and English Learners, AESD will use employ school counselors to support the goal of increasing student attendance, decreasing student discipline, and increasing students' connection with school and the school community.
-Goal 3, Action 9: The recruitment and retention of highly qualified teachers at all school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	TK-6th: 1:21, TK-8th: 1:42, 7-8th: 1:45
Staff-to-student ratio of certificated staff providing direct services to students	N/A	TK-6th: 1:18, TK-8th: 1:18, 7-8th: 1:18

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	55,060,165	15,037,522	27.311%	0.000%	27.311%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,695,697.00	$1,768,879.00	$0.00	$407,054.09	$16,871,630.09	$14,918,551.09	$1,953,079.00

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	K-2 Literacy Software	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Kindergarten, 1st Grade, 2nd Grade	Ongoing	$0.00	$34,458.00	$34,458.00				$34,458.00	
1	1.2	Literacy Intervention Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	Ongoing	$0.00	$54,495.00	$54,495.00				$54,495.00	
1	1.3	STAR Reading	All	No			All Schools Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	Ongoing	$0.00	$30,500.00	$30,500.00				$30,500.00	
1	1.4	Teacher Collaboration (TK-3)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper,	Ongoing	$54,866.00	$0.00	$54,866.00				$54,866.00	

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
							Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta									
1	**1.5**	Latino Family Literacy Project	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	**1.6**	Primary Instructional Assistants (3 hr.)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Transitional Kindergarten, Kindergarten, Grade One	Ongoing	$1,407,652.00	$0.00	$1,407,652.00				$1,407,652.00	
1	**1.7**	Bilingual Aides (Primary Classrooms)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Transitional Kindergarten, Kindergarten, Grade One, Grade Two, Grade Three	Ongoing	$225,217.00	$0.00	$225,217.00				$225,217.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Bilingual Aides (Newcomers)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	Ongoing	$163,718.00	$0.00	$163,718.00				$163,718.00	
1	1.9	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Kindergarten, Grade One, Grade Two	Ongoing	$251,598.00	$0.00	$251,598.00				$251,598.00	
1	1.10	STEAM Career Exploration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Transitional Kindergarten, Kindergarten, 1st	Ongoing	$183,269.00	$10,000.00	$193,269.00				$193,269.00	

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
							Grade, 2nd Grade, 3rd Grade									
1	1.11	Early Literacy Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$128,056.00	$128,056.00				$128,056.00	
1	1.12	Interactive Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	Campus Supervision		Yes	LEA-wide		All Schools	Ongoing	$697,771.00	$0.00	$697,771.00				$697,771.00	
2	2.2	Community Outreach Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$571,051.00	$0.00	$571,051.00				$571,051.00	
2	2.3	School Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,328,670.00	$0.00	$1,328,670.00				$1,328,670.00	
2	2.4	Board Certified Behavior Analysts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$251,888.00	$0.00	$251,888.00				$251,888.00	
2	2.5	Student Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,493.00	$25,000.00	$55,493.00				$55,493.00	
2	2.6	Restorative Practices	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Peggy Heller, Juniper TK-Grade Six	Ongoing	$371,880.00	$0.00	$371,880.00				$371,880.00	
2	2.7	Structured Play Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas	Ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	

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
							Olaeta									
2	2.8	Tier II Social Skills Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$33,000.00	$33,000.00				$33,000.00	
2	2.9	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,471,726.00	$0.00	$1,471,726.00				$1,471,726.00	
2	2.10	Safety & Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$164,239.00	$164,239.00				$164,239.00	
2	2.11	Mental/Behavioral Health & Attendance Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	3.845%
2	2.12	Facility Upgrades / Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$243,494.00	$243,494.00				$243,494.00	
3	3.1	Professional Development and Preparation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$626,385.00	$4,500.00	$630,885.00				$630,885.00	
3	3.2	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	Ongoing	$1,089,767.00	$0.00	$1,089,767.00				$1,089,767.00	
3	3.3	Teacher Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$718,572.09	$5,300.00	$534,861.00			$189,011.09	$723,872.09	
3	3.4	Technology Mentors	All	No			All Schools	Ongoing	$43,911.00	$15,682.00	$59,593.00				$59,593.00	
3	3.5	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$455,099.00	$0.00	$455,099.00				$455,099.00	

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
						Low Income										
3	3.6	Physical Education Instructional Technicians	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	Ongoing	$629,844.00	$0.00	$629,844.00				$629,844.00	
3	3.7	Learning Directors / Associate Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$946,581.00	$0.00	$728,538.00			$218,043.00	$946,581.00	
3	3.8	Parent Education and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.9	Recruitment and Retention of Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,035,953.00	$0.00	$1,035,953.00				$1,035,953.00	
4	4.1	Reading Intervention Curriculum & Licensing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	Ongoing	$0.00	$77,734.00	$77,734.00				$77,734.00	
4	4.2	Teacher Collaboration (4-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	Ongoing	$54,886.00	$0.00	$54,886.00				$54,886.00	
4	4.3	Outdoor Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Grade 6	Ongoing	$17,075.00	$209,500.00	$226,575.00				$226,575.00	

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	4.4	Enrichment & Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$85,681.00	$49,783.00	$135,464.00				$135,464.00	
4	4.5	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$77,454.00	$0.00	$77,454.00				$77,454.00	
4	4.6	Math Diagnostic Tools and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$578,788.00	$578,788.00				$578,788.00	
4	4.7	ELD Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mitchell Senior	Ongoing	$51,758.00	$0.00	$51,758.00				$51,758.00	
4	4.8	Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bellevue Elementary, Bellevue Senior Elementary	Ongoing	$1,735,626.00	$0.00	$66,747.00	$1,668,879.00			$1,735,626.00	
4	4.9	Translation/Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$152,779.00	$0.00	$152,779.00				$152,779.00	
4	4.10	Site Based STEAM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$61,089.00	$61,089.00				$61,089.00	
4	4.11	Enrichment Opportunities to Explore College & Career	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mitchell Senior, Bellevue Senior Elementary, Peggy Heller	Ongoing	$0.00	$11,861.00	$11,861.00				$11,861.00	
4	4.12	EL Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools	Ongoing	$0.00	$86,600.00	$86,600.00				$86,600.00	

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	4.13	English Learner & Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Bellevue 4th, 5th, 6th, 7th, 8th	Ongoing	$187,381.00	$0.00	$187,381.00				$187,381.00	
5	5.1	Reading Intervention Materials	All	No			Specific Schools: Atwater Senior Academy (ASA), District Office		$0.00	$50,000.00		$50,000.00			$50,000.00	
5	5.2	Literacy and Language Acquisition Staff Training	All	No			Specific Schools: Atwater Senior Academy (ASA), District Office		$0.00	$25,000.00		$25,000.00			$25,000.00	
5	5.3	Enrichment and Incentive Programming	All	No			Specific Schools: Atwater Senior Academy (ASA), District Office		$0.00	$25,000.00		$25,000.00			$25,000.00	

2026-27 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
55,060,165	15,037,522	27.311%	0.000%	27.311%	$14,605,604.00	3.845%	30.372 %	**Total:**	$14,605,604.00
								LEA-wide Total:	$9,380,634.00
								Limited Total:	$877,453.00
								Schoolwide Total:	$4,347,517.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	K-2 Literacy Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Kindergarten, 1st Grade, 2nd Grade	$34,458.00	
1	**1.2**	Literacy Intervention Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	$54,495.00	
1	**1.4**	Teacher Collaboration (TK-3)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	$54,866.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Latino Family Literacy Project	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
1	1.6	Primary Instructional Assistants (3 hr.)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Transitional Kindergarten, Kindergarten, Grade One	$1,407,652.00	
1	1.7	Bilingual Aides (Primary Classrooms)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Transitional Kindergarten, Kindergarten, Grade One, Grade Two, Grade Three	$225,217.00	
1	1.8	Bilingual Aides (Newcomers)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	$163,718.00	
1	1.9	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer	$251,598.00	

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 (%)
						Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Kindergarten, Grade One, Grade Two		
1	1.10	STEAM Career Exploration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Transitional Kindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	$193,269.00	
1	1.11	Early Literacy Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,056.00	
1	1.12	Interactive Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.1	Campus Supervision	Yes	LEA-wide		All Schools	$697,771.00	
2	2.2	Community Outreach Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$571,051.00	
2	2.3	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,328,670.00	
2	2.4	Board Certified Behavior Analysts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,888.00	
2	2.5	Student Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,493.00	

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	2.6	Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Peggy Heller, Juniper TK-Grade Six	$371,880.00	
2	2.7	Structured Play Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	$9,000.00	
2	2.8	Tier II Social Skills Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	
2	2.9	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,471,726.00	
2	2.10	Safety & Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,239.00	
2	2.11	Mental/Behavioral Health & Attendance Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	3.845%
2	2.12	Facility Upgrades / Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$243,494.00	
3	3.1	Professional Development and Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$630,885.00	
3	3.2	Physical Education Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	$1,089,767.00	
3	3.3	Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$534,861.00	

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 (%)
3	3.5	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,099.00	
3	3.6	Physical Education Instructional Technicians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta	$629,844.00	
3	3.7	Learning Directors / Associate Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$728,538.00	
3	3.8	Parent Education and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.9	Recruitment and Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,035,953.00	
4	4.1	Reading Intervention Curriculum & Licensing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	$77,734.00	
4	4.2	Teacher Collaboration (4-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 4, Grade 5, Grade 6, Grade 7, Grade 8	$54,886.00	
4	4.3	Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aileen Colburn, Bellevue, Elmer Wood, Juniper, Mitchell K6, Peggy Heller, Shaffer, Thomas Olaeta Grade 6	$226,575.00	
4	4.4	Enrichment & Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,464.00	
4	4.5	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth	All Schools	$77,454.00	

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			
4	4.6	Math Diagnostic Tools and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$578,788.00	
4	4.7	ELD Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mitchell Senior	$51,758.00	
4	4.8	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bellevue Elementary, Bellevue Senior Elementary	$66,747.00	
4	4.9	Translation/Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$152,779.00	
4	4.10	Site Based STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,089.00	
4	4.11	Enrichment Opportunities to Explore College & Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mitchell Senior, Bellevue Senior Elementary, Peggy Heller	$11,861.00	
4	4.12	EL Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$86,600.00	
4	4.13	English Learner & Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Bellevue 4th, 5th, 6th, 7th, 8th	$187,381.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,732,260.54	$17,968,207.00

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**	K-2 Literacy Software	Yes	$35,200.00	$32,018
1	**1.2**	Literacy Intervention Software	Yes	$36,000.00	$35,823
1	**1.3**	STAR Reading	No	$21,500.00	$21,891
1	**1.4**	Teacher Collaboration (TK-3)	Yes	$54,901.00	$30,293
1	**1.5**	Latino Family Literacy Project	Yes	$10,000.00	$9,999
1	**1.6**	Primary Instructional Assistants (3 hr.)	Yes	$1,694,299.54	$1,926,248
1	**1.7**	Bilingual Aides (Primary Classrooms)	Yes	$223,601.00	$224,896
1	**1.8**	Bilingual Aides (Newcomers)	Yes	$151,905.00	$146,743
1	**1.9**	Class Size Reduction	Yes	$867,088.00	$960,943
1	**1.10**	STEAM Career Exploration	Yes	$376,646.00	$387,172
1	**1.11**	Early Literacy Staff Training	Yes	$110,000.00	$108,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Interactive Technology	Yes	$572,335.00	$0
2	2.1	Campus Supervision	Yes	$670,181.00	$657,256
2	2.2	Community Outreach Coordinators	Yes	$593,433.00	$593,340
2	2.3	School Psychologists	Yes	$1,333,008.00	$1,305,916
2	2.4	Board Certified Behavior Analysts	Yes	$273,914.00	$261,895
2	2.5	Student Enrichment Activities	Yes	$55,501.00	$52,968
2	2.6	Restorative Practices	Yes	$355,462.00	$356,076
2	2.7	Structured Play Program	Yes	$9,000.00	$9,500
2	2.8	Tier II Social Skills Support	Yes	$38,250.00	$38,250
2	2.9	School Counselors	Yes	$1,398,254.00	$1,341,420
2	2.10	Safety & Security	Yes	$152,050.00	$170,379
2	2.11	Mental/Behavioral Health & Attendance Support	Yes	$0.00	$0
2	2.12	Facility Upgrades / Home to School Transportation	Yes	$716,564.00	$716,564

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	3.1	Professional Development and Preparation	Yes	$642,538.00	$642,538
3	3.2	Physical Education Teachers	Yes	$1,091,192.00	$1,049,154
3	3.3	Teacher Induction	Yes	$719,659.00	$731,385
3	3.4	Technology Mentors	No	$67,680.00	$51,800
3	3.5	Professional Learning Communities	Yes	$465,875.00	$465,875
3	3.6	Physical Education Instructional Technicians	Yes	$608,103.00	$614,779
3	3.7	Learning Directors / Associate Principals	Yes	$936,289.00	$928,090
3	3.8	Parent Education and Communication	Yes	$10,000.00	$5000
3	3.9	Recruitment and Retention of Highly Qualified Teachers	Yes	$965,138.00	$971,532
4	4.1	Reading Intervention Curriculum & Licensing	Yes	$85,075.00	$60,281
4	4.2	Teacher Collaboration (4-8)	Yes	$54,901.00	$39,392
4	4.3	Outdoor Education	Yes	$207,080.00	$230,604
4	4.4	Enrichment & Intervention	Yes	$168,887.00	$84,390
4	4.5	Visual and Performing Arts	Yes	$75,311.00	$72,563

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	4.6	Math Diagnostic Tools and Intervention	Yes	$550,150.00	$591,727
4	4.7	ELD Instructional Assistants	Yes	$51,853.00	$42,292
4	4.8	Intervention Teacher	Yes	$1,729,879.00	$1,538,889
4	4.9	Translation/Interpretation Services	Yes	$150,777.00	$150,536
4	4.10	Site Based STEAM	Yes	$55,000.00	$55,000
4	4.11	Enrichment Opportunities to Explore College & Career	Yes	$10,000.00	$6320
4	4.12	EL Progress Monitoring	Yes	$50,400.00	$52,771
4	4.13	English Learner & Newcomer Support	Yes	$187,381.00	$188,696
5	5.1	Reading Intervention Materials	No	$50,000.00	$0
5	5.2	Literacy and Language Acquisition Staff Training	No	$25,000.00	$7,003
5	5.3	Enrichment and Incentive Programming	No	$25,000.00	$0

2025-26 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)
15,967,845	$15,200,629.00	$14,549,442.00	$651,187.00	4.229%	4.229%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	K-2 Literacy Software	Yes	$35,200.00	$32,018		
1	1.2	Literacy Intervention Software	Yes	$36,000.00	$35,823		
1	1.4	Teacher Collaboration (TK-3)	Yes	$54,901.00	$30,293		
1	1.5	Latino Family Literacy Project	Yes	$10,000.00	$9,999		
1	1.6	Primary Instructional Assistants (3 hr.)	Yes	$1,219,702.00	$1,374,946		
1	1.7	Bilingual Aides (Primary Classrooms)	Yes	$223,601.00	$224,896		
1	1.8	Bilingual Aides (Newcomers)	Yes	$151,905.00	$146,743		
1	1.9	Class Size Reduction	Yes	$271,860.00	$276,392		
1	1.10	STEAM Career Exploration	Yes	$193,166.00	$202,306		
1	1.11	Early Literacy Staff Training	Yes	$110,000.00	$108,000		
1	1.12	Interactive Technology	Yes	$572,335.00	$0		
2	2.1	Campus Supervision	Yes	$656,905.00	$624,058		
2	2.2	Community Outreach Coordinators	Yes	$593,433.00	$593,340		

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	**2.3**	School Psychologists	Yes	$1,333,008.00	$1,305,916		
2	**2.4**	Board Certified Behavior Analysts	Yes	$273,914.00	$261,895		
2	**2.5**	Student Enrichment Activities	Yes	$55,501.00	$53,968		
2	**2.6**	Restorative Practices	Yes	$355,462.00	$356,076		
2	**2.7**	Structured Play Program	Yes	$9,000.00	$9,500		
2	**2.8**	Tier II Social Skills Support	Yes	$38,250.00	$38,250		
2	**2.9**	School Counselors	Yes	$1,398,254.00	$1,341,420		
2	**2.10**	Safety & Security	Yes	$152,050.00	$170,379		
2	**2.11**	Mental/Behavioral Health & Attendance Support	Yes	$0.00	$0	4.229%	4.229%
2	**2.12**	Facility Upgrades / Home to School Transportation	Yes	$716,564.00	$716,564		
3	**3.1**	Professional Development and Preparation	Yes	$642,538.00	$642,538		
3	**3.2**	Physical Education Teachers	Yes	$1,091,192.00	$1,049,154		
3	**3.3**	Teacher Induction	Yes	$530,753.00	$549,095		
3	**3.5**	Professional Learning Communities	Yes	$465,875.00	$465,875		
3	**3.6**	Physical Education Instructional Technicians	Yes	$608,103.00	$614,779		
3	**3.7**	Learning Directors / Associate Principals	Yes	$718,204.00	$713,224		
3	**3.8**	Parent Education and Communication	Yes	$10,000.00	$5,000		
3	**3.9**	Recruitment and Retention of Highly Qualified Teachers	Yes	$965,138.00	$971,532		
4	**4.1**	Reading Intervention Curriculum & Licensing	Yes	$85,075.00	$60,281		

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)
4	**4.2**	Teacher Collaboration (4-8)	Yes	$54,901.00	$39,392		
4	**4.3**	Outdoor Education	Yes	$207,080.00	$230,604		
4	**4.4**	Enrichment & Intervention	Yes	$168,887.00	$84,390		
4	**4.5**	Visual and Performing Arts	Yes	$75,311.00	$72,563		
4	**4.6**	Math Diagnostic Tools and Intervention	Yes	$550,150.00	$591,727		
4	**4.7**	ELD Instructional Assistants	Yes	$51,853.00	$42,292		
4	**4.8**	Intervention Teacher	Yes	$61,000.00	$50,891		
4	**4.9**	Translation/Interpretation Services	Yes	$150,777.00	$150,536		
4	**4.10**	Site Based STEAM	Yes	$55,000.00	$55,000		
4	**4.11**	Enrichment Opportunities to Explore College & Career	Yes	$10,000.00	$6,320		
4	**4.12**	EL Progress Monitoring	Yes	$50,400.00	$52,771		
4	**4.13**	English Learner & Newcomer Support	Yes	$187,381.00	$188,696		

2025-26 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)
53,170,302	15,967,845	0	30.032%	$14,549,442.00	4.229%	31.593%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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