



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Anaheim Elementary School District - Anaheim, CA

CDS Code: 30 66423 0000000

School Year: 2024-25

LEA contact information:

Mr. Jesus (Jesse) Chavarria

Superintendent

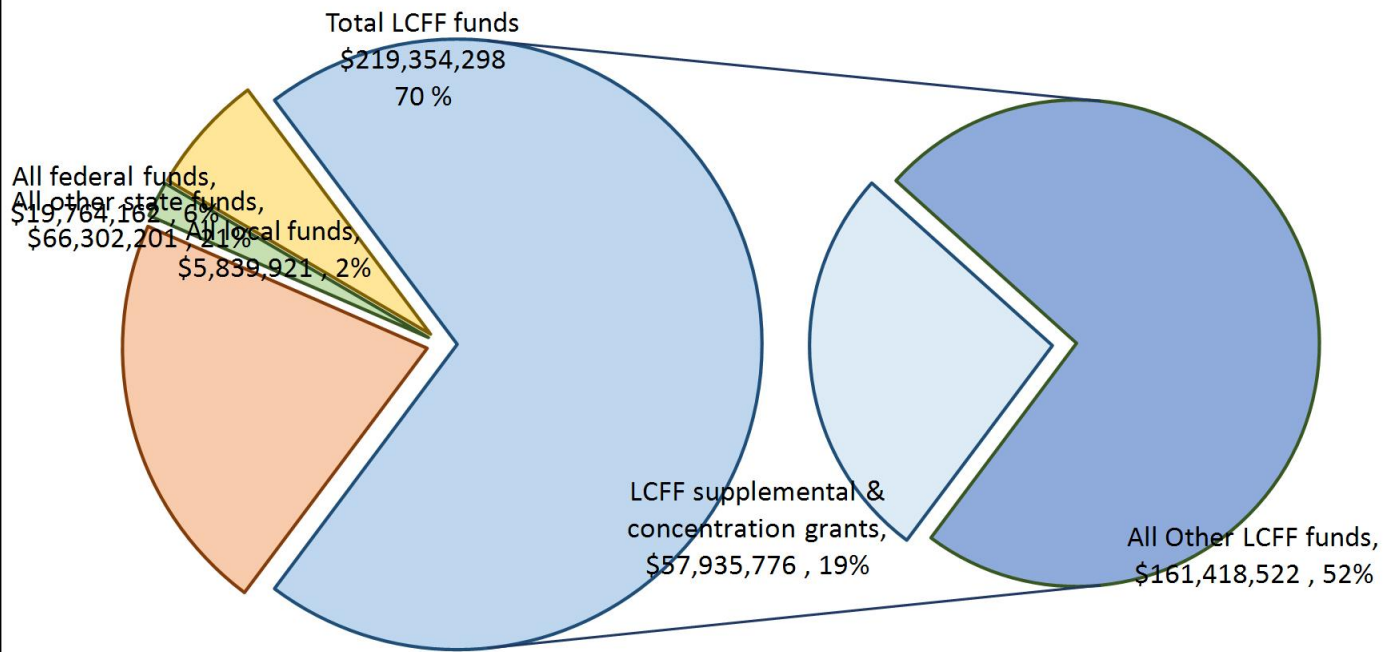
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

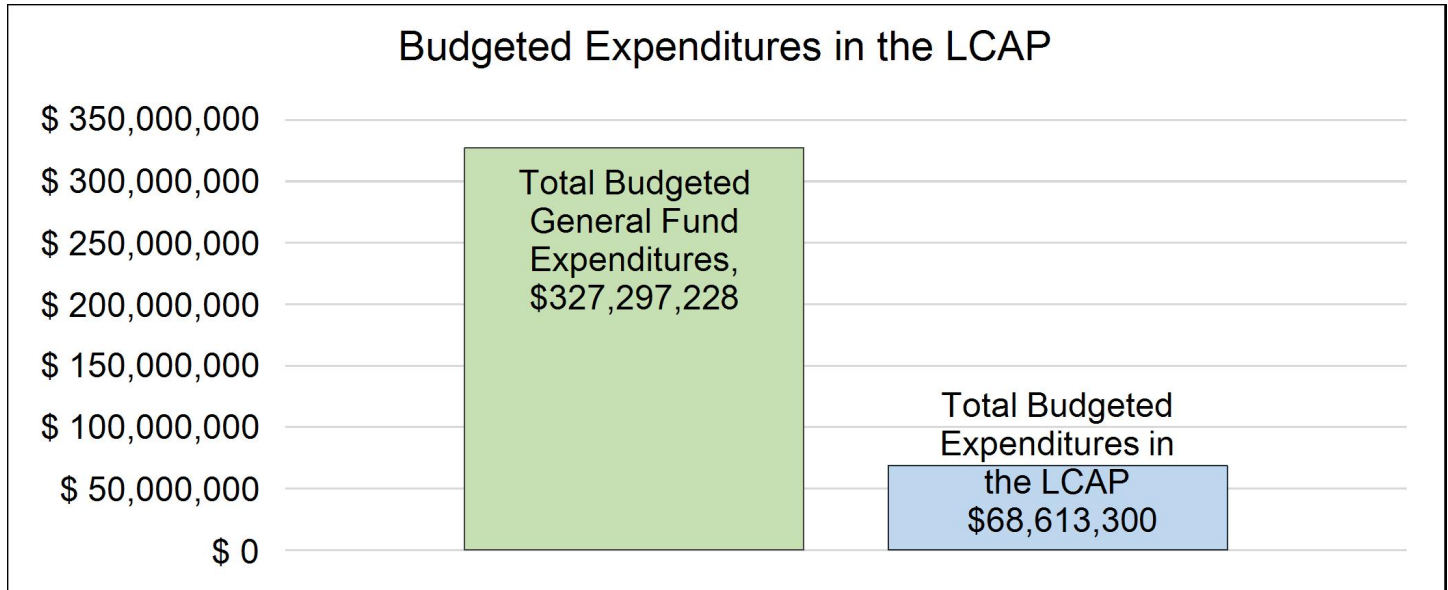


This chart shows the total general purpose revenue Anaheim Elementary School District - Anaheim, CA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Elementary School District - Anaheim, CA is \$311,260,582, of which \$219,354,298 is Local Control Funding Formula (LCFF), \$66,302,201 is other state funds, \$5,839,921 is local funds, and \$19,764,162 is federal funds. Of the \$219,354,298 in LCFF Funds, \$57,935,776 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 Anaheim Elementary School District - Anaheim, CA plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Anaheim Elementary School District - Anaheim, CA plans to spend \$327,297,228 for the 2024-25 school year. Of that amount, \$68,613,300 is tied to actions/services in the LCAP and \$258,683,928 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Student Instruction, School Instructional Programs, Special Services Instruction, Instructional related services (Instructional Supervision, Curriculum Development and Research, Library Media, Technology, and School Administrators), Student Services (Counseling, Psychologists, Health, Speech Pathology and Audiology Services, and Testing), Community Services, General Administration (Board of Education, Superintendent, Administrative Services, Fiscal Services, Accounting, Payroll, Warehouse, Purchasing, Print Shop, Human Resources, Transportation, and Data Processing) and Plant Services (Maintenance & Operations, Facilities & Construction, and Security.) These expenditures are essential to provide high quality schools that support a diverse student population.

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

In 2024-25, Anaheim Elementary School District - Anaheim, CA is projecting it will receive \$57,935,776 based on the enrollment of foster youth, English learner, and low-income students. Anaheim Elementary School District - Anaheim, CA must describe how it intends to increase or improve services for high needs students in the LCAP. Anaheim Elementary School District - Anaheim, CA plans to spend \$58,461,881 towards meeting this requirement, as described in the LCAP.

Firstly, the LEA is prioritizing a comprehensive review of existing programs and services to identify potential areas for optimization and reallocation of resources. This includes assessing the effectiveness and efficiency of current initiatives targeting high-needs students and making data-informed decisions to ensure maximum impact.

Secondly, the LEA is actively seeking out opportunities for leveraging external funding sources and partnerships to supplement the allocated budget for high-needs student services. This entails pursuing grants, collaborative initiatives with community organizations, and other avenues for securing additional resources to augment support for these students.

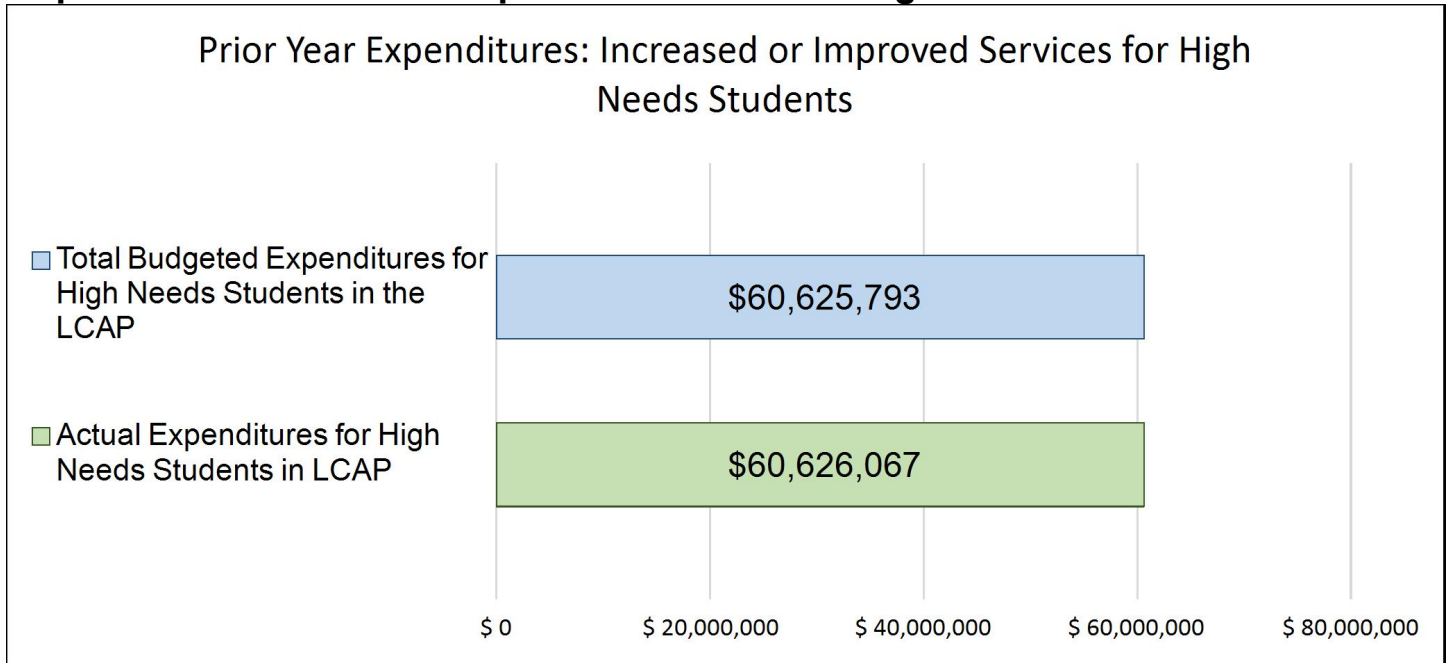
Furthermore, the LEA is intensifying efforts to engage with educational stakeholders, including parents, teachers, administrators, and community members, to solicit input and gather insights on the specific needs and priorities of high-needs student populations. This collaborative approach ensures that initiatives and interventions are tailored to address the unique challenges faced by these students effectively.

Additionally, the LEA is exploring innovative and evidence-based strategies for enhancing the quality and accessibility of services provided to high-needs students. This includes investing in professional development opportunities for educators, implementing targeted intervention programs, and adopting technology-enhanced instructional approaches to support student learning and success.

By implementing these additional actions, our LEA remains committed to fulfilling its mandate of improving services for high-needs students, despite the budgetary constraints outlined in the LCAP. Through proactive measures, strategic resource allocation, and collaborative partnerships, we are dedicated to ensuring equitable opportunities and positive outcomes for all students within our district.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Anaheim Elementary School District - Anaheim, CA's LCAP budgeted \$60,625,793 for planned actions to increase or improve services for high needs students. Anaheim Elementary School District - Anaheim, CA actually spent \$60,626,067 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$274 had the following impact on Anaheim Elementary School District - Anaheim, CA's ability to increase or improve services for high needs students:

All actions and services were fully implemented and completed in the 2023-2024 school year. The budget difference is due to a change in funding source only.



## 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Elementary School District - Anaheim, CA	Mr. Jesus (Jesse) Chavarria Superintendent	jchavarria@aesd.org 714-517-7510

# Goals and Actions

## Goal

Goal #	Description
1	The AESD will provide the highest quality conditions for learning for all students. This will include access to a full curriculum, textbooks, technology, ELA/Math/NGSS standards, culturally responsive staff, and clean safe schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers are appropriately assigned and fully credentialed as measured by the School Accountability Report Card (SARC).	100%	100%	100%	99.9%	100%
100% of students have access to state-standards aligned curriculum in the core content areas as measured by the SARC.	100%	100%	100%	100%	100%
100% of students will have access to a district device (1:1) as measured by the district technology inventory.	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District will score an average of 4, Full Implementation, on its progress toward implementing state academic standards as measured by the state-provided self-reflection tool (Scale of 1-5). (LOCAL INDICATOR)	3.9	4.3	4	3.8	>4
100% of staff will receive Implicit Bias training as measured by attendance rosters.	Original: TBD in 21-22 Adjusted: 89%	89%	90%	New Employee Training on 8/4/23 Transportation on 11/1/23 Stoddard All Staff on 11/1/23 PLI on 11/7/23	100%
Average Rigorous and Relevant Curriculum rating will increase .5 annually as measured by the Observation Protocol for Academic Literacies (OPAL) tool (Scale of 1-6).	3.3	3.6	3.5	3.6	5.3
Average Comprehensibility rating will increase .5 annually as measured by the Observation Protocol for Academic	4.0	3.9	3.8	4.0	5.2



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Literacies (OPAL) tool (Scale of 1-6).					
<p>100% of professional development provided by the Educational Services division at the district office will integrate strategies to support</p> <ul style="list-style-type: none"> <li>• Universal Design for Learning (UDL) and Differentiation</li> <li>• Social Emotional Learning (SEL)</li> <li>• Language Development /Emergent Bilingual Support</li> <li>• Parent Engagement</li> </ul> <p>As measured by the Professional Development Planning Checklist</p>	<p>Original: TBD in 21-22</p> <p>Adjusted: 98.5%</p>	98.5%	100%	95%	100%
Student participation in the following events will increase by 3%	Original:	1. Play, Code, Compete=242 (2.9% of 3rd-6th graders)	1. Play, Code, Compete=293 (4.8% of 4th-6th graders)	1. PCC: 317 (5.3% 4th-6th graders)	Increase 3% from baseline each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>annually as measured by site log.</p> <p>1. Play, Code, Compete</p> <p>2. Scholar Talks</p> <p>3. Readers' Showcase</p> <p>4. Day of Service</p> <p>5. College and Career Week</p> <p>6. Music, Arts, &amp; Creativity Festival</p> <p>7. PTA Reflections</p> <p>8. AESD Showcase Band</p> <p>9. 100 Mile Club</p>	<p>1. Play, Code, Compete=318</p> <p>2. Scholar Talks=TBD</p> <p>3. Readers' Showcase=350</p> <p>4. Day of Service=TBD</p> <p>5. College and Career Week=TBD</p> <p>6. Music, Arts, &amp; Creativity Festival=500</p> <p>7. PTA Reflections=TBD</p> <p>8. AESD Showcase Band=65</p> <p>9. 100 Mile Club=TBD</p> <p>Adjusted</p> <p>1. Play, Code, Compete=318 (3.6% of 3rd-6th)</p>	<p>2. Scholar Talks=3,129 (71.5% of 5th-6th)</p> <p>3. Readers' Showcase=2,638 (31.7% of 3rd-6th graders)</p> <p>4. Day of Service=1,390 (9.3% of all grades)</p> <p>5. College and Career Week=14,304 (96.0% of all grades)</p> <p>6. Music, Arts, &amp; Creativity Festival=889 (6.0% of all grades)</p> <p>7. PTA Reflections=729 (4.9% of all grades)</p> <p>8. AESD Showcase Band=0</p> <p>9. 100 Mile Club=6,423 (43.1% of all grades)</p>	<p>2. Scholar Talks=3,275 (78.7% of 5th-6th)</p> <p>3. Readers' Showcase=1,909 (23.5% of 3rd-6th graders)</p> <p>4. Day of Service=2,699 (18.8% of all grades)</p> <p>5. College and Career Week=14,954 (100% of all grades)</p> <p>6. Music, Arts, &amp; Creativity Festival=899 (6.3% of all grades)</p> <p>7. PTA Reflections=1,737(12.1% of all grades)</p> <p>8. AESD Showcase Band=204 (4.9% of 5th-6th)</p> <p>9. 100 Mile Club=5,834 (40.6% of all grades)</p> <p>10. Summer Camp=2,443 (19.7% of TK-5th grades)</p>	<p>2. Scholar Talk: 1,021 (25.8% 5th-6th graders)</p> <p>3. Readers Showcase: 2,039 (26.0%)</p> <p>4. Day of Service: 3,594 (25% TK-6th graders)</p> <p>5. College and Career Week: 12,843 (88% TK-6th graders)</p> <p>6. Music Art Creativity Festival: 401 (2.7%)</p> <p>7. PTA Reflections Art Contest: 1,077 (7.4% TK-6th graders)</p> <p>8. AESD Showcase Band: 108 (2.7% of 5th-6th graders)</p> <p>9. 100 Mile Club: 6,252 (42.7% TK-6th graders)</p> <p>10. Summer Camp: 2,719 enrolled as of 5/7/24 (21.5% of TK-5th graders)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2. Scholar Talks=3,129 (71.5% of 5th-6th)</p> <p>3. Readers' Showcase=350 (4.0% of 3rd-6th)</p> <p>4. Day of Service=1,390 (9.3% of all grades)</p> <p>5. College and Career Week=14,304 (96.0% of all grades)</p> <p>6. Music, Arts, &amp; Creativity Festival=500 (3.3% of all grades)</p> <p>7. PTA Reflections=729 (4.9% of all grades)</p> <p>8. AESD Showcase Band=65 (2.9% of 6th)</p> <p>9. 100 Mile Club=6,423 (43.1% of all grades)</p>	<p>10. Summer Camp=3,641 (24.4% of all grades)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10. Summer Camp=3,641 (24.4% of all grades)				
100% of students with moderate to severe disabilities will have access to general education standards/core connectors-aligned curriculum as measured by Unique Learning Systems.	87%	89.4%	100%	100%	100%
100% of schools receive an overall facility rating of “Exemplary” or “Good” as measured by the annual Facilities Inspection Tool.	100%	100%	100%	25% All corresponding work orders have been completed.	100%
A minimum of 10 Restorative Practices trainings will be offered annually to administrators, certificated staff, and student-facing classified staff.	Original: TBD in 21-22 Adjusted: 5 sessions	5 sessions	11 sessions	10 Sessions	10 sessions

# Goal Analysis

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

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

All actions were implemented. Contractual class sizes were maintained. Each site had a vice principal to support student needs. School libraries were stocked and staffed. Students had access to enrichment opportunities. Nurses were accessible to students. Each student had a functioning device with developmentally appropriate digital tools. Emergent bilingual students were assessed in a timely manner. Facilities were maintained to ensure high-quality learning environments. An external auditor conducted our Fall Facilities Inspection Tool (FIT) report which resulted in fewer schools achieving a “Good” or “Exemplary” rating. All noted issues were resolved. Professional learning incorporated asset-based, culturally and linguistically responsive pedagogies. Strides were made in aligning preschool systems with the broader elementary school system resulting in a more cohesive PK-6 continuum.

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.

All actions and services outlined were executed and finalized successfully. Significant changes between the budgeted expenditures and estimated actual figures primarily resulted from reallocation decisions made by the Cabinet and the Board of Education. These adjustments included the reallocation of funds to support personnel involved in the Expanded Learning Opportunities Program.

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

Based on three years of successful outcome data aligned to Goal 1 specified above, the associated actions have been effective and will continue. Our facilities are in good condition and 100% of our students, including students with severe cognitive disabilities, have access to appropriately credentialed teachers, grade level standards-aligned curriculum, and technology. Implementation of our state standards was evaluated by an educational partner group to ensure continuous improvement. 95% of our professional development for staff included strategies for supporting social emotional learning. Implicit Bias training was provided to new staff. 10 Restorative Practice training sessions were offered to student-facing staff members throughout the year. All classrooms were rated twice using the Observation Protocol for Academic Literacies (OPAL) which rates teacher practices and classroom interactions in alignment with students’ sociocultural and linguistic backgrounds. Students had access to a wide variety of enrichment opportunities both within and outside of the school day. Staff and parent surveys were analyzed at LCAP committee to inform future professional development needs in service of our students.

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

To support an emphasis on student outcomes and engagement this basic conditions goal has been rewritten and moved to Goal 3 in our next LCAP cycle. “The district will maintain 100% compliance with California State Priority 1 - Basic (Conditions of Learning) by ensuring that all students have access to fully credentialed teachers, standard-aligned instructional materials, and facilities that are in good repair throughout the LCAP cycle,” is the revised goal. Locally selected metrics that have proven to be strongly in place have been removed (technology inventory, Observation Protocol for Academic Literacies, student participation in enrichment activities, Restorative Practices training and implicit bias training, Unique Learning Systems). While these practices will continue, they are ingrained in our culture and it is no longer necessary to monitor them in our LCAP.

Student outcome data, community perception data, and implementation data sources all indicate that basic conditions are in place but there's a continued need to prioritize academics and student engagement. As such, the Implementation of State Academic Standards Self-Evaluation Rubric metric has been moved to our new Goal 1 (Student Outcomes) as it's tied closely with teaching and learning and will be used in conjunction with pupil outcomes.

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

## Goals and Actions

### Goal

Goal #	Description
2	Through culturally responsive teaching and leading students in the AESD will increase and improve their academic and social emotional performance and will accelerate outcomes for Emergent Bilinguals, Low Income, Students with Disabilities, and Foster Youth/Homeless.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a percentage of 10% or lower of students At-Risk on the Spring Brief Externalizing and Internalizing Screener for Youth (BEISY).	11%	13%	14%	15%	< 10%
Increase average daily Engaged Reading Time by 3 minutes annually as measured by Renaissance.	10 minutes	16 minutes	15 minutes	14 minutes	20 minutes
Average Instructional Reading Level (IRL) will increase two months for each grade level annually as measured by Star Reading. For	All: +1.5 EB: +1.7 LI: +1.2 SwD: +2 FY: -1.2 H: +1.2	All: +1 EB: +2 LI: +1 SwD: +2 FY: +1 H: +1	All: 0 EB: +1 LI: 0 SwD: +1	All: +2 EB: +5 LI: +3 SwD: +4	All: +2 EB: +2 LI: +2 SwD: +2 FY: +2 H: +2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
example, last year's 3rd graders were reading at a 2.5 IRL on average, this year's 3rd graders are reading at a 2.8 IRL on average, having increased 3 months and exceeding the 2 month goal.			FY: -2 H: 0	FY: -4 H: +4 As of 4/30/24	
The average Math Grade Equivalent will increase by two months for each grade level annually as measured by Star Math.	Original: All: TBD in 20-21 EB: LI: SwD: FY: H:  Adjusted: All: -3 EB: +0 LI: +2 SwD: -1 FY: +4 H: -2	All: -2 EB: -1 LI: -2 SwD: +0 FY: +1 H: -3	All: 0 EB: 0 LI: 0 SwD: +1 FY: -1 H: +2	All: +1 EB: +2 LI: +1 SwD: +1 FY: -3 H: -+1 As of 4/30/24	All: +2 EB: +2 LI: +2 SwD: +2 FY: +2 H: +2
Increase the percent of students with moderate to severe	Baseline in 21-22	0%	32.5%	27%	+3% annually based upon Baseline



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disabilities' scoring Mastery on Core Content Connectors-aligned benchmarks annually by 3% as measured by Unique Learning Systems.					
Increase the percent of students making progress toward Overall English proficiency by 4% annually as measured by Summative ELPAC.	51.8%	53.1% (estimate as of 5/24/22 based on partial results)	Partial, 3rd-6th results show 50.34% grew as of 6/2/23	TBD: July 2024	67.8%
Increase the percent of students scoring Well Developed (4) Oral Language proficiency in English by 4% annually as measured by Summative ELPAC.	30.0%	34.3% (estimate as of 5/24/22 based on partial results)	Partial, 3rd-6th results show 43% as of 6/3/23	TBD: July 2024	46%
Increase English reclassification rate by 5% annually for a desired outcome of 15%.	2.1%	11.0% (estimate as of 5/24/22)	8.4% (estimate as of 6/5/23. Could go up to 10.9% if remaining 200 candidates are reclassified.)	11.3% (as of 6/7/24)	>15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Spanish reclassification for DLI students by 5% annually for a desired outcome of 15%.	Original: Baseline in 21-22  Adjusted: 2.9%	2.9% (estimate as of 5/24/22)	7.3% (up to 8.3% if remaining 30 candidates are reclassified)	June 2024  (214 students (6.1%) as of 5/9/24)	15%
Increase Korean reclassification for DLI students by 5% annually for a desired outcome of 15%.	Baseline in 22-23	Baseline in 22-23	7.8%	June 2024  (12 students (13.3%) as of 5/9/24)	>15%
State Assessment - English Language Arts (SBAC – ELA) Increase 3rd-6th grade Smarter Balanced ELA average scale scores by 10 points as measured by the California Schools Dashboard.	2018-19 All: +9.2 EB +9.7 LI +9.5 SwD +10.7 FY +25.4 H +10	2021-2022 All: -8.7 EB -3.6 LI -5.7 SwD +3.5 FY +9.0 H -9.5 (internal estimates)	2022-2023  All: -6.8  EB -17.8  LI -7.7  SwD -5.1  FY -1  H -7.7	December 2024	All: +10 EB +10 LI +10 SwD +10 FY +10 H +10
State Assessment - Math (SBAC – Math) Increase 3rd-6th grade Smarter	2018-19 All: +8.1 EB +7.6 LI +7.9	2021-22 All: -23.9 EB -15.0 LI -18.9 SwD +5.5	2022-2023 All: +5.4 EB -3 LI +4.4 SwD +1.9	December 2024	All: +10 EB +10 LI +10 SwD +10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Balanced Mathematics average scale scores by 10 points as measured by the California Schools Dashboard.	SwD +9.5 FY +20.8 H +7.2	FY -18.7 H -23.6 (internal estimates)	FY +10.7 H +4.9		FY +10 H +10

## Goal Analysis

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

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

The planned actions and services were implemented fully while with varying degrees of effectiveness on overall goal as informed by current outcome metrics. Overall achievement metrics as measured by state assessments have not been received, but local district identified Star Reading and Star Math measures are demonstrating consistent growth, for most student groups with most schools showing an acceleration of 1-3 months growth, beyond the expected 9 months growth within a school year. Students with disabilities continue to be AESD's most vulnerable group with the lowest percentage of students reading by second grade and stagnant results from 2022 to 2024. Reclassification rates for students in all language acquisition programs (i.e. ELM, DLI - Spanish & Korean) are increasing at a rate that indicates a probable attainment of the desired outcome goal of 15% for 2023-24 with state data to be received by July 2024. The percent of students making progress towards English proficiency as indicated by ELPAC shows fluctuating results over the last two years, with students overall making minimal growth towards Overall English proficiency. However, students' oral language proficiency data in the Well Developed range is trending positively towards achieving the desired outcome. While there is ample opportunity to continue to improve intentionality of actions, student's overall attendance has improved district wide with almost a 3% overall improvement and more than a 10% decrease in chronic absenteeism minimizing gaps and increasing opportunities to learn for students.

### Challenges experienced with the implementation process include:

1. Professional Learning (Action 2.8): Low percentage of teachers participating in after school, summer, and/or Saturday professional learning opportunities due either a substitute shortage and/or unwillingness to participate in training that was not compensated at the employees per diem salary. Not having a consistent and professional expectation for participation in professional learning for all, weakened the instructional coherence needed to have a common language of instruction needed in all classrooms to increase equitable student outcomes.
2. Inconsistent use of digital programs to enhance and extend learning such as Accelerated Reader due to time constraints and/or alignment to instructional framework (i.e. Thrively) (Action 2.10 & 2.13).

Analysis of multiple achievement data measures (i.e. CAASPP, STAR Early Literacy and Reading, ELPAC, Las Links, DRDP, STAR Math, etc) across educational partners (i.e. LCAP, DAC/DELAC) and committees (i.e. Curriculum, Instruction & Assessment, Multilingual Language Council, Site Action Plan Trimester Meetings) indicate an ongoing need to focus on the following as outlined on 2024-25 District Improvement Plans.

1. Literacy: explicit instruction in foundational reading skills in PK-6 (phonological awareness, phonics/word study, and fluency) in order to read and interpret various grade level texts.
2. Numeracy: To deepen students' numeracy (explain why certain strategies work the way they do - claim 1) through discourse and problem solving.

**Success experienced with implementation process:**

Professional Learning Communities (Action 2.3, 2.4, 2.11) -All 23 school site Leadership Teams participated in a 2 day PLC Training series by Solution Tree to strengthen site team capacity and leadership of process. Throughout the 23-24 school year all school grade level teams were provided up to two hours a month to focus on site action plan and SPSA goals as evidenced by submitted PLC agendas and minutes. Site administrators and teachers continue to develop more ownership of this time and are continually refining their site process by having more precise smart goals, keeping collaboration grounded in 4 driving PLC questions and extending learning to classroom application through either coaching or peer learning observations.

More consistent assessment practices and adherence timelines for STAR assessments to foster collegial collaboration around data analysis, instructional practices and improving student learning outcomes (Action 2.10).

District wide development in culturally responsive and learner centered approaches through both all staff development day -approximately 2300 people and site specific trainings with integration across content areas (i.e. H-SS, Art, etc.). (Action 2.3, 2.4)

**Planned actions to refine, strengthen and improve desired outcomes for students in 2024-25 include the following:**

Strengthen the intentionality and intensity of universal tier 1 instruction for all student groups to mitigate opportunity gaps and accelerate students' equitable literacy outcomes in literacy and numeracy through site developed school improvement plans.

To develop teachers' capacity to support students in evidence-based reading practices and ensure that all students receive highly effective instruction when learning to read, all teachers will be offered comprehensive reading professional learning through district provided LETRS facilitators. LETRS gives K-3 educators the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral language. Aspire equips 4-6 educators with the knowledge and skills they need to apply science-based strategies in a classroom that supports varying levels of literacy competencies.

Strengthen understanding and application of ELA/ELD framework as it relates to designated and integrated language learning in all English Language and Dual Language classrooms.

Improve all systems of support for students with disabilities by ensuring needs are addressed explicitly through rigorous curriculum, engaging instructional practices and inclusive collaboration opportunities for staff and students through PLCs, staff meetings and differentiated professional development.

**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.**

All actions and services outlined were executed and finalized successfully. Significant changes between the budgeted expenditures and estimated actual figures primarily resulted from reallocation decisions made by the Cabinet and the Board of Education. These adjustments included the reallocation of funds to support personnel involved in the Expanded Learning Opportunities Program.

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

Effective actions in making progress toward three year LCAP goal that need to be continued, strengthened and refined to meet evolving student needs:

- Improved alignment in professional learning for high qualified teachers and high quality standards (Action 2.1,2.3, 2.5, 2.8)
  - Preschool to 3rd grade alignment to mitigate gaps and create coherent systems .
    - In PK, TK and K aligning Desired Results Developmental Profile (DRDP) assessment tool to differentiate instruction based on students incoming data reviewing content that was assumed students didn't know contributing towards a 3 month achievement gap every year (i.e. fade out model)
  - Increased 75% of TK teachers developmentally appropriate practices and balance of adult led and child directed learning experiences.
  - Increased focus on foundational skills in all grades and implications for future reading success with an emphasis on phonemic awareness and phonics in the primary grades and word study in upper grades by on site staff meetings on the Reading Rope at all 23 schools, and having approximately 25% of teachers participate in optional professional learning offerings.
    - Offering a comprehensive two-year (8 unit) LETRS Course Training that provides teachers with the deep knowledge to be literacy and language experts with approximately 82 teachers serving K-3 classrooms trained to date and 40 in the process of completing year in 24-25.
    - 20 Teachers in grades 4-6 completed the Aspire training in 2023-24.
  - Student centered problem solving professional learning (Action 2.8)
    - Cognitively Guided Instruction - Approximately 123 K-2nd and 30 3rd-6th grade teachers have been trained across the district during the summer and after school. There is a need to connect trained teachers to sustain and grow their practice through onsite huddles. In 24-25 two cohorts for teachers in grades 3rd-6th will be offered to create more consistent opportunities for students to develop their math problem solving skills and practice in classrooms.
    - Classroom teachers at all 23 school sites were trained teachers on Counting Collections and Number Talks through staff meeting time and on site job embedded coaching opportunities.
  -

Lead Learner - High Qualified Leadership (Action 2.5) All site administrators participated in a year long of professional learning focused on increasing their Instructional leadership knowledge and skills around data and literacy (i.e. LETRS for Administrators). Additionally, all sites participated in at least one Instructional Round to build district coherence around instructional expectation and practices, reflect on their practice and provide school sites feedback on the instructional core (i.e. teaching and learning interactions- teacher, student and task).

- All school sites in collaboration have created Site Improvement Plans around Literacy and Numeracy to create systemic collaboration between district and site and provide sites autonomy in creating on site shared leadership to improve outcomes for students.
- Overall, in 2023-24, 230 professional learning opportunities/sessions were made available to staff in varying formats (i.e. in person, hybrid, asynchronous)

○

3,966 Staff members participated in professional learning sessions.

- Implementation of multi tiered systems of support that systematically addresses support for all students increased at all 23 sites through (Action 2.1, 2.5, 2.9):

- Collaborative development of a district wide Instructional framework clearly defining the agreed upon curriculum, instructional strategies and assessments for ALL students (i.e. Universal, Some, Few)
- Monthly Educator Support Staff Meetings that included all TOSAs and Education Specialists to (1) collaborate on providing evidence-based intervention curriculum resources, practices and services to all students regardless of specialized program assignment (2) align support services to students in Tier 2 & 3 minimizing disruptions to core content areas of instruction.

○

Increase of inclusive practices in all California State Preschool Program (CSPP) classrooms with strategic alignment at the sites that have a current Early Childhood Special Education. In addition to this alignment, the district has a Infant and Preschool Assessment Classroom (IPAC) to observe and assess students who are referred for school based assessment from local agencies. This IPAC has allowed for observations during real time play to allow for proper individualized placement of students.

- Access for English language Learners (Action 2.7, 2.8) -

- All schools participated in two OPAL Teaching and Learning Walks (i.e. fall and winter) focused on bolstering the academic literacies of 21st century skills, abilities and dispositions that students need to thrive developed through the affirmation of and in response to students' identities, experiences and backgrounds using a standard likert-scale rating aligned to the National Teacher standards.
- Professional learning topics offered in 23-24 included designated/integrated ELD, Quick Writes Across all curricular areas for EL Students to support the expressive domains of reading and writing and mathematical language supports to foster understanding and metacognition of math concepts.

- To streamline, improve and increase reclassification opportunities for students, the Observation Protocol for Teachers of English Learners (OPTEL) tool was incorporated into a management software (i.e. Qualtrics).

- 

#### Dual Language Immersion Programs (Action 2,4, 2.5, 2.6)

- Dual language programs continue to expand with the number of Spanish TK DLI classes growing to 15 classes from 10 in 22-23. In 23-24 a Mandarin TK DLI classroom was implemented based on parent survey data and educational partners.
- Provided targeted partner language professional learning for teachers in language development grammar specific needs, adhering to the language of instruction and minimizing code switching, curriculum use of digital programs across all languages (i.e. Spanish Language Development, iStation, Mandarin Matrix, Lexia English, etc.). IAs received two training opportunities- DLI guiding principles of the program and supporting counting collections through small groups.
- English Language Development curriculum resources were piloted and vetted through the Multilingual Language Council to adopt updated and developmentally appropriate standards aligned ELD materials.
- Pathway to Biliteracy Criteria developed for K, 3rd to align to existing 6 grade expectations with the goal of increasing the overall number of students graduating with the State Seal of Biliteracy in all partner language programs - Spanish, Korean, Mandarin.

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

To support equitable learning outcomes in both Literacy and Numeracy in 2024-25, AESD will continue to focus on developing 4 drivers of school improvement by developing systems, practices, resources and support services that provide clarity of focus, shared leadership, continuous improvement and collective expertise. All schools have created Literacy and Numeracy site improvement plans in alignment to SPSA and LCAP goals to be monitored every 9-12 weeks.

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**Literacy Focus :** explicit instruction in foundational reading skills in PK-6 (phonological awareness, phonics/word study, and fluency) in order to read and interpret various grade level texts.

-

#### Student Success Indicators:

- PK-TK: orally segment the beginning phoneme of a word.
- K-2: orally blend and segment words at the individual phoneme level.
- K-6: apply phonics and word study skills to accurately decode and encode words.
- K(M) Name, number & order of strokes; identify and name radicals; orally segment characters in a phrase
- TK-1: listen to, interpret and build knowledge of rigorous and complex texts (LA, SS, S) by engaging in evidence-based conversations to construct and justify meaning (ACE).
- 2-6: read, interpret and build knowledge of rigorous and complex texts (LA, S, SS) by engaging in evidence-based conversations to construct and justify meaning (ACE).
- K-6: build knowledge through LA, S, SS content
- K-6: use precise (general and domain specific) vocabulary and grammar as part of discourse.

○

#### Staff Supports

- PK-2: Explicit daily instruction in all components of phonological awareness (PA) using Heggerty, Estrellita, or KDLI PA lessons in PK-K and Benchmark in 1-2.
- (3-6) Intervene with students as needed
- K-6: All 10 phonics/word study units taught
- K-2: 30-45 minutes daily, multisensory phonics instruction
- 3-6: Evidence of phonics & word study lessons being taught
- K(M)-Explicit instruction of how strokes work in Chinese (name, order, forming characters); using radicals
- PK-6: Differentiated and small group instruction as part of Tier 1
-



- Integrate and use grade level complex text in LA, S, SS to read, interpret and build knowledge and vocabulary

- Facilitating and engaging students in clearly defined tasks with specific roles and responsibilities for engaging in discourse with academic language.

- PK-6th: Build on students' life experiences and interests to make the content relevant and meaningful to increase students' sense of belonging and engagement in learning.

- 

increased opportunities to engage in writing across the content areas to demonstrate their understanding

- **Numeracy Focus:** To deepen students' numeracy (explain why certain strategies work the way they do - claim 1) through discourse and problem solving.

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**Student Success Indicators:**

- Students will articulate their understanding of numbers and their **strategies** through mathematical representations. (Standard for Mathematical Practice 8)
- Students will engage in discourse around a problem or set of problems and determine patterns that can be used to solve other problems. (Standard for Mathematical Practice 7)
- PK-6 Engage in rigorous and complex problem solving through evidence-based conversations to construct & justify meaning (ACE). (SMP 3)

- 

K-6: use precise (general and domain specific) vocabulary and grammar as part of discourse. (SMP 6)

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**Staff Practices:**

- Provide students **daily** opportunities to engage in discourse and problem solving in Counting Collections (TK-2) and Number Talks with Number Strings (3 - 6).
- PK-6th: Utilize differentiated small group instruction as part of Tier I.

-

Through daily formative assessment, provide students with timely and actionable feedback

- Plan for and facilitate students demonstrating the SMPs during math instruction.
- 

PK-6th: Build on students' life experiences and interests to make the content relevant and meaningful to increase students' sense of belonging and engagement in learning. (SEAD)

- Sites will be supported in creating site driven improvement plans that will be co-authored with site leadership teams to develop vertical and horizontal coherence and precision of pedagogy.
- All sites will participate in site-led Collective Inquiry Visits at the end of 12 weeks to review student outcome data with the district support team.
- Bi-weekly PLC time to strengthen teams work around driving questions 3 & 4 and be inclusive of all students' needs: How do we respond when students don't learn it? How do we respond when they have already learned it?
- Both classroom teacher and district provided Teacher on Special Assignment (TOSA) will work directly with students in Tier 1 to support foundation reading skills and language acquisition through daily, explicit, systematic and multisensory instruction.
- Highly qualified staff and ongoing professional learning in structured literacy (research based reading practices) and numeracy:
  - K-1 - Yr.1 4 Day Teacher Release LETRS Training and asynchronous learning led by AESD LETRS Facilitators
  - 2nd & 3rd Grade LETRS Cohort #4- 24 hours in person and 40 hours of weekly asynchronous learning
  - 4th-6th Aspire Training (Cohort #2) - 10 hours in person and 40 hours of weekly asynchronous learning
  - Optional professional learning opportunities offered after school, summer, and holiday breaks
  - Curriculum Coach
    - Job embedded student centered coaching aligned to a literacy/numeracy data point
    -
  - CGI Book Study to strengthen coaches knowledge and skills to support job embedded professional learning and implementation of CGI practices in the classroom
  - PK-2 & 3-6 Literacy Summit - Summer 2024 - one day district driven conference focused on evidence based reading practices for up to 300+ teachers.

- PLC Summer Institute - one day; focus on developing inclusive practices for all students; book study “Yes, we can!”
- CGI 3-6 Cohorts (#5 & #6) in Fall and Winter to develop problem solving pedagogy
- Staff Meeting Topic for all sites to build district wide coherence - Mathematical Language Routines and Standards for Mathematical Practice
- 
- Increase teacher use of Culturally and Linguistically Responsive Teaching strategies to enhance student engagement and strengthen students’ sense of belonging and identity.
- Lead Learner Professional Learning - to equip site leaders with the knowledge and skills they need in shaping the culture, model and navigating the change and keeping the main thing, the main thing.
  - Monthly Leadership Meetings
  - 
  - Instructional Rounds - All site administrators will participate in job alike plc groups and will host two instructional rounds focused on their site's improvement plan focus for Literacy and Numeracy. The focus of rounds is to focus on site identified problem of practice and the instructional core to identify next steps for teaching and learning to improve outcomes for students. Rounds are 20 minutes and only 50% of classrooms are to be visited.
- Students with Disabilities -
  - To improve equitable outcomes for all students, improve all systems of support that include professional learning for specialized curriculum (i.e Unique Learning); increase PD opportunities for SDC Teachers and Instructional Assistants, improve instructional practices and inclusive collaboration opportunities for all staff in PLC, staff meetings, TOSA IN/PD/RSP intervention meetings and district committees.
  - 
  - Increase student language opportunities across content areas and access to grade level content while recognizing varying communication needs through monitoring student mastery of Core Content Connectors.
- English Language Learner Access -
  - Data continues to indicate a need to increase understanding of ELD/ELA Framework and its guidance to bolster language and literacy comprehension in both designated and integrated language learning spaces.
  -

Increase teachers' understanding of expressive language including academic discourse and written language opportunities across content areas and the regular use of observational data to attend to students' language needs and increase students' overall English proficiency.

- Ensure all sites have a protected 30 minute ELD instructional block reflected in students daily schedule
- Adopted designated language programs to be used consistently to address language needs of ELL students.

- 
- Explicit learning and language objectives to be posted and referenced to make learning relevant to students at onset, during and to check for understanding.

- 

#### Dual Language Immersion -

- Improve fidelity to language of instruction by minimizing translation and clarifying the purpose of translanguage within an immersion program.
- During instruction, refine use of gradual release of responsibility to identify appropriate scaffolds within the classroom environment and instructional practices to support rigorous levels of language proficiency.

- 
- Strengthen ELD within the DLI by intentionally incorporating all domains of language development, specifically bridging reading and writing from listening and speaking skills.

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

## Goals and Actions

### Goal

Goal #	Description
3	Parents and Students will feel welcomed and cared for at all AESD sites. The district will focus on the Social Emotional Learning and Well Being of our students, staff, and families.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase students' Sense of Belonging by 3% annually as measured by the Panorama Survey.	67%	63%	62%	62.1% (2023-2024)	79%
Increase students' Engagement by 3% as measured by the Panorama Survey.	59%	58%	55%	55.7% (2023-2024)	71%
Increase Attendance Rate by .2% annually.	96.19%	90.78% as of 5/24/22	91.40%	93.03% as of 5/31/24	96.99%
Decrease Chronic Absenteeism rate by .5% annually.	10.35%	31.95% as of 5/24/22	30.8%	22.3% as of 5/31/24	8.35%
Maintain Suspension Rate below 0.5% for all student groups. Decrease suspension rate for historically	All: 0.2% <b>AA: 1.3%</b>	All: 0.3% <b>AA: .03%</b>	All: 0.8% AA: 0.03%	All: 1.1% as of 5/31/24 AA: 0.03%	All: <0.5% <b>AA: &lt;0.5%</b>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
marginalized student groups including African American students.					
Maintain a minimum of 95% of parents who strongly/somewhat agree that they feel welcome at their child's school annually as measured by the Parent LCAP Survey.	97%	96%	97%	96%	95% or >
100% of schools host a minimum of one parent coffee chat on an SEL topic and one on an Inclusive Education for students with disabilities topic per trimester. There will be one district level workshop focusing on an SEL topic and one an Inclusive Education for students with disabilities topic per trimester.	<p>Original: Baseline in 21-22</p> <p>Adjusted: <u>Schools</u> Inclusive Education: 58% of schools did 1 per trimester SEL: 83% of schools did 1 per trimester</p> <p><u>District</u> Inclusive Education: 3 (1 per trimester) SEL: 3 (1 per</p>	<p><u>Schools</u> Inclusive Education: 58% of schools did 1 per trimester SEL: 83% of schools did 1 per trimester</p> <p><u>District</u> Inclusive Education: 3 (1 per trimester) SEL: 3 (1 per trimester)</p>	<p>DISTRICT:</p> <p>3 Inclusive Education classes (1 per trimester)</p> <p>13 SEL Education classes</p> <p>SCHOOLS: 75%</p>	<p>Schools:</p> <p>SEL: 66%</p> <p>Inclusive Ed: 63%</p> <p>District:</p> <p>SEL: 5</p> <p>Inclusive Ed: 3</p>	6 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	trimester)				
The district will conduct a minimum of four Gifted and Talented Education (GATE) meetings annually	2	4	9	4	4 or <
Increase the number of parents that attend school site parent events by 2% annually.	Original: Baseline in 21-22  Adjusted: 3,671  Readjusted: 103,690 parents attended (-5.6%)	103,690 parents attended (-5.6%)	116,002 parents attended (+11%)	162,927 parents attended (+40%)	TBD based upon actual baseline.  Updated Desired Outcome: 118,322
The District will offer a minimum of one workshop for parents of Emergent Bilingual students per trimester.	Original: Baseline in 21-22  Adjusted: 3 workshops	3 workshops	4 workshops held	3 workshops held	3 per year
Increase the number of parents that attend district parent events by 2% annually.	Original: Baseline in 21-22  Adjusted: 3,671 parents attended	3,671 parents attended	3,482 parents attended district events (-5%)	4,838 (+39%)	TBD based upon actual baseline  Updated Desired Outcome=3,819

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will participate in programs for unduplicated pupils and their input will be solicited in decision-making as evidenced by parent presence in 100% of the attendance rosters of the District LCAP and DAC-DELAC Committees.	Original: Baseline in 21-22  Adjusted: 100%	100%	100%	100%	100% rosters show parent attendance
Maintain Expulsion Rate below 0% for all student groups.	Baseline 0%	0%	0%	0%	0%

## Goal Analysis

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

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

Student Engagement:

The planned actions and services to provide a welcoming environment for our community and increase student's sense of belonging and engagement will be fully executed by the end of the 2023-2024 school year. The overall implementation of the actions to achieve the articulated goal were implemented.

While we are implementing the actions and services to the fullest extent AESD continues to encounter significant challenges in meeting student growth due to ongoing absenteeism/chronic absenteeism related to the myriad socio-economic and mental health stressors of AESD communities.

Based on the most recent data it is evident that successful progress toward our goals include: Maintaining CoST staff to provide a high level of support for students and staff to increase their sense of belonging and engagement; providing professional development for SEL including Love and Logic, Trauma Informed Educator, SEL Integration, and Restorative Practices; and conducting SEL school site visits to observe and provide feedback regarding SEL best practices.



Parent Engagement:  
All actions for parent engagement goals were completed as planned.

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

Student Engagement: All actions and services outlined were executed and finalized successfully. Significant deviations between the budgeted expenditures and estimated actual figures primarily resulted from reallocation decisions made by the Cabinet and the Board of Education. These adjustments included the reallocation of funds to support personnel involved in the Expanded Learning Opportunities Program. In addition, health providers was increased due to student need. Two material differences in between the budgeted expenditures and the estimated actual expenditures are the addition of four Saturday School dates and additional support for our Mandarin DLI program.

#### Parent Engagement:

The increase in the funding was the additional contract of the Fresno State Collaboration to support parent engagement and parent training virtually in the evenings. Based on survey data, parents wanted access to learning new skills to support their personal development and growth. Fresno State Collaboration supports parents to earn certificates in topics such as Business Licensing, Computer Literacy, and Second Language Application.

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

#### Student Engagement:

All actions were implemented including professional development for staff in the area of social emotional learning and administration of the student school climate survey. Professional development was provided to schools and individual participants on a voluntary basis and provided strategies for improving individual classroom climate and the climate of specific school sites. Community of Support Teams were provided for all school sites to support student social emotional learning and increase Sense of Belonging and Engagement. Though some CoST have been extremely effective, a majority of CoST require further training in the 24-25 school year to ensure adequate student support is provided.

#### Parent Engagement:

Parent Engagement and participation continues to increase yearly due to the responsiveness of meeting the needs of parent feedback via survey data. Parents strongly agree that they feel welcome and supported on school campuses. Fresno State Collaboration has added a virtual learning component for all parents. Access to the platform from home, in their home language supports learning and removing barriers of travel. These courses were offered in a variety of languages supporting the diversity within the school district.

During the 23-24 school year, an emphasis was placed on relationships and increasing literacy in homes. "Family Literacy Project" was provided as a professional learning opportunity for parents to create literacy opportunities at home. This workshop created opportunities beyond the school sites.

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

**Student Engagement**

To address the stagnant scores regarding school climate and student engagement, the following actions will be put in place for the 2024-25 school year:

1. CoST training regarding observation and data collection, development of appropriate behavior action plans targeting specific behavioral needs.
2. Restorative Practices professional development opportunities will be advertised to all staff via email in advance of each training date.
3. SEL & Behavior Collaborative school visits will be conducted to identify and support explicit and integrated practices for social emotional practices to promote a positive school climate and a whole child approach to student engagement and b) PBIS (Positive Behavior Interventions & Support) framework will be identified through current site practices and revised to meet the needs of the current students, staff and families.
4. Based on our desired outcomes and feedback from teaching staff AESD will provide structured professional development for certificated and classified staff on behavior and behavior management including creating supportive environments that prevent challenging behavior.
5. For the 2024-2025 school year AESD will utilize an attendance improvement software program to increase communication and outreach with families regarding student attendance. School staff, including administrators and attendance liaisons will work with families to identify and resolve barriers to regular on-time attendance.

**Parent Engagement**

We have identified key areas to improve our communication and support for parents. Our approach focuses on accessibility and inclusivity, addressing the diverse needs of our parent community. The following initiatives outline our plan:

1. Clear Communication: Recognizing the importance of clear and consistent communication, we will provide both electronic and printed materials about events and meetings. This dual approach ensures that parents can access information in their preferred format, facilitating better engagement.
2. Flexible Scheduling: To accommodate the varying schedules of our parents, we will conduct surveys to identify optimal times for school functions. This data-driven approach will guide us in scheduling events and meetings at times that are most convenient for the majority, thus maximizing parent participation.
3. Enhanced Accessibility: Understanding that travel constraints can hinder participation, we will record parent education sessions and make them available on our district and site YouTube channels. This initiative will allow parents to access essential information remotely, ensuring they remain informed and involved despite logistical challenges.
4. Centralized Locations: We will strive to hold events and meetings at central, easily accessible locations to enhance convenience. By choosing venues that are geographically advantageous, we aim to increase attendance and engagement from a broader spectrum of families.

Through these measures, we aim to cultivate stronger partnerships with our parent community. Our goal is to ensure all parents feel informed, supported, and integral to their child's educational experience. Together, we will build a more connected and thriving school community.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Elementary School District - Anaheim, CA	Mr. Jesus (Jesse) Chavarria Superintendent	jchavarria@aesd.org 714-517-7510

## Plan Summary [2024-25]

# General Information

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

Situated in the city of Anaheim, the Anaheim Elementary School District (AESD) continues its legacy of educational excellence. With a rich history and commitment to diversity, AESD serves approximately 15,000 students from preschool through sixth grade across 23 schools. Boasting a workforce of over 2,000 dedicated professionals, AESD stands as one of the largest elementary districts in the state of California.

The district's boundaries encompass the central areas of Anaheim, characterized by a mosaic of demographics including various races, ethnicities, cultures, economic backgrounds, and languages. As of the 2022-23 academic year, AESD's student body composition reflects a vibrant tapestry: 84.4% Hispanic/Latino, 4.6% Asian, 4.1% White, 1.5% Filipino, 1.3% African American, 1.3% Multi-racial, 0.4% Native Hawaiian/Pacific Islander, and 0.1% American Indian/Alaska Native. Over 89% of students fall into the Unduplicated count, encompassing those eligible for Free/Reduced Meals (84%), identified as Foster Youth (0.9%), identified as Homeless Youth (8%), and/or Emergent Bilingual (47%). Furthermore, 14% of the student population comprises Students with Disabilities. AESD prides itself on its linguistic diversity, with students conversing in over 50 different languages. Among these, Spanish, Vietnamese, Arabic, and Filipino stand as the most prevalent. Each of AESD's 24 schools offers an exceptional and inclusive learning environment, fostering a celebration of diversity in language, ethnicity, and culture.

Driven by its mission to ensure academic success, responsible citizenship, and 21st-century readiness for all students, AESD provides a comprehensive educational program. Equipped with state-of-the-art technology, including interactive Promethean panels and 1:1 student devices, classrooms empower students to become self-directed lifelong learners.

The district's dedicated staff is committed to delivering an exemplary standards-based educational program, underpinned by Great Initial First Teaching (GIFT) principles and individualized instructional support. This support extends beyond the classroom, encompassing rich after-school programs and summer learning opportunities. AESD prioritizes collaboration, accountability, high standards, and data-driven decision-making. The district's instructional approach emphasizes rigorous academics supplemented by targeted in-class support. Additionally, AESD fosters positive learning climates through school-wide Positive Behavioral Intervention Systems (PBIS), promoting positive social behaviors, motivation, and academic success.

Central to AESD's success are its robust parent and community partnerships. With a Family and Community Engagement Specialist at each school, parents receive ample opportunities for involvement and support in their children's education. Recognized for its excellence, AESD has garnered numerous accolades, including CA Pivotal Practice Awards, CA Positive Behavior and Intervention (PBIS) Coalition State Awards, CA State Model SARB Award, and the prestigious distinction of being named A Best Community for Music Education by NAMM for six consecutive years. Additionally, AESD's Dual Language Immersion program has received acclaim, with four schools honored by CABC with a Seal of Excellence and the district itself receiving the Aoki Multiple Pathways District Biliteracy Award from Californians Together.

AESD also offers Expanded Learning Opportunities at all 23 schools, providing families with options for before and afterschool activities. These programs not only extend academic learning but also offer enrichment activities, tutoring, and recreational opportunities, ensuring that students have a well-rounded educational experience both inside and outside of the traditional school day. These opportunities strengthen the bond between families, schools, and the community, further enhancing the educational journey of AESD students.

AESD's online learning program at Roosevelt School met the criteria to receive Equity Multiplier Funding for students with a non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

## Reflections: Annual Performance

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

Points of pride at the district level were increases in Math performance, decreases in Chronic Absenteeism, and maintenance of a Low Suspension Rate. Of concern was a decline in English language performance (ELPI indicator) and English language arts performance. We

had a reduction in schools identified for Additional Targeted Support and Intervention (ATSI) from all 24 schools in 2022 to 12 schools in 2023. Based on the 2022 Dashboard, 22 schools were identified as ATSI for their Students with Disabilities group and that was reduced to 4 school sites in 2023. The following shows which student groups at the school and district levels received the lowest performance level (Red) on the 2023 Dashboard:

#### English Language Arts

District: EL, FOS, HOM, SWD, AA

Barton: HOM, SWD

Edison: EL, HOM

Franklin: SWD

Gauer: SWD, HI

Guinn: EL, SWD

Henry: ALL, EL, SED, SWD, HI

Juarez: SWD

Lincoln: ALL, EL, HOM, SED, HI

Loara: SWD

Mann: EL, HOM, SWD

Marshall: HOM, SWD

Olive Street: ALL, EL, SED, SWD, HI

Orange Grove: EL, HOM, SED, HI

Ponderosa: ALL, EL, HOM, SED, SWD, HI

Revere: EL, SWD

Roosevelt: EL

Ross: SWD

Sunkist: ALL, EL, HOM, SED, SWD, HI

Westmont: EL, SWD

#### Math

District: SWD

Barton: SWD

Gauer: SWD

Henry: HI

Juarez: SWD

Lincoln: HOM, SED

Mann: HOM

Marshall: HOM, SWD

Orange Grove: HOM

Ponderosa: ALL, EL, HOM, SED, SWD, HI

Revere: SWD

Roosevelt: EL, SWD

Ross: HOM, SWD



Sunkist: EL, HOM, SED, SWD, HI  
Westmont: SWD

English Learner Performance Indicator (ELPI)  
Guinn: ALL  
Westmont: ALL

Chronic Absenteeism  
District: FOS, AA  
Barton: ALL, EL, HOM, HI  
Edison: ALL, EL, HOM, SED, SWD, HI  
Franklin: EL  
Gauer: HOM, HI  
Guinn: ALL, EL, HOM, SED, SWD, HI  
Henry: ALL, HOM, SED, SWD, HI  
Jefferson: HOM, SWD  
Juarez: AS  
Lincoln: HOM, WH  
Loara: ALL, HOM  
Marshall: ALL, EL, SED, SWD, AS, HI, WH  
Orange Grove: HOM  
Price: SWD  
Revere: HOM, SED, SWD  
Roosevelt: ALL, EL, HOM, SED, HI  
Ross: HOM, WH  
Stoddard: SWD, HI  
Sunkist: SWD

Suspension Rate  
Sunkist: ALL, EL, HOM, SED, SWD, HI

Reflections: Technical Assistance

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

NA

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.

NA

**Support for Identified Schools**

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

NA

**Monitoring and Evaluating Effectiveness**

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

NA

# 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
Equity Multiplier--Roosevelt Elementary (online learning program) The staff at the online learning program provided input and feedback about their level of engagement with students in relation to the tools available.	Roosevelt School Site Council met on May 30, 2024 to finalize their input about how to best support students and families in the online learning program.
AESD LCAP Committee--An advisory group with equal parity of parents (including parents of Students with Disabilities, English Learner/Emergent Bilingual, Foster Youth, and Low Income) , classified, certificated, administrators, and community partners who meet on a month basis. The committee includes the leaders of CSEA, AEEA, and two board members.	<p>This committee provides a coherent group of educational partners who Plan, Implement, Assess, and Adjust the Local Control Accountability Plan throughout the year.</p> <p>Meeting Dates: September 27, 2023, October 25, 2023, December 6, 2023, January 24, 2024, March 27, 2024, April 24, 2024, May 29, 2024</p>
AESD DAC/DELAC (Official Parent Advisory) The objective of the DAC/DELAC shall be to assist and advise the Anaheim Elementary School District in the operation of programs for Title I, LCAP, and English learner/Emergent Bilingual students. Members are elected by each local SSC/ELAC Each school must have a total of two representatives. One representative must be an elected ELAC member. The second representative must be an elected SSC member.	<p>The DAC/DELAC assists and advises in the planning, implementation, and evaluation of the Title I, LCAP, and English learner/Emergent Bilingual programs. In addition, they make recommendations for changes that will improve the Title I, LCAP, and English learner/Emergent Bilingual programs.</p> <p>Meeting Dates: September 19, 2023, October 10, 2023, November 14, 2023, January 9, 2024, February 13, 2024, March 19, 2024, April 23, 2024, May 21, 2024</p>
AESD is a Single District SELPA the Sr. Director of Special Education/SELPA is a member of the LCAP Committee and has assigned parent members from the SELPA Community Advisory Committee (CAC) to participate on the LCAP Committee.	Meeting Dates: September 27, 2023, October 25, 2023, December 6, 2023, January 24, 2024, March 27, 2024, April 24, 2024, May 29, 2024
AESD students in grades 3-6 participate in several surveys throughout the year providing feedback on the LCAP SEL goals, as well as the California Healthy Kids Survey.	<p>The students take an SEL survey three times a year: Fall September 11-15, 2023, Mid Year December 11-15, 2023, and Spring March 5-28, 2024.</p> <p>The CHKS was administered for 6th grade only as a requirement of the TUPE grant the survey window was May 9, 2024 through June 5, 2024.</p>
AESD parents, staff, and students participate in a number of surveys throughout the year: LCAP input Survey, ELOP input Surveys, ASES evaluation Survey. In addition this year, the eight Community Schools sites conducted a Needs Assessment.	LCAP Survey Window: parent survey 4,026 and 1,205 staff (classified, certificated, management) surveys

Educational Partner(s)	Process for Engagement
	<p>Anaheim Elementary Succeeds! (ELOP Survey) was taken during the Survey Window: March 18 - 28, 2024. 1,266 student surveys and 994 parent surveys, 50 site administrators.</p> <p>The ASES (Anaheim Achieves) survey was collected during the survey window April 18 -29, 2024. 533 student surveys, 231 parent surveys, 12 site admin, and 276 teachers.</p>
AESD cabinet meets on a monthly basis with Classified Association, Certificated Association, and Management Leaders to consult and collaborate on districtwide improvement efforts including the LCAP.	<p>AEEA-Certificated Association 5-29-24 - Agenda Topic (2nd LCAP Consultation)  AESMA-Management Association 12-14-23 - Agenda Topic (Budget Stabilization)  CSEA-Classified Association 12-14-23 - Agenda Topic (Current Update on District's Budget)</p> <p>On May, 13, 2024 the AEEA negotiations team was presented with a summary of the 2023-2024 LCAP budgeted items and a proposed 2024-2025 LCAP budget development items, they were in agreement with the resource allocations.</p>

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

<p>The Local Control and Accountability Plan (LCAP) is a critical document for California school districts, outlining the goals, actions, and expenditures to support student achievement and equity. Educational partner feedback plays a significant role in shaping AESD’s LCAP priorities, as it reflects the perspectives and insights of partners like parents, teachers, administrators, and community members.</p> <p>Here's how educational partner feedback influenced the development of the 2024-2027 LCAP:</p> <p>Throughout the LCAP Advisory Committee meetings data from LCAP identified metrics were reviewed and feedback collected as to how students were increasing or improving their educational outcomes.</p> <p>The AESD Leadership Team met monthly to discuss site action plans focused on improving Literacy, Math, and SEL. During these meetings data was collected and reviewed and recommendations for professional development were discussed and recommended. At the February meeting of the DAC/DELAC the LCAP mid year update was presented and feedback from the committee was to continue to improve students literacy and math outcomes and work to help teachers utilize strategies to better engage students in learning. The Staff LCAP survey provided feedback from classroom teachers on what they needed to improve student behavior as well as literacy strategies that they found to be most effective in teaching AESD students how to read.</p> <p><b>Goals:</b> Feedback from educational partners informed the establishment of specific goals within the LCAP.</p> <p>Goal 1 Students’ Academic Achievement. After a review of CAASPP ELA and Math data as well as reviewing local formative data on Reading and Math, all partner groups shared feedback and concern about AESD students’ literacy and math achievement. Goal 1 as well as the actions and services were written in direct response to the feedback gained from all educational partners.</p> <p>Goal 2 Student and Family Engagement. While all schools in AESD improved their average daily attendance and chronic absenteeism over the course of the 2023-2024 school year, it was noted that we still had over 20% of our students chronically absent. Goal 2 includes strategies to continue to build positive home school relationships and resources to more effectively communicate with families regarding regular school attendance. Additionally, partners expressed concerns about student behavior and mental health, so the district prioritized student wellbeing and will provide counseling services and will begin piloting a comprehensive social-emotional learning program that can be used in Tier I, II, and III. All partner groups requested the district develop a plan to fiscally support the robust wrap around services provided to students and families. The LCAP reflects a commitment to this wrap-around services as well as ongoing support through other state and federal funding.</p>
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Goal 3 Conditions for Learning is a maintenance goal and reflects the districts obligation to ensure safe, clean, learning environments, highly qualified staff, and implementation of the State Academic Standards including the NGSS.

Goal 4 Equity Multiplier (Online Learning Program at Roosevelt School): In response to feedback from teachers, students and parents, it has been identified that there is a pressing need to equip our learning environment with devices boasting enhanced memory and processing capabilities. This upgrade is essential to facilitate seamless access to Microsoft Teams for teaching and learning purposes. Furthermore, recognizing the shift in instructional methods, particularly the preference among educators for interactive whiteboarding techniques, we will be implementing a solution to address this demand. Specifically, we will introduce e-glass technology, which offers a front-facing, efficient whiteboarding experience, enabling educators to engage effectively with their students while maintaining visual contact.

**Metrics:** Educational partner feedback that led to adjustments in the metrics used to measure progress toward LCAP goals:

The metrics utilized in the 2024-2027 LCAP include a balance of mandated metrics as well as local formative metrics that provide staff timely information to monitor and adjust to better serve our students and family. In order to measure holistic student development, the district has included metrics related to student well-being, such as attendance rates, disciplinary incidents, or surveys on school climate.

**Actions:**

Here are some examples of actions that were developed or enhanced in response to partner input:

**Targeted Intervention Programs:** Education Partners advocated for the implementation of targeted intervention programs to support struggling readers and math learners. These programs include small-group instruction and after school tutoring sessions.

**Professional Development for Educators:** Educational partners emphasized the importance of ongoing professional development for teachers to enhance their instructional practices in literacy and math. The district has allocated resources for workshops, seminars, and coaching sessions focused on evidence-based instructional strategies.

**Technology Integration:** Educational partners emphasized the potential benefits of integrating technology into literacy and math instruction to enhance engagement and differentiation. The district has allocated funds for purchasing educational software, digital resources, and/or devices to support blended learning approaches. In addition the district has allocated resources for personnel to support the infrastructure needed for technology integration.

**Extended Learning Opportunities:** Educational partners advocated for expanded opportunities for students to engage in literacy and math outside of the traditional classroom setting. The district has invested in having a certificated teacher (TOSA) work in the afterschool programs to provide academic interventions.

**Parent Involvement in Learning:** In addition to general family engagement initiatives, partners specifically emphasize the importance of involving parents in their children's literacy and math learning at home. The district will provide resources, workshops, and materials to empower parents to support their children's learning outside of school.

By incorporating these actions into the LCAP, the district will make meaningful steps towards improving literacy and math outcomes for all students.

**Budgeted Expenditures:** The LCAP advisory committee is committed to operationalizing an equity lens to ensure that resources are allocated in a manner that prioritizes support for students with the greatest needs. Educational partner feedback serves as a guiding principle in determining the allocation of funds within the LCAP budget. Furthermore, unanimous consensus among educational partners underscores the imperative of prioritizing literacy improvement initiatives to address achievement disparities. As such, the budget is strategically structured to prioritize investments aimed at narrowing these gaps and fostering equitable academic outcomes for all students.

Overall, educational partner feedback serves as a valuable guide for ensuring that the LCAP reflects the needs and priorities of English Learners/Emergent Bilingual, Homeless, Foster Youth, and Low Income students. By incorporating this feedback into goal-setting, metric selection, action planning, and budgeting decisions, the district has addressed the diverse needs of all students and has a plan to improve the educational outcomes for students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	By fostering culturally and linguistically responsive teaching and leadership practices, AESD is committed to enhancing the academic and social-emotional growth of all students. Our focus includes accelerating the academic progress and achievements of Emergent Bilingual, Low Income, Students with Disabilities, Foster Youth, and Long-Term English Learners, Homeless students, ensuring equitable outcomes for every learner.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district has chosen to prioritize improving academic outcomes in English Language Arts (ELA), Language Acquisition, Math and Science for several key reasons, singled out by a comprehensive analysis of academic performance data and consultations with education partners. This decision reflects a strategic focus on addressing disparities in achievement and fostering a foundation for lifelong learning across all student demographics.

Based on multiple years of local outcome, perception and implementation data the district’s academic data shows all student groups are underperforming in ELA, Language Acquisition, Math and Science to varying degrees, with particularly stark gaps for foster youth, homeless youth, long-term English learners, and students with disabilities. Such disparities not only highlight immediate areas for intervention, but also point to broader systemic challenges that need to be addressed to ensure equitable educational outcomes. The decision to focus on focus areas above were informed by:

**Overall performance gap:**  
In ELA, the data showed that students in grades 3-6 are -56 points distance from standard. In Math, the data showed that students in grades 3-6 are -70.5 points distance from standard. The distance from standard in both these areas indicates an explicit need for improvement across the board, including preceding primary grades.

**Disproportionate impacts:**  
Student groups in both ELA and Math are significantly behind, underscoring the urgency of targeted interventions. ELA student group data: Students with disabilities (-79.7 points), foster youth (-49 points), and homeless youth (-39.5 points). Math student group data: Students with disabilities (-128.2 points), foster youth (-93.6 points), and homeless youth (-95.5 points).  
The goal was refined and prioritized through meaningful consultations with a wide range of educational partners. These partners recognized the critical importance of ELA and Math proficiency as a cornerstone of educational success and lifelong learning. Key insights from these consultations included:

**ELA and Math are lifelong skills:** Partners universally agreed that proficiency in ELA and Math is foundational to academic success across subjects, critical thinking, and participation in society. Additionally, proficiency is a civil right that every child should have access to the tools to successfully navigate a competitive

world. Academic success leads to informed decision-making, improved self confidence and a path to economic prosperity.

**Equity and access:** There was a strong consensus on the need to address inequities in educational outcomes, particularly for vulnerable student groups.

**Community and family engagement:** Educational partners emphasized the importance of engaging families and the community in supporting all learning, recognizing that education is a shared responsibility.

By addressing these critical areas, the district aims to lay a strong foundation for equitable educational access, academic success, and the holistic development of all students. This broad goal is a strategic step towards not only closing the achievement gap but also ensuring that every student is equipped with the essential skills for lifelong learning and success in a dynamic world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELPI-District Annually increase the percent of students making progress toward Overall English proficiency by 4% until reaching 55% or higher. Data Source: California School Dashboard	2022-23 47.6%			2025-26 55% Minimally	
1.2	ELPI-Schools Annually increase the percent of students making progress toward Overall English proficiency by 4% until reaching 55% or higher. Data Source: California School Dashboard	2022-23 Guinn: 41.4% Westmont: 37.9%			2025-26 Guinn: 53.4% Westmont: 49.9%	
1.3	CAASPP ELA- District AESD will decrease the ELA distance from standard (DFS) by 15 points annually. Data Source: California School Dashboard	<b>2022-23</b> <b>All: -56</b> SED: -62  EL: -73.8 FOS: -83.2			<b>2025-26</b> <b>All: -11</b> SED: -17  EL: -28.8 FOS: -38.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: -84.9 SWD: -115.7 AA: -72.9			HOM: -39.9 SWD: -70.7 AA: -27.9	
1.4	CAASPP ELA- Schools and Student Groups AESD will decrease the ELA distance from standard (DFS) by 15 points annually. Data Source: California School Dashboard	<b>2022-23</b> <b>Barton</b> HOM: -81.6 SWD: -106.3 <b>Edison</b> EL: -75.8 HOM: -95.3 <b>Franklin</b> SWD: -81 <b>Gauer</b> SWD: -145 HI: -74.6 <b>Guinn</b> EL: -83.6 SWD: -106.7 <b>Henry</b> ALL: -84.8 EL: -90.3 SED: -85.2 SWD: -147.8 HI: -85.2 <b>Juarez</b> SWD: -98.6 <b>Lincoln</b> ALL: -78.9 EL: -90.3 HOM: -113.1 SED: -87.7 HI: -79.5 <b>Loara</b> SWD: -117.7 <b>Mann</b> EL: -74.3 HOM: -91.3			<b>2025-26</b> <b>Barton</b> HOM: -36.6 SWD: -61.3 <b>Edison</b> EL: -30.8 HOM: -50.3 <b>Franklin</b> SWD: -36 <b>Gauer</b> SWD: -100 HI: -29.6 <b>Guinn</b> EL: -38.6 SWD: -61.7 <b>Henry</b> ALL: -39.8 EL: -45.3 SED: -40.2 SWD: -102.8 HI: -40.2 <b>Juarez</b> SWD: -53.6 <b>Lincoln</b> ALL: -33.9 EL: -45.3 HOM: -68.1 SED: -42.7 HI: -34.5 <b>Loara</b> SWD: -72.7 <b>Mann</b> EL: -29.3 HOM: -46.3	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -115.7 <b>Marshall</b> HOM: -105.6 SWD: -105.8 <b>Olive Street</b> ALL: -73.5 EL: -88 SED: -77.4 SWD: -146.3 HI: -71.9 <b>Orange Grove</b> EL: -76.5 HOM: -88.7 SED: -70.5 HI: -70.6 <b>Ponderosa</b> ALL: -81 EL: -94.8 HOM: -97.1 SED: -84.7 SWD: -131.7 HI: -81.7 <b>Revere</b> EL: -85.7 SWD: -150.5 <b>Roosevelt</b> EL: -98.4 <b>Ross</b> SWD: -95.6 <b>Sunkist</b> ALL: -82.1 EL: -93.2 HOM: -111 SED: -84.4 SWD: -165.1 HI: -85.2 <b>Westmont</b>			SWD: -70.7 <b>Marshall</b> HOM: -60.6 SWD: -60.8 <b>Olive Street</b> ALL: -28.5 EL: -43 SED: -32.4 SWD: -101.3 HI: -26.9 <b>Orange Grove</b> EL: -31.5 HOM: -43.7 SED: -25.5 HI: -25.6 <b>Ponderosa</b> ALL: -36 EL: -49.8 HOM: -52.1 SED: -39.7 SWD: -86.7 HI: -36.7 <b>Revere</b> EL: -40.7 SWD: -105.5 <b>Roosevelt</b> EL: -53.4 <b>Ross</b> SWD: -50.6 <b>Sunkist</b> ALL: -37.1 EL: -48.2 HOM: -66 SED: -39.4 SWD: -120.1 HI: -40.2 <b>Westmont</b>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -77.2 SWD: -90.1			EL: -32.2 SWD: -45.1	
1.5	CAASPP Math- District AESD will decrease the Math distance from standard (DFS) by 20 points annually. Data Source: California School Dashboard	<b>2022-23</b> <b>All: -70.5</b> SWD: -128.2  SED: -76.7  EL: -85.5  FY: -93.6			<b>2025-26</b> <b>All: -10.5</b> SWD: -68.2  SED: -16.7  EL: -25.5  FY: -33.6	
1.6	CAASPP Math- Schools and Student Groups AESD will decrease the Math distance from standard (DFS) by 20 points annually. Data Source: California School Dashboard	<b>2023-24</b> <b>Barton</b> SWD: -115.7 <b>Gauer</b> SWD: -151.8 <b>Henry</b> HI: -102.2 <b>Juarez</b> SWD: -111.4 <b>Lincoln</b> HOM: -127.4 SED: -95.5 <b>Mann</b> HOM: -91.3 <b>Marshall</b> HOM: -130.5 SWD: -110.8 <b>Orange Grove</b> HOM: -98.8 <b>Ponderosa</b> ALL: -102.7 EL: -118 HOM: -109.6 SED: -107.6 SWD: -150.5 HI: -104.7			<b>2025-26</b> <b>Barton</b> SWD: -55.7 <b>Gauer</b> SWD: -91.8 <b>Henry</b> HI: -42.2 <b>Juarez</b> SWD: -51.4 <b>Lincoln</b> HOM: -67.4 SED: -35.5 <b>Mann</b> HOM: -31.3 <b>Marshall</b> HOM: -70.5 SWD: -50.8 <b>Orange Grove</b> HOM: -38.8 <b>Ponderosa</b> ALL: -42.7 EL: -58 HOM: -49.6 SED: -47.6 SWD: -90.5 HI: -44.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<b>Revere</b> SWD: -163.5 <b>Roosevelt</b> EL: -101.4 SWD: -133.1 <b>Ross</b> HOM: -100.4 SWD: -113.2 <b>Sunkist</b> EL: -103.5 HOM: -116.1 SED: -97.3 SWD: -175.5 HI: -98.1 <b>Westmont</b> SWD: -103.2			<b>Revere</b> SWD: -103.5 <b>Roosevelt</b> EL: -41.4 SWD: -73.1 <b>Ross</b> HOM: -40.4 SWD: -53.2 <b>Sunkist</b> EL: -43.5 HOM: -56.1 SED: -37.3 SWD: -115.5 HI: -38.1 <b>Westmont</b> SWD: -43.2	
1.7	Reclassification Rate Increase reclassification rate by 5% annually for a desired outcome of 15%. Data Source: Local Tableau	2023-24 11.3% as of 6/7/24			2026-27 15% Minimally	
1.8	Star Reading – Local Assessment The percentage of all students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reading at/above grade level in their target language by the end of the year will increase 5% each year.	2023-24 ALL: 44.5% EL: 28.5% HOM: 34.4% SED: 42.1% SWD: 18.8% FY: 25.8%			2026-27 ALL: 59.5% EL: 43.5% HOM: 49.4% SED: 57.1% SWD: 33.8% FY: 40.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Tableau					
1.9	<p>Star Math – Local Assessment</p> <p>The percentage of all students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reading at/above grade level in their target language by the end of the year will increase 5% each year.</p> <p>Data Source: Local Tableau</p>	<p>2023-24</p> <p>ALL: 54.2%</p> <p>EL: 40.9%</p> <p>HOM: 41%</p> <p>SED: 52.3%</p> <p>SWD: 30.1%</p> <p>FY: 34.8%</p>			<p>2026-27</p> <p>ALL: 69.2%</p> <p>EL: 55.9%</p> <p>HOM: 56%</p> <p>SED: 67.3%</p> <p>SWD: 45.1%</p> <p>FY: 49.8%</p>	
1.10	<p>Unique Learning Systems - Local Assessment</p> <p>Increase the percent of students with moderate to severe disabilities' scoring Proficient Mastery on Core Content Connectors-aligned benchmarks annually by 3% as measured by Unique Learning Systems.</p> <p>Data Source: ULS Export</p>	<p>2023-24</p> <p>27%</p>			<p>2026-27</p> <p>36%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	CAASPP CAST Distance from Standard (DFS) Grade Level Grade 5 AESD will decrease Science distance from standard (DFS) by TBD points annually. Data Source: California School Dashboard	Baseline in 2024-25			TBD with 2024 Dashboard Release	
1.12	Local Indicator for Implementing State Academic Standards AESD will implement the academic content and performance standards adopted by the state board, and indicate how the programs and services will enable English learners to access the common core academic content standards. Data Source: CDE's Priority 2 Self Reflection Tool	2023-24  3.8 average			2026-27  4.0 average minimally	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Targeted Intervention Programs	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will implement evidence-based ELA intervention programs, principally directed to English Learners, Low Income Students, Students with Disabilities, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth, to close the ELA achievement gap as measured M1.1, M1.2, M1.3, and M1.4 (ELPI and CAASPP ELA for District and Schools).	\$3,201,780.00	Yes
1.2	TOSA IN/PD - Instructional Coaches	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide a TOSA IN/PD at all school sites to provide evidence based interventions, ongoing, job-embedded professional development focused on differentiated instruction, cultural competency, and strategies for increasing literacy skills, principally directed to Emergent Bilingual, low-income and foster youth. This action will be measured by M1.2 and M1.4 (ELPI and CAASPP ELA).	\$6,425,747.00	Yes
1.3	Professional Development for TK-6 Teachers in Literacy and Math	<p>To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will implement a comprehensive professional learning plan to train PK-6 teachers in literacy strategies that positively impact student outcomes of vulnerable populations:</p> <p>Phonemic Awareness: The ability to recognize and manipulate individual sounds (phonemes) in spoken words.</p> <p>Phonics: Instruction that emphasizes the connection between letters (graphemes) and their corresponding sounds (phonemes) to decode words.</p>	\$405,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Fluency: The capacity to read words, phrases, sentences, and texts accurately, with appropriate speed and expression.  Vocabulary: Understanding word meanings and using them effectively in context.  Comprehension: The skill of understanding and making sense of what is read.</p> <p>In addition, the district will implement a comprehensive professional learning plan to train PK-6 teachers in the Standards for Mathematical Practices. These practices emphasize the expertise that students should develop to become proficient mathematicians: Make Sense of Problems and Persevere in Solving Them, Reason Abstractly and Quantitatively, Construct Viable Arguments and Critique the Reasoning of Others, Model with Mathematics, Use Appropriate Tools Strategically, Attend to Precision, and Look for and Make Use of Structure.</p>		
<b>1.4</b>	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, and MyON digital library resources.	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will utilize STAR assessment results to identify individual student learning needs and create personalized learning pathways. Adjust strategies and interventions based on data analysis to ensure continuous improvement in student learning outcomes principally directed to English Learner/Emergent Bilingual, low-income and foster youth.	<b>\$540,819.00</b>	<b>Yes</b>
<b>1.5</b>	Professional Learning Communities TK-6 release time/PE	<p>To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide PE coaches at every school to release classroom teachers to participate in professional learning community's (PLC) where grade level teams of educators share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. ALL AESD teachers TK-6 grade will be released bimonthly to participate in PLCs. Students will attend PE with coaches while teachers meet in grade level teams.</p> <p>The initiative to provide PE coaches at every school, thereby releasing teachers to participate in bi-weekly Professional Learning Communities, increases and improves learning for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth students by enhancing instructional practices, fostering a collaborative and inclusive learning environment, and addressing the specific needs of these vulnerable groups. This approach not only improves academic outcomes but also promotes overall student engagement, well-being, and success. Specifically, Focus on Targeted Strategies: PLCs enable teachers to collaboratively develop and share instructional strategies that address the specific needs of English Learners, Low-Income, and Foster Youth students. This can include differentiated instruction, scaffolding, and culturally responsive teaching; and Data-Driven Decisions: Teachers use PLC time to analyze student data, identify learning gaps, and develop targeted interventions that can be immediately applied in the classroom, particularly benefiting students who may need additional support.</p>	<b>\$1,700,000.00</b>	<b>Yes</b>

Action #	Title	Description	Total Funds	Contributing
		<p>This contributes to increasing/improving outcomes at every school site throughout the LEA for the following student groups: English Learners, Low Income Students, Students with Disabilities, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p>		
1.6	Broad Course of Study	<p>To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide equitable access to a PK-6 grade broad course of study eSTEAMd (Equity, Engaged, Science, Technology, Arts, Math, Dual Language) that is supported by VAPA TOSA, Music Teachers, GATE programs) and provide additional budget allocation to all school sites to purchase Library Books, VAPA Supplies).</p> <p>Finally, supporting English Learners (ELs)/Emergent Bilinguals, low-income students, and foster youth with access to enrichment opportunities, including science-based field trips, is crucial for several reasons: Students from low-income backgrounds, English learners, and foster youth often face barriers that limit their exposure to educational enrichment activities. Providing these opportunities helps bridge the gap in educational experiences, ensuring all students have equal access to quality learning resources. Field trips provide experiential learning that makes abstract scientific concepts tangible and relevant. This hands-on experience can significantly enhance understanding and retention of scientific ideas. For English learners, field trips provide a context-rich environment where they can practice language skills in authentic settings. They encounter new vocabulary and language structures in meaningful, memorable ways. Participation in group activities, such as field trips, can foster a sense of community and belonging among students, which is particularly beneficial for foster youth who may experience instability in their lives.</p> <p>By implementing the eSTEAMd program, enhancing access to resources like library books and VAPA supplies, and providing enriching opportunities such as science-based field trips, the district significantly increases and improves learning outcomes for English Learners/Emergent Bilinguals, Low-Income, Students Experiencing Homelessness, Hispanic Students, African American Students and Foster Youth students. This holistic approach supports academic achievement, fosters cultural and linguistic diversity, promotes equity in education, and prepares students for success in a global society.</p> <p>This contributes to increasing/improving outcomes at every school site throughout the LEA for the following student groups: English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p>	\$5,472,497.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.7</b>	Library Services	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide Library Media Assistants at all school sites. This action will strengthen library services by enhancing access to multilingual, culturally relevant books, and providing diverse literacy opportunities increases and improves learning outcomes for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth students. This initiative supports literacy development, promotes equity, addresses specific needs, and fosters a love for reading, contributing to overall academic success and personal growth for these student groups.	\$1,688,096.00	Yes
<b>1.8</b>	Dual Immersion Programs	<p>To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide Dual Language Programs at all schools in the district. Increasing access and building site capacity for a high-quality dual language immersion (DLI) program enhances learning for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth by providing rigorous and integrated content and language instruction. This approach supports academic achievement, promotes bilingualism and biliteracy, fosters inclusivity, and addresses the specific needs of vulnerable student groups, preparing them to become multilingual global citizens with the skills and confidence needed for future success.</p> <p>Specifically, Improved Literacy Skills: DLI programs integrate literacy instruction in both languages, allowing students to develop strong reading and writing skills. This dual approach supports English Learners in building literacy skills in their native language and English simultaneously, leading to higher academic achievement in both languages; and Cognitive Benefits: Research shows that bilingual students often exhibit enhanced cognitive abilities, such as better problem-solving skills and mental flexibility, which positively impacts their overall academic performance. Simultaneous Language Learning: English Learners receive structured support to develop proficiency in both their native language and English, which facilitates academic learning and social integration; and Reduced Language Attrition: DLI programs help maintain and strengthen students' native language skills while they acquire English, preventing the loss of linguistic and cultural heritage.</p> <p>This contributes to increasing/improving outcomes at every school site throughout the LEA for the following student groups: English Learners, Low Income Students, Students with Disabilities, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p>	\$882,820.00	Yes
<b>1.9</b>	Access for English Language Learners	To support English Learners/Emergent Bilingual, the district will provide a coherent and aligned set of practices, services, relationships, linguistically-appropriate program placement options and approaches to teaching and learning, in alignment with the English Learner Roadmap, will provide English language learners with meaningful access and engagement in a 21st Century	\$396,889.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>education in order to achieve increased English and bilingual proficiencies, grade-level standards mastery, and college and career readiness, principally directed to Emergent Bilingual, low-income and foster youth. (Coordinator Multilingual Programs, Curriculum Specialist Multilingual Programs).</p> <p>Implementing a coherent and aligned set of practices, services, and program options as outlined in the English Learner Roadmap ensures that English Learners/Emergent Bilinguals students receive equitable access to high-quality education. This approach supports bilingual and biliteracy proficiencies, academic achievement, and college and career readiness, ultimately preparing students to succeed in a diverse and interconnected world.</p>		
<b>1.10</b>	Long Term English Learner (LTEL) Intervention	To meet the needs of emergent bilingual students who are not making adequate progress in English language acquisition, AESD will provide 4 Teachers on Special Assignment (TOSA-IN) to support 4th-5th grade English Learner/Emergent Bilingual students at-risk of becoming long-term English learners (LTELS).	<b>\$659,846.00</b>	<b>No</b>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All students, staff, and families will feel welcomed and supported at all AESD sites. The District will prioritize meaningful engagement, nurture social emotional learning, and promote the overall well being of students, staff, and families. Building upon these diverse assets we enhance the richness and diversity of our district and foster an inclusive environment for all. Setting the goal to make everyone feel welcomed and supported at all sites, while prioritizing engagement, social-emotional learning, and overall well-being, fosters a nurturing and inclusive school environment. The actions and services will enhance educational outcomes, support diverse needs, and build a strong, cohesive community, ultimately leading to a more effective and fulfilling educational experience for all involved.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our commitment to fostering a positive and inclusive school community that's grounded in equity, student success, social emotional learning, and community partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Climate Survey  Increase students' Sense of Belonging by 3% annually as measured by the School Climate Survey.  Data Source: School Climate Survey in Qualtrics	2023-24 ALL: 62.1%  SED: 62.2%  EL: 62.1%  FY: (fewer than 10 students)			2026-27 ALL: 71.1%  SED: 71.2%  EL: 71.2%  FY: (fewer than 10 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	<p>School Climate Survey</p> <p>Increase students' Engagement by 3% as measured by the School Climate Survey.</p> <p>Data Source: School Climate Survey in Qualtrics</p>	<p>2023-24</p> <p>ALL: 55.7%</p> <p>SED: 55.5%</p> <p>EL: 55.1%</p> <p>FY: (fewer than 10 students)</p>			<p>2026-27</p> <p>ALL: 64.7%</p> <p>SED: 64.5%</p> <p>EL: 64.1%</p> <p>FY: (fewer than 10 students)</p>	
2.3	<p>Attendance Rate</p> <p>Student and staff attendance will increase by 1.3% annually until a goal of 97% is reached.</p> <p>Data Source: Local Tableau</p>	<p>2022-23</p> <p>ALL: 91.4%</p> <p>SED: 91.2%</p> <p>EL: 91.1%</p> <p>FY: 90.1%</p>			<p>2025-26</p> <p>ALL: 95.2%</p> <p>SED: 94.1%</p> <p>EL: 95.0%</p> <p>FY: 94.0%</p>	
2.4	<p>Chronic Absenteeism- District</p> <p>Decrease student Chronic Absenteeism rate by 3% annually.</p> <p>Data Source: California Schools Dashboard</p>	<p>2022-23</p> <p>ALL: 33.4%</p> <p>FOS: 39.9%</p> <p>AA: 45.5%</p> <p>SED: 34.9%</p> <p>EL: 33.8%</p>			<p>2025-26</p> <p>ALL: 24.4%</p> <p>FOS: 30.9%</p> <p>AA: 36.5%</p> <p>SED: 25.9%</p> <p>EL: 24.8%</p>	
2.5	<p>Chronic Absenteeism- Schools and Student Groups</p> <p>Decrease student Chronic Absenteeism rate by 3% annually.</p> <p>Data Source: California Schools Dashboard</p>	<p>2022-23</p> <p><b>Barton</b></p> <p>ALL: 34.6%</p> <p>EL: 35.9%</p> <p>HOM: 50%</p> <p>HI: 39.1%</p> <p><b>Edison</b></p> <p>ALL: 33.6%</p> <p>EL: 31.8%</p> <p>HOM: 41.9%</p> <p>SED: 34.3%</p>			<p>2025-26</p> <p><b>Barton</b></p> <p>ALL: 25.6%</p> <p>EL: 26.9%</p> <p>HOM: 41%</p> <p>HI: 30.1%</p> <p><b>Edison</b></p> <p>ALL: 24.6%</p> <p>EL: 22.8%</p> <p>HOM: 32.9%</p> <p>SED: 25.3%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 37.3% HI: 33.4% <b>Franklin</b> EL: 37.6% <b>Gauer</b> HOM: 50.9% HI: 37.7% <b>Guinn</b> ALL: 43.9% EL: 44.1% HOM: 55.6% SED: 46.1% SWD: 60.7% HI: 46% <b>Henry</b> ALL: 34.7% HOM: 60% SED: 35.1% SWD: 47.7% HI: 34.8% <b>Jefferson</b> HOM: 34% SWD: 41% <b>Juarez</b> AS: 29% <b>Lincoln</b> HOM: 57.3% WH: 32.4% <b>Loara</b> ALL: 31.5% HOM: 45.5% <b>Marshall</b> ALL: 36.5% EL: 40.1% SED: 38.1% SWD: 43.8% AS: 27.7%			SWD: 28.3% HI: 24.4% <b>Franklin</b> EL: 28.6% <b>Gauer</b> HOM: 41.9% HI: 28.7% <b>Guinn</b> ALL: 34.9% EL: 35.1% HOM: 46.6% SED: 37.1% SWD: 51.7% HI: 37% <b>Henry</b> ALL: 25.7% HOM: 51% SED: 26.1% SWD: 38.7% HI: 25.8% <b>Jefferson</b> HOM: 25% SWD: 32% <b>Juarez</b> AS: 20% <b>Lincoln</b> HOM: 48.3% WH: 23.4% <b>Loara</b> ALL: 22.5% HOM: 36.5% <b>Marshall</b> ALL: 27.5% EL: 31.1% SED: 29.1% SWD: 34.8% AS: 18.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH: 40.6% <b>Orange Grove</b> HOM: 37.9% <b>Price</b> SWD: 29.6% <b>Revere</b> HOM: 58.3% SED: 43.6% SWD: 50% <b>Roosevelt</b> ALL: 38% EL: 40.1% HOM: 46% SED: 38.6% HI: 39.6% <b>Ross</b> HOM: 46.5% WH: 46.5% <b>Stoddard</b> SWD: 37.7% HI: 35.9% <b>Sunkist</b> SWD: 40.7%			WH: 31.6% <b>Orange Grove</b> HOM: 28.9% <b>Price</b> SWD: 20.6% <b>Revere</b> HOM: 49.3% SED: 34.6% SWD: 41% <b>Roosevelt</b> ALL: 29% EL: 31.1% HOM: 37% SED: 29.6% HI: 30.6% <b>Ross</b> HOM: 37.5% WH: 37.5% <b>Stoddard</b> SWD: 28.7% HI: 26.9% <b>Sunkist</b> SWD: 31.7%	
2.6	Suspension Rate- District  Maintain a suspension rate of 0.5% or lower. Decrease suspension rate for historically marginalized student groups including African American students  Data Source: California Schools Dashboard	2022-23 All: 0.8% AA: 1.7% FOS: 1.5% SED: 0.9% EL: 0.7%			2025-26 All: 0.5% Maximum AA: 0.5% Maximum FOS: 0.5% Maximum SED: 0.5% Maximum EL: 0.5% Maximum	
2.7	Suspension Rate-Schools and Groups	2022-23 <b>Sunkist</b>			2025-26 <b>Sunkist</b>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Maintain a suspension rate of 0.5% or lower. Decrease suspension rate for historically marginalized student groups including African American students</p> <p>Data Source: California Schools Dashboard</p>	<p>ALL: 4.1% EL: 5.1% HOM: 7.8% SED: 4.4% SWD: 7.5% HI: 4.1%</p>			<p>ALL: 0.5% or lower EL: 0.5% or lower HOM: 0.5% or lower SED: 0.5% or lower SWD: 0.5% or lower HI: 0.5% or lower</p>	
2.8	<p>Expulsion</p> <p>Maintain an expulsion rate of 0.</p> <p>Data Source: Aeries</p>	<p>2023-24 0%</p>			<p>2026-27 0%</p>	
2.9	<p>LCAP Parent Survey</p> <p>Maintain or reach a minimum of 95% of parents who strongly/somewhat agree that they feel welcome at their child's school annually as measured by the Parent LCAP Survey.</p> <p>Data Source: Qualtrics LCAP Parent Survey</p>	<p>2023-24  96%</p>			<p>2026-27  95% Minimum</p>	
2.10	<p>Representation on Committees</p> <p>Parents of foster youth, emergent bilingual, low income, and special needs students will be represented on the district LCAP committee as measured by sign in sheets.</p>	<p>2024-25  New Metric</p>			<p>2027-28 100% of LCAP Committee sign-in sheets include parents of FY, EL, SED, SWD.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Sign-in sheets					
2.11	Parent Engagement AESD average of 4, Full Implementation, on the “Seeking Input and Decision Making” section of the Parent Engagement Reflection Tool. Data Source: Parent Engagement Reflection Tool	2023-24 3.5 average			2026-27 4 average	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions



Action #	Title	Description	Total Funds	Contributing
2.1	Empowering Staff:Trauma Informed Classroom Management Strategies	<p>AESD BEISY data shows that our unduplicated students have higher rates of internalizing and externalizing behaviors. To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide professional development through a one-day conference-style training offered in the summer that aims to support students in developing positive behaviors by equipping educators with effective, trauma-informed strategies and techniques. This contributes to increasing/improving outcomes at every school site throughout the LEA for the following student groups: English Learner, Foster Youth, and Low Income.</p> <p>By focusing on equipping educators with effective strategies, the one-day conference-style training addresses critical barriers to learning for English Learners/Emergent Bilinguals, Low Income, and Foster Youth students. This approach not only improves classroom management but also fosters a supportive and inclusive learning environment that enhances academic and social-emotional outcomes including reduced suspension rates for these student groups.</p> <p>This action will be measured by M2.6 and M2.7 (Suspension Rate for District and Schools).</p>	\$269,066.00	Yes
2.2	Comprehensive Student Support Services	<p>Implementing Social and Emotional Learning (SEL) with the support of School Counselors, School Psychologists, Behavioral Health Specialists, and Clinicians for English Learners (ELs)/Emergent Bilinguals, low-income students, and foster youth is crucial for their academic success and overall well-being.</p> <p>Here's why:</p> <ol style="list-style-type: none"> <li>1. Many English Learners/Emergent Bilingual, low-income students, and foster youth face unique stressors and traumatic experiences, such as language barriers, financial instability, and family disruptions. Access to mental health professionals ensures that these students receive tailored support for their specific emotional and psychological needs, which can prevent or address mental health issues. School Counselors and Behavioral Health Specialists can develop individualized interventions that address the specific needs of ELs, low-income students, and foster youth, ensuring that support is principally directed to these students.</li> <li>2. This support encourages positive relationships with peers and adults, which is particularly important for foster youth who may lack stable support systems.</li> <li>3. The support staff will incorporate culturally responsive strategies that respect and integrate the linguistic and cultural backgrounds of ELs, facilitating a more inclusive learning environment.</li> </ol> <p>Implementing SEL with the support of school mental health professionals for ELs, low-income students, and foster youth is critical in addressing their unique challenges and promoting their overall well-being. This comprehensive support system fosters emotional resilience, academic success, and social integration, helping to create a more equitable and supportive educational environment.</p>	\$6,769,882.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.3</b>	Attendance Boost Program 2024-25	AESD's unduplicated student population has lower attendance rates and higher proportions of chronic absenteeism. To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide Attendance Improvement Software and Services will be implemented in 2024-25 to increase the efficiency of attendance tracking and outreach, principally directed to English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, White Students, and Asian Students, and Foster Youth. This action will be measured by M2.4, M2.5 (Chronic Absentee Rate at District and Schools level) and M1.3 and M1.5 (CAASPP ELA and Math performance).	\$198,000.00	No
<b>2.4</b>	Attendance Liaison Initiative: Strengthening Student Engagement and Support	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will utilize the 7 attendance liaisons to assist with the monitoring of student attendance, support the School Attendance Review Team procedures and with connecting families to school and community resources for students who are chronically absent or at risk of becoming chronically absent.	\$400,623.00	No
<b>2.5</b>	Conduct regular student wellness screenings and support overall health of students	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide health care professionals at all sites. Integrating health professionals into the school environment to provide wellness support significantly enhances the learning outcomes for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth students by addressing their physical, mental, and emotional health needs. This comprehensive support system reduces barriers to learning, promotes engagement and attendance, enhances overall well-being, and fosters a more inclusive and equitable educational experience for these vulnerable student groups.	\$3,288,977.00	Yes
<b>2.6</b>	Parent and Family Engagement Initiative: PK-6 Support	<p>To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide Family and Community Engagement Specialists, School Office Assistants at all school sites and support the district by providing Preschool Learning Link, Parent Involvement Specialist, Schools Family and Community Engagement Director, and Translators throughout the school/district community.</p> <p>Providing Family and Community Engagement Specialists, School Office Assistants, Preschool Learning Link, Parent Involvement Specialists, a Schools Family and Community Engagement Director, and Translators throughout the school district enhances learning for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth by addressing communication barriers, fostering strong school-family partnerships, providing early support, and creating an inclusive and supportive school climate. These actions ensure that all students have access to</p>	\$3,563,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the resources and support they need to succeed academically and personally.		
<b>2.7</b>	Strengthening Family and Community Engagement Professional Development for Parent Engagement	<p>To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide education sessions for parents each trimester based on the district needs assessment: Language Arts/Math, Emergent Bilingual, Inclusive Education, &amp; SEL Parent workshops to teach parents to successfully navigate California's educational system to facilitate child's access to higher education. Parent workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success.</p> <p>Providing trimester-based education sessions for parents that includes workshops on Language Arts/Math, Emergent Bilingual support, Inclusive Education, and SEL, along with navigating the educational system and leadership skills, increases and improves learning for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth by empowering parents to actively support their children's academic and personal development. This comprehensive approach fosters better home-school collaboration, enhances parental involvement, and addresses the unique needs of these vulnerable student groups, leading to improved academic engagement, performance, and overall well-being.</p>	<b>\$75,000.00</b>	<b>Yes</b>
<b>2.8</b>	Trauma Informed Interventions	To support Foster Youth the district will provide in time support for Foster Youth students and families including Student Success Team Liaison and after school tutoring as needed. Transportation provide as needed to Foster Youth students.	<b>\$202,190.00</b>	<b>Yes</b>
<b>2.9</b>	Social Emotional Behavior Curriculum	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide curriculum to develop self-awareness, improve body awareness to help students address their needs and respect others' space; build healthy self-esteem + strong relationship skills; help students communicate clearly, understand their strengths, and maintain friendships; students notice, identify, and regulate their emotions; use play-based activities to teach strategies for responding to strong emotions.	<b>\$230,000.00</b>	<b>Yes</b>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The district will maintain 100% compliance with California State Priority 1 - Basic (Conditions of Learning) by ensuring that all students have access to fully credentialed teachers, standard-aligned instructional materials, and facilities that are in good repair throughout the LCAP cycle.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to sustain and build upon the district's achievements in providing a high -quality learning environment, a foundational element for student success. Recognizing that the conditions of learning are critical for effective instruction and student engagement, the district aims to continue meeting and exceeding state requirements in these areas. Ensuring that every student benefits from qualified instruction, appropriate resources, and a safe environment conducive to learning is central to our commitment to equity and excellence in education. This goal reflects an ongoing dedication to upholding high standards in the foundational aspects of our educational offerings, acknowledging that consistent maintenance in these areas is crucial for fostering positive academic outcomes.

The actions outlined are designed to ensure ongoing adherence to the high standards expected by educational partners and the district as whole. By continuously monitoring teacher assignments, instructional materials, and the state of school facilities, the district commits to proactive measures that prevent degradation in the quality of education provided. Regular audits, reviews, and maintenance schedules are integral to this goal, enabling the district to identify and address potential issues before they impact the learning environment. These actions, supported by clear, measurable metrics, provide a framework for sustaining the progress achieved in creating optimal conditions for learning. This maintenance goal not only ensures compliance with state mandates, but also reaffirms the district's dedication to providing every student with the resources and environment necessary for academic success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Statewide Assignment Accountability System  AESD will hire Fully Credentialed and Appropriately Assigned	2023-24 99.9% of teachers were appropriately assigned and fully credentialed as measured by the California Statewide Assignment Accountability System (			2026-27  100% of teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teachers: teachers who are appropriately assigned, fully credentialed in the subject areas, and, for the pupils they are teaching.  Data Source: Human Resources	<a href="#">CalSAAS</a> )				
3.2	Williams Visit Every pupil in AESD will have sufficient access to the standards-aligned instructional materials.  Data Source: Williams Visit Summary	2023-24 "Sufficient" Rating on Williams Visit for selected schools			2026-27  "Sufficient" Rating	
3.3	Facilities Inspection Tool 100% of AESD facilities will be maintained in "Good" Repair.  Data Source: FIT Report	2023-24 25% of Schools received an overall facility rating of "Exemplary" or "Good" as measured by the annual Facilities Inspection Tool. (FCMAT)			2026-27  100% of schools	
3.4	Local Indicator for Implementing State Academic Standards (Priority 2) AESD will implement the academic content and performance standards adopted by the state board, and indicate how	2023-24 3.8 average			2026-27  4.0 average minimum	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>the programs and services will enable English learners to access the common core academic content standards.</p> <p>Data Source: Implementation of State Academic Standards Reflection Tool</p>					

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Ensure annual access to Annual Procurement of	To ensure access to high-quality instructional materials, a transparent selection process involving educators, administrators, and parents is used. Special considerations are given	\$722,400.00	No

Action #	Title	Description	Total Funds	Contributing
	Standards-Aligned Instructional Materials	when adopting new materials and the adoption process includes training all committee members on the associated standards, frameworks, and critical instructional strategies that support our vulnerable populations prior to looking at materials. Consideration is given to disadvantaged students, including foster youth, those on free and reduced lunch, and Emergent Bilinguals, with funds allocated within the education budget to ensure equitable access.		
<b>3.2</b>	Highly Qualified Teachers	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will implement smaller class sizes as follows: TK-6th grade Class Sizes per contract: TK=22, Kindergarten=24, 1st-3rd=26, 4th-6th=27	\$20,656,006.00	Yes
<b>3.3</b>	Early Learning--Inclusion Classes	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide Kindergarten Collaboration Gen Ed/Special Ed (inclusion) classes at various school sites. Implementing Kindergarten Collaboration Gen Ed/Special Ed (inclusion) classes at various school sites supports diverse student populations by creating inclusive learning environments. This approach not only enhances academic outcomes but also promotes social-emotional development, cultural competence, and equitable access to education for English Learners/Emergent Bilinguals, Low-Income students, Students with Disabilities, and Foster youth.	\$645,295.00	No
<b>3.4</b>	Technology Integration	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide access to high-quality technology integration to support equity focused 21st-century learning environments of instruction for in-person and online learning settings through 1-1 access to a device and Wi-Fi connectivity for students. (Technology Assistants Technician Support Techs*, FileWave MDM, Program Secretary, Information System Specialist, Programmers, Data Assessment Technician). By providing access to high-quality technology integration, including 1-1 devices and Wi-Fi connectivity, the district supports equity-focused 21st-century learning environments for English Learners/Emergent Bilinguals, Low-Income students, and Foster youth. This initiative not only enhances access to educational resources but also promotes digital literacy, personalized learning, and overall academic success in both in-person and online learning settings.	\$3,180,775.00	Yes
<b>3.5</b>	Support the educational programs of the district	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide support to all school sites to develop and maintain budgets in order to make informed decisions which will result in the efficient use of funds in alignment with the LCAP across the district. (Budget Analyst, Buyer, Translation/Printing support, Qualtrics Software to	\$338,416.00	No

Action #	Title	Description	Total Funds	Contributing
		conduct LCAP Surveys)		
<b>3.6</b>	Future Ready Learning and Work Environments	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide future ready and well maintained facilities to ensure school safety, security, and high-quality, cutting edge learning and work environments (RRM, Custodians)	\$2,330,369.00	No
<b>3.7</b>	Welcoming, Safe, and Inclusive School Environment	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, the district will provide Vice Principal support to all schools. Vice Principals play a crucial role in increasing and improving learning for English Learners/Emergent Bilinguals, Low-Income, and Foster Youth students by providing targeted instructional leadership, fostering a positive and inclusive school climate, supporting student well-being, strengthening family and community engagement, and addressing the specific needs of vulnerable student groups. Their involvement ensures that these students receive comprehensive support that enhances their academic success and overall well-being.	\$4,134,588.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Over the course of the next three years, the Anaheim Elementary Online Academy at Roosevelt Elementary will strive to ensure equitable access to high-quality education and improve learning outcomes for all student groups, with particular emphasis on English Learners/Emergent Bilingual, Socioeconomically Disadvantaged, and Hispanic students. This will be achieved through targeted interventions, personalized support, and culturally responsive instructional practices aimed at addressing individual needs and eliminating achievement disparities.	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 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

The online learning program at Roosevelt Elementary has an unduplicated student count of 87.3%, there are 83.1% low income students, 10.6% students experiencing homelessness, and 14.5% chronically absent. The 2022-23 stability rate for students attending the online learning program was 73.2%, in contrast to the district's 90.2% stability rate. These students attend an online learning program and are dependent on technologies and software programs that will engage and provide individualized support.

In response to feedback from teachers, students and parents attending the Online Learning Program at Roosevelt, it has been identified that there is a pressing need to equip our learning environment with devices boasting enhanced memory and processing capabilities. This upgrade is essential to facilitate seamless access to Microsoft Teams for teaching and learning purposes. Furthermore, recognizing the shift in instructional methods, particularly the preference among educators for interactive whiteboarding techniques, we will be implementing a solution to address this demand. Specifically, we will introduce e-glass technology, which offers a front-facing, efficient whiteboarding experience, enabling educators to engage effectively with their students while maintaining visual contact. Educational partners consulted were teachers and parents of the students attending the online learning program as well as the School Site Council.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA- Students attending the online learning program at Roosevelt Elementary	2022-23			2025-36  All:11.4 Low Income: -0.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	will decrease their ELA distance from standard (DFS) by 15 points annually.  Data Source: Local Tableau Data	All: -33.6  Low Income: -45.9  Emergent Bilingual: -30.9  Hispanic: -51.9			Emergent Bilingual:14.1 Hispanic: -6.9	
4.2	CAASPP Math- Students attending the online learning program at Roosevelt Elementary will decrease their Math distance from standard (DFS) by 20 points annually.  Data Source: Local Tableau Data	2022-23  All: -41.0 Low Income: -50.0 Emergent Bilingual: -31.9 Hispanic: -57.6			2025-26  All:19 Low Income:10 Emergent Bilingual: 21.8 Hispanic:2.4	
4.3	Chronic Absenteeism- Decrease chronic absenteeism by 3% annually.  Data Source: Local Tableau Data	2022-23  All: 14.5%  Low Income: 14.9%  Emergent Bilingual: 17.5%  Hispanic: 13.1%			2025-26  All: 5.5%  Low Income: 5.9%  Emergent Bilingual: 8.5%  Hispanic: 4.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	<p>AESD will hire Fully Credentialed and Appropriately Assigned Teachers: teachers who are appropriately assigned, fully credentialed in the subject areas, and, for the pupils they are teaching.</p> <p>Data Source: Human Resources</p>	<p>2023-2024</p> <p>100% of teachers were appropriately assigned and fully credentialed.</p>			<p>2026-27</p> <p>100% of teachers will be appropriately assigned and fully credentialed.</p>	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology Integration	To support students attending the Online Learning Program @ Roosevelt, the district will provide access to high-quality technology integration to support equity focused 21st-century learning environments of instruction for online learning settings through 1-1 access to a device and Wi-Fi connectivity for students and staff.	\$235,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$57,935,776	\$7,436,207

## 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
39.704%	0.000%	\$0.00	39.704%

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	<p><b>Action:</b> ELA Targeted Intervention Programs</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p>	These programs are designed to provide targeted support in reading, writing, speaking, and listening skills, ensuring equitable access to intervention services across the district. By providing intervention programs on an LEA-wide basis, the district aims to close the ELA achievement gap for these student groups.	Effectiveness will be measured through metrics such as changes in ELA proficiency levels (M1.3), progress tracking in specific areas of ELA proficiency (M1.4), and (M1.8).

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
	<b>Scope:</b> LEA-wide		
<b>1.2</b>	<p><b>Action:</b> TOSA IN/PD - Instructional Coaches</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	These programs are designed to provide targeted support in reading, writing, speaking, and listening skills, ensuring equitable access to intervention services across the district. By providing intervention programs on an LEA-wide basis, the district aims to close the ELA achievement gap for these student groups.	Effectiveness will be measured through metrics such as changes in ELA proficiency levels (M1.3), progress tracking in specific areas of ELA proficiency (M1.4), and (M1.8).
<b>1.3</b>	<p><b>Action:</b> Professional Development for TK-6 Teachers in Literacy and Math</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b></p>	Professional development in the areas of literacy and math will be designed to reduce performance gaps for our unduplicated pupils. PD is designed to provide targeted support in reading, writing, speaking, and listening skills, ensuring equitable access to intervention services across the district. By providing intervention programs on an LEA-wide basis, the district aims to close the ELA achievement gap for these student groups.	Effectiveness will be measured through metrics such as changes in ELA and Math proficiency levels (M1.3 & M1.5), progress tracking in specific areas of ELA and Math proficiency (M1.4 & M1.6), and (M1.8 & M1.9).

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		
<b>1.4</b>	<p><b>Action:</b> To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, and MyON digital library resources.</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Star Assessment is a system of assessments informs data-based decisions and supports instructional frameworks such as Response to Intervention (RtI) and Multi-Tier System of Supports (MTSS).</p> <p>Star Assessments are: Highly rated by the National Center for Intensive Intervention (NCII)</p> <p>Students using Accelerated Reader grow significantly more than students not using the program and were nearly twice as likely to be college and career ready. These results hold true for all grades and populations of interest (struggling readers, English learners, and students in free- or reduced-lunch programs) and rose with the integrity of program use.</p> <p>This contributes to increasing/improving outcomes at every school site throughout the LEA for the following student groups: English Learner, Foster Youth, and Low Income.</p>	Effectiveness will be measured through metrics such as changes in ELA proficiency levels (M1.3), progress tracking in specific areas of ELA proficiency (M1.4), and (M1.8) as well as changes in Math proficiency levels (M1.5), progress tracking in specific areas of Math proficiency levels (M1.6) and (M1.9)
<b>1.5</b>	<p><b>Action:</b> Professional Learning Communities TK-6 release time/PE</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Professional Learning Communities (PLCs) play a crucial role in meeting the needs of diverse student populations, including Emergent Bilingual/English Learners (EBs), low-income students, and foster youth. Here's how PLCs can effectively address their unique needs: Collaborative Planning, Data-Driven Decision-Making, Resource Sharing, and Equity Discussions.</p> <p>Why Should This Happen? Student Success: PLCs directly impact student outcomes. Collaborative efforts lead to effective practices that benefit all learners. Shared Responsibility: Addressing diverse needs requires collective expertise. PLCs distribute the responsibility across educators. Holistic Approach: PLCs consider academic, social, and emotional aspects, fostering well-rounded student development.</p>	Effectiveness will be measured through metrics like progress in literacy skills and increased cultural competency among educators and staff working with these student groups, as indicated by M2, M3, M5, and M6 respectively.
<b>1.6</b>	<p><b>Action:</b> Broad Course of Study</p>	These actions are designed to significantly enhance learning outcomes for English Learner/Emergent Bilingual, Low Income, and Foster Youth students by providing equitable access to a comprehensive, culturally responsive educational experience.	Effectiveness will be measured through metrics like progress in literacy skills and increased cultural competency among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By implementing a PK-6 grade broad course of study focused on eSTEAMd (Equity, Engaged, Science, Technology, Arts, Math, Dual Language), students from diverse backgrounds will have the opportunity to engage meaningfully with a rich and varied curriculum that integrates STEAM disciplines with language development and cultural proficiency. This holistic approach not only fosters academic achievement but also promotes critical thinking, problem-solving skills, and creativity among students.</p> <p>The allocation of resources to support personnel such as VAPA TOSA (Visual and Performing Arts Teacher on Special Assignment), Music Teachers, and GATE (Gifted and Talented Education) programs ensures that students receive targeted support and enrichment opportunities tailored to their individual needs and interests. These programs not only provide avenues for academic enrichment but also nurture students' artistic talents, cognitive abilities, and socio-emotional development.</p> <p>Overall, these actions work synergistically to create a learning environment that is responsive to the unique needs and strengths of English Learner/Emergent Bilingual, Low Income, and Foster Youth students. By fostering a culture of equity, engagement, and excellence, the district aims to empower all students to thrive academically, socially, and culturally, laying the foundation for lifelong success and fulfillment.</p> <p>Providing resources and opportunities at all district schools promotes equity, inclusivity, consistency, community engagement, and systemic impact, ultimately contributing to improved learning outcomes and opportunities for all students within the district.</p>	<p>educators and staff working with these student groups, as indicated by (M1.1), (M1.2), (M1.3), (M1.4), (M1.5), (M1.6), (M1.8), (M1.9), and (M1.11)</p>
1.7	<p><b>Action:</b> Library Services</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American</p>	<p>Having librarians in elementary schools, especially those serving low-income students, English learners (ELs), and foster youth, is crucial for several compelling reasons:</p> <p>Literacy Support and Access: They curate diverse books, ensuring representation and relevance. Librarians guide students to age-appropriate materials. Foster youth, ELs, and low-income students gain equitable access to quality reading resources.</p>	<p>Effectiveness will be measured through metrics like progress in literacy skills and increased cultural competency among educators and staff working with these student groups, as indicated by M1.3, M1.4, M1.8, M1.11, and 1.12, respectively.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Cultural Competence and Representation: Librarians promote cultural understanding. They select books that reflect diverse backgrounds. ELs see their languages and cultures represented. Foster youth find characters who mirror their experiences.</p> <p>By providing library services on an LEA-wide basis, the district aims to close the ELA achievement gap for these student groups.</p>	
<b>1.8</b>	<p><b>Action:</b> Dual Immersion Programs</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Overall, Dual Language Programs offer a holistic approach to education that addresses the diverse needs of English learners/emergent bilingual students, low-income students, and foster youth by promoting language development, equity, academic achievement, cultural competence, and community engagement.</p> <p>Offering Dual Language Programs in all schools within a district promotes equity, diversity, academic excellence, global readiness, parental engagement, and teacher professional development. It reflects a commitment to providing high-quality bilingual education for all students and preparing them for success in a diverse and interconnected world.</p>	<p>Effectiveness will be measured through metrics such as changes in ELA proficiency levels (M1.3), progress tracking in specific areas of ELA proficiency (M1.4), and (M1.8) as well as changes in Math proficiency levels (M1.5), progress tracking in specific areas of Math proficiency levels (M1.6) and (M1.9). In addition, through metrics such as Reclassification Rates (M1.7) and Overall English Proficiency (M1.1), (M1.2).</p>
<b>2.1</b>	<p><b>Action:</b> Empowering Staff:Trauma Informed Classroom Management Strategies</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. AESD's unduplicated pupils often experience barriers to success including trauma which can result in behavior issues.</p> <p><b>Scope:</b></p>	<p>By focusing on equipping educators with effective, trauma-informed strategies to support students in developing positive behaviors, the one-day conference-style training addresses critical barriers to learning for English Learners/Emergent Bilinguals, Low Income, and Foster Youth students. This approach not only improves classroom management and decreases suspension rates, but also fosters a supportive and inclusive learning environment that enhances academic and social-emotional outcomes for these student groups.</p>	<p>This action will be measured by M2.6 and M2.7 (Suspension Rate for District and Schools).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>2.2</b>	<p><b>Action:</b> Comprehensive Student Support Services</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing school counselors, psychologists, and clinicians at each school plays a vital role in addressing the diverse needs of English Learners/Emergent Bilingual students and Foster Youth by providing culturally competent, language-supportive, trauma-informed, and holistic support services. Their expertise contributes to creating inclusive, supportive, and nurturing school environments where all students and families can thrive academically, socially, and emotionally.</p> <p>Providing school counselors, psychologists, and clinicians as SEL support personnel at an LEA-wide basis promotes equity, comprehensive support, early intervention and prevention, crisis response and support, consistency and continuity, systemic change and culture shift, and community confidence and trust. It ensures that all students have access to the social-emotional and mental health support they need to thrive academically, socially, and emotionally, regardless of where they attend school within the district.</p>	Effectiveness will be measured through participant feedback surveys assessing the relevance and usefulness of the training, behavioral data analysis tracking changes in student behavior, and observation of improvements in student engagement and academic performance following the implementation of learned strategies (M2.1), (M2.2), (M2.3), (M2.6), M2.7) and (M2.9)
<b>2.5</b>	<p><b>Action:</b> Conduct regular student wellness screenings and support overall health of students</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing health care professionals in a high-poverty school district benefits English Learners/Emergent Bilingual students, Low Income students, and Foster Youth by ensuring access to healthcare, providing health education and promotion, offering early intervention and support, managing medication, responding to crises, and facilitating connections to community resources.</p> <p>Having nurses on at LEA-wide basis promotes equity, early intervention, emergency response, support for students with chronic conditions, health promotion and education, and community engagement and collaboration. This comprehensive approach to student health and well-being contributes to creating a safe, supportive, and inclusive learning environment where all students can thrive academically and socio-emotionally.</p>	Effectiveness will be measured through changes in overall attendance rates, engagement with outreach services, and improvements in academic performance indicators, providing valuable insights into the impact of the initiative on student outcomes. (M2.3), (M2.4), (M2.5) and (M2.9).
<b>2.6</b>	<p><b>Action:</b> Parent and Family Engagement Initiative: PK-6 Support</p> <p><b>Need:</b></p>	<p>Ensure all parents and families of students in PK-6 are assured culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making.</p> <p>This action involves actively reaching out to parents, providing</p>	Effectiveness will be measured through tracking representation data, gathering parent feedback, and analyzing outcomes resulting from decisions made in committees and meetings,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>AESD serves 90% of unduplicated students. Based on the data, there is a notable learning gap among our English Learners, Low-Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth. One critical factor contributing to these disparities is the varying levels of parent and family engagement in the educational process.</p> <p><b>Scope:</b> LEA-wide</p>	<p>information about opportunities for involvement, and soliciting their participation to ensure diverse perspectives are considered in decision-making processes.</p> <p>Implemented on an LEA-wide basis, this initiative promotes consistency and equity across the district.</p>	<p>providing valuable insights into the impact of parental involvement on improving outcomes for unduplicated student groups. (M2.9), (M2.10), (M2.11)</p>
<b>2.7</b>	<p><b>Action:</b> Strengthening Family and Community Engagement Professional Development for Parent Engagement</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based on the data, there is a notable learning gap among our English Learners, Low-Income Students, Students with Disabilities, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth. One critical factor contributing to these disparities is the varying levels of parent and family engagement in the educational process.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By equipping FACES with culturally responsive communication skills and strategies for engaging diverse families, the initiative aims to enhance parental involvement in their child's education and school community.</p> <p>Implemented on an LEA-wide basis, this professional development ensures consistency and equity in efforts to engage parents from diverse backgrounds.</p>	<p>Effectiveness will be measured through tracking indicators of parental engagement, gathering parent feedback, and analyzing student outcomes, providing valuable insights into the impact of increased parental involvement on student success for unduplicated and underrepresented student groups.</p>
<b>2.9</b>	<p><b>Action:</b> Social Emotional Behavior Curriculum</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students with Disabilities, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p>	<p>Enhancing Social-Emotional Skills:</p> <p>Self-Awareness and Management: Teaches self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are foundational for all students' success.</p> <p>Empathy and Inclusivity: Promotes empathy and inclusivity, creating a more understanding and supportive classroom environment.</p> <p>Improving Academic Engagement:</p>	<p>Effectiveness will be measured through participant feedback surveys assessing the relevance and usefulness of the training, behavioral data analysis tracking changes in student behavior, and observation of improvements in student engagement and academic performance following the implementation of learned</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>Motivation and Engagement: Increases students' motivation and engagement by making learning relevant to their lives and social contexts.</p> <p>Classroom Climate: Contributes to a positive classroom climate that supports academic learning and social development.</p> <p>Professional Development for Educators:</p> <p>Teacher Support: Offers training and resources for teachers to effectively implement SEL strategies tailored to diverse student needs, enhancing overall teaching effectiveness.</p> <p>Implementing the Wayfinder SEL (Social and Emotional Learning) curriculum across all schools in a district is crucial for fostering a supportive, equitable, and inclusive educational environment.</p> <p>Consistent SEL Support for All Students:</p> <p>Ensures that all students, regardless of background or school, receive equitable access to SEL resources. This consistency helps to close opportunity gaps and provides a unified approach to supporting diverse learners, including English Learners (ELs)/Emergent Bilinguals, low-income students, and foster youth. Implemented across Tier I, II, and III SEL support.</p> <p>Reduces Achievement Gaps:</p> <p>By fostering a supportive learning environment, SEL helps mitigate the effects of external stressors that can negatively impact students' academic performance, particularly for those from disadvantaged backgrounds.</p> <p>Improved School Culture:</p> <p>SEL contributes to a positive school climate by promoting respect, empathy, and collaboration. A positive climate is linked to lower incidents of bullying and disciplinary actions, and higher levels of student engagement and satisfaction.</p> <p>Social Responsibility:</p>	<p>strategies (M2.1), (M2.2), (M2.3), (M2.6), M2.7) and (M2.9)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Encourages students to engage in their communities and develop a sense of social responsibility, preparing them to contribute positively to society.</p> <p>Building Community Partnerships:</p> <p>Engages families and communities in the educational process, fostering partnerships that support students' social and emotional development outside of school.</p>	
<b>3.2</b>	<p><b>Action:</b> Highly Qualified Teachers</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Reducing class size in elementary schools can improve learning for English Learners/Emergent Bilingual students, Low Income students, and Foster Youth by increasing individualized attention, enhancing language development, boosting engagement and participation, fostering a positive classroom climate, improving behavior management, and providing increased teacher support. These benefits contribute to creating a more inclusive, supportive, and effective learning environment where all students can thrive academically and socio-emotionally.</p> <p>Implementing reduced class sizes in all schools in the district promotes equity, consistency, student success, community cohesion, teacher support, and district reputation. It ensures that every student has access to the benefits of smaller class sizes and maximizes the potential for academic achievement and socio-emotional growth for all students, regardless of their background or circumstances.</p>	Effectiveness will be measured through tracking indicators analyzing student outcomes, providing valuable insights into the impact on student success for academics (M1.3), (1.4), (M1.5), (M1.6), (M1.7), (M1.8), (M1.9), attendance (M2.3), (M2.4), and (M2.5), and social emotional wellbeing (M2.1) and (M2.2)
<b>3.4</b>	<p><b>Action:</b> Technology Integration</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b></p>	<p>Providing access to high-quality technology integration, including 1-1 access to devices and Wi-Fi connectivity, improves learning for English Learners/Emergent Bilingual students, Low Income students, and Foster Youth by promoting equitable access to resources, facilitating personalized learning experiences, providing language support and accessibility features, enhancing engagement and motivation, offering flexibility and adaptability, supporting remote and blended learning environments, and facilitating data-informed decision making. These efforts contribute to creating inclusive, supportive, and equitable 21st-century learning environments where all students can thrive academically and socio-emotionally.</p> <p>Supporting all schools in the district is essential for promoting</p>	Effectiveness will be measured through tracking indicators analyzing student outcomes, providing valuable insights into the impact on student success for academics (M1.3), (1.4), (M1.5), (M1.6), (M1.7), (M1.8), (M1.9), and (M3.4).

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	equity, consistency, community cohesion, accountability, student success, and district reputation. It ensures that every student has access to a high-quality education and the support they need to succeed, regardless of their background or circumstances.	
<b>3.7</b>	<p><b>Action:</b> Welcoming, Safe, and Inclusive School Environment</p> <p><b>Need:</b> AESD serves 90% of unduplicated students. Based upon the data (see above) there is a learning gap for our English Learners, Low Income Students, Students Experiencing Homelessness, Hispanic Students, African American Students, and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Having a Vice Principal in elementary schools can improve learning for English Learners/Emergent Bilingual students, Low Income students, and Foster Youth by providing administrative support, managing student discipline and behavior, overseeing special programs and interventions, fostering parent and community engagement, and ensuring effective crisis response and support.</p> <p>Having a Vice Principal at all district schools promotes consistency and equity, supports effective school management, ensures student safety and well-being, facilitates the implementation of programs and initiatives, and fosters parent and community engagement. The presence of a Vice Principal can contribute to creating a positive school climate and culture that supports the academic, social, and emotional needs of all students.</p>	Effectiveness will be measured through tracking indicators analyzing student outcomes, providing valuable insights into the impact on student success for academics (M1.3), (1.4), (M1.5), (M1.6), (M1.7), (M1.8), (M1.9), attendance (M2.3), (M2.4), and (M2.5), and social emotional wellbeing (M2.1) and (M2.2)

### **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
<b>2.8</b>	<p><b>Action:</b> Trauma Informed Interventions</p> <p><b>Need:</b> Foster Youth may face disruptions in their education due to frequent moves or other challenges. Many Foster Youth have experienced trauma, loss, or neglect which</p>	Providing tutoring and transportation to Foster Youth improves their learning by offering academic support, closing learning gaps, building confidence and motivation, providing individualized attention, ensuring consistent support, and supporting holistic development. These efforts contribute to academic success, educational stability, and positive outcomes for Foster Youth, despite the challenges they may face due to their foster care experiences.	Effectiveness will be measured through tracking indicators analyzing student outcomes, providing valuable insights into the impact on student success for Foster Youth. (M2.1), (M2.2), (M2.4) and (M2.6)



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>can impact their mental and emotional well-being.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

**Additional Concentration Grant Funding**

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	32.85
Staff-to-student ratio of certificated staff providing direct services to students	NA	17.63

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$145,919,309	57,935,776	39.704%	0.000%	39.704%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,775,961.00	\$4,451,365.00	\$0.00	\$2,385,974.00	\$68,613,300.00	\$58,793,713.00	\$9,819,587.00

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	ELA Targeted Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$3,201,780.00	\$3,201,780.00				\$3,201,780.00	
1	1.2	TOSA IN/PD - Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$6,425,747.00	\$0.00	\$5,603,040.00			\$822,707.00	\$6,425,747.00	
1	1.3	Professional Development for TK-6 Teachers in Literacy and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$405,000.00	\$0.00	\$125,000.00			\$280,000.00	\$405,000.00	
1	1.4	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, and MyON digital library resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$540,819.00	\$540,819.00				\$540,819.00	
1	1.5	Professional Learning Communities TK-6 release time/PE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$1,700,000.00	\$1,700,000.00				\$1,700,000.00	
1	1.6	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024- June 2025	\$4,113,936.00	\$1,358,561.00	\$5,472,497.00				\$5,472,497.00	
1	1.7	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$1,688,096.00	\$0.00	\$844,048.00	\$844,048.00			\$1,688,096.00	



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	Dual Immersion Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$882,820.00	\$0.00	\$882,820.00				\$882,820.00	
1	1.9	Access for English Language Learners	English Learners/Emergent Bilinugal	No			All Schools	August 2024-June 2025	\$396,889.00	\$0.00				\$396,889.00	\$396,889.00	
1	1.10	Long Term English Learner (LTEL) Intervention	English Learners/Emergent Bilingual	No			Marshall, Ponderosa, Orange Grove, Henry, Juarez, Guinn Specific Schools:		\$659,846.00	\$0.00				\$659,846.00	\$659,846.00	
2	2.1	Empowering Staff:Trauma Informed Classroom Management Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$269,066.00	\$0.00	\$269,066.00				\$269,066.00	
2	2.2	Comprehensive Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$6,769,882.00	\$0.00	\$6,769,882.00				\$6,769,882.00	
2	2.3	Attendance Boost Program 2024-25	All	No			All Schools	August 2024-June 2025	\$0.00	\$198,000.00		\$198,000.00			\$198,000.00	
2	2.4	Attendance Liaison Initiative: Strengthening Student Engagement and Support	All	No			Guinn, Marshall, Mann, Ponderosa, Revere, Ross, Stoddard Specific Schools:	August 2024-June 2025	\$400,623.00	\$0.00		\$400,623.00			\$400,623.00	
2	2.5	Conduct regular student wellness screenings and support overall health of students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$2,226,556.00	\$1,062,421.00	\$3,288,977.00				\$3,288,977.00	
2	2.6	Parent and Family Engagement Initiative: PK-6 Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$3,563,219.00	\$0.00	\$3,336,687.00			\$226,532.00	\$3,563,219.00	

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
2	2.7	Strengthening Family and Community Engagement Professional Development for Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
2	2.8	Trauma Informed Interventions	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	August 2024- June 2025	\$45,000.00	\$157,190.00	\$202,190.00				\$202,190.00	
2	2.9	Social Emotional Behavior Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$230,000.00	\$230,000.00				\$230,000.00	
3	3.1	Ensure annual access to Annual Procurement of Standards-Aligned Instructional Materials	All Students with Disabilities	No				August 2024- June 2025	\$0.00	\$722,400.00		\$722,400.00			\$722,400.00	
3	3.2	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$20,656,006.00	\$0.00	\$20,656,006.00				\$20,656,006.00	
3	3.3	Early Learning--Inclusion Classes	All Students with Disabilities	No			Madison, Orange Grove, Barton, Westmont , and Mann  Specific Schools:	August 2024-June 2025	\$645,295.00	\$0.00	\$645,295.00				\$645,295.00	
3	3.4	Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$3,180,775.00	\$0.00	\$3,180,775.00				\$3,180,775.00	
3	3.5	Support the educational programs of the district	All Students with Disabilities	No				August 2024-June 2025	\$0.00	\$338,416.00	\$338,416.00				\$338,416.00	
3	3.6	Future Ready Learning and Work Environments	All Students with Disabilities	No				August 2024-June 2025	\$2,330,369.00	\$0.00	\$2,330,369.00				\$2,330,369.00	
3	3.7	Welcoming, Safe, and Inclusive School Environment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	August 2024-June 2025	\$4,134,588.00	\$0.00	\$2,083,294.00	\$2,051,294.00			\$4,134,588.00	

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			Low Income										
4	4.1	Technology Integration	English Learner/Emergent Bilingual, Socioeconomically Disadvantaged, and Hispanic students	No			Anaheim Elementary Online Academy @Roosevelt online learning program Specific Schools:		\$0.00	\$235,000.00		\$235,000.00			\$235,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$145,919,309	57,935,776	39.704%	0.000%	39.704%	\$58,461,881.00	0.000%	40.065 %	<b>Total:</b>	\$58,461,881.00
								<b>LEA-wide Total:</b>	\$58,259,691.00
								<b>Limited Total:</b>	\$202,190.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ELA Targeted Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,201,780.00	
1	1.2	TOSA IN/PD - Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,603,040.00	
1	1.3	Professional Development for TK-6 Teachers in Literacy and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.4	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, and MyON digital library resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$540,819.00	
1	1.5	Professional Learning Communities TK-6 release time/PE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,700,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,472,497.00	
1	1.7	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$844,048.00	
1	1.8	Dual Immersion Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$882,820.00	
2	2.1	Empowering Staff:Trauma Informed Classroom Management Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$269,066.00	
2	2.2	Comprehensive Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,769,882.00	
2	2.5	Conduct regular student wellness screenings and support overall health of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,288,977.00	
2	2.6	Parent and Family Engagement Initiative: PK-6 Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,336,687.00	
2	2.7	Strengthening Family and Community Engagement Professional Development for Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
2	2.8	Trauma Informed Interventions	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$202,190.00	
2	2.9	Social Emotional Behavior Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	
3	3.2	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,656,006.00	
3	3.4	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,180,775.00	
3	3.7	Welcoming, Safe, and Inclusive School Environment	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,083,294.00	

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

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$81,833,175.00	\$79,608,015.00

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	Class size reduction	Yes	\$25,708,566.00	24,147,564
1	1.2	Early Learning--Inclusion Classes	No	\$921,357.00	1,051,445
1	1.3	Library Services	Yes	\$1,848,163.00	1,480,587
1	1.4	Broad Course of Study	No	\$5,347,595.00	5,491,326
1	1.5	Welcoming, Safe, and Inclusive School Environment	Yes	\$4,882,023.00	3,822,947
1	1.6	Conduct regular student wellness screenings and support overall health of students	Yes	\$2,426,542.00	3,413,765
1	1.7	Technology Integration	Yes	\$3,821,506.00	3,978,316
1	1.8	Access for Emergent Bilingual Students	Yes	\$1,445,345.00	1,599,296
1	1.9	Support the educational programs of the district.	No	\$264,596.00	147,922
1	1.10	Future Ready Learning and Work Environments	No	\$2,267,228.00	2,322,889
1	1.11	Professional Learning	No	\$172,500.00	172,500

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	Standards-Aligned Textbooks and Materials	No	\$722,400.00	722,400
1	1.13	Student Devices and Peripherals/Network	No	\$929,449.00	929,449
1	1.14	SHI (MS Enterprise Mobility + Security and Minecraft Package	No	\$80,500.00	162,932
1	1.15	UPK Support and Alignment	No	\$171,209.00	181,486
2	2.1	Implement Multi Tiered Systems of Support that encompasses both RtI <sup>2</sup> and PBIS, and systematically addresses support for all students	Yes	\$6,995,536.00	7,203,272
2	2.2	Trauma Informed Interventions	Yes	\$202,190.00	202,190
2	2.3	Highly Qualified Teachers	No	\$5,426,733.00	5,426,733
2	2.4	High Quality Standards Based Curriculum	No	\$476,197.00	428,565
2	2.5	Highly Qualified Leadership	Yes	\$32,000.00	32,000
2	2.6	Dual Immersion Programs	Yes	\$455,795.00	465,205
2	2.7	Access for English Language Learners	No	\$350,172.00	350,172
2	2.8	Professional Learning	No	\$172,500.00	172,500
2	2.9	Special Education Staff	No	\$716,461.00	716,461



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)
2	2.10	Renaissance Learning: Accelerated Reading, MyON digital library, STAR Early Literacy, STAR Reading, STAR Math	Yes	\$540,809.00	540,814
2	2.11	Professional Learning Communities TK-6 release time/PE	Yes	\$2,000,000.00	2,000,000
2	2.12	Screeencastify	No	\$18,500.00	10,040
2	2.13	Thrively software	No	\$20,000.00	20,000
3	3.1	Social-emotional learning can foster a safe, supportive, and equitable environment that grounds students. It can also create the conditions for students to be able to access academic learning.	Yes	\$7,580,594.00	8,764,326
3	3.2	Ensure all parents and families of students in PK-6 are assured culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making.	Yes	\$5,414,947.00	2,911,790
3	3.3	Parent Workshops and Training	Yes	\$84,960.00	73,000
3	3.4	Panorama School Climate Survey	No	\$71,500.00	71,500
3	3.5	Professional Learning	No	\$265,302.00	
3	3.6	Saturday School	No	0	140,000

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)
3	3.7	Mandarin DLI Program start up	No	0	454,623

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$60,052,518	\$60,625,793.00	\$60,626,072.00	(\$279.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class size reduction	Yes	\$25,708,566.00	24,147,564		
1	1.3	Library Services	Yes	\$1,423,493.00	1,480,587		
1	1.5	Welcoming, Safe, and Inclusive School Environment	Yes	\$4,882,023.00	3,822,947		
1	1.6	Conduct regular student wellness screenings and support overall health of students	Yes	\$2,269,520.00	3,413,765		
1	1.7	Technology Integration	Yes	\$3,821,506.00	3,978,316		
1	1.8	Access for Emergent Bilingual Students	Yes	\$1,445,345.00	1,599,296		
2	2.1	Implement Multi Tiered Systems of Support that encompasses both RtI <sup>2</sup> and PBIS, and systematically addresses support for all students	Yes	\$6,995,536.00	7,203,272		
2	2.2	Trauma Informed Interventions	Yes	\$202,190.00	202,190		
2	2.5	Highly Qualified Leadership	Yes	\$32,000.00	32,000		
2	2.6	Dual Immersion Programs	Yes	\$455,795.00	456,205		

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	2.10	Renaissance Learning: Accelerated Reading, MyON digital library, STAR Early Literacy, STAR Reading, STAR Math	Yes	\$540,809.00	540,814		
2	2.11	Professional Learning Communities TK-6 release time/PE	Yes	\$2,000,000.00	2,000,000		
3	3.1	Social-emotional learning can foster a safe, supportive, and equitable environment that grounds students. It can also create the conditions for students to be able to access academic learning.	Yes	\$6,959,566.00	8,764,326		
3	3.2	Ensure all parents and families of students in PK-6 are assured culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making.	Yes	\$3,804,484.00	2,911,790		
3	3.3	Parent Workshops and Training	Yes	\$84,960.00	73,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$152,531,441	\$60,052,518	0%	39.371%	\$60,626,072.00	0.000%	39.747%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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



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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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



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

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

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