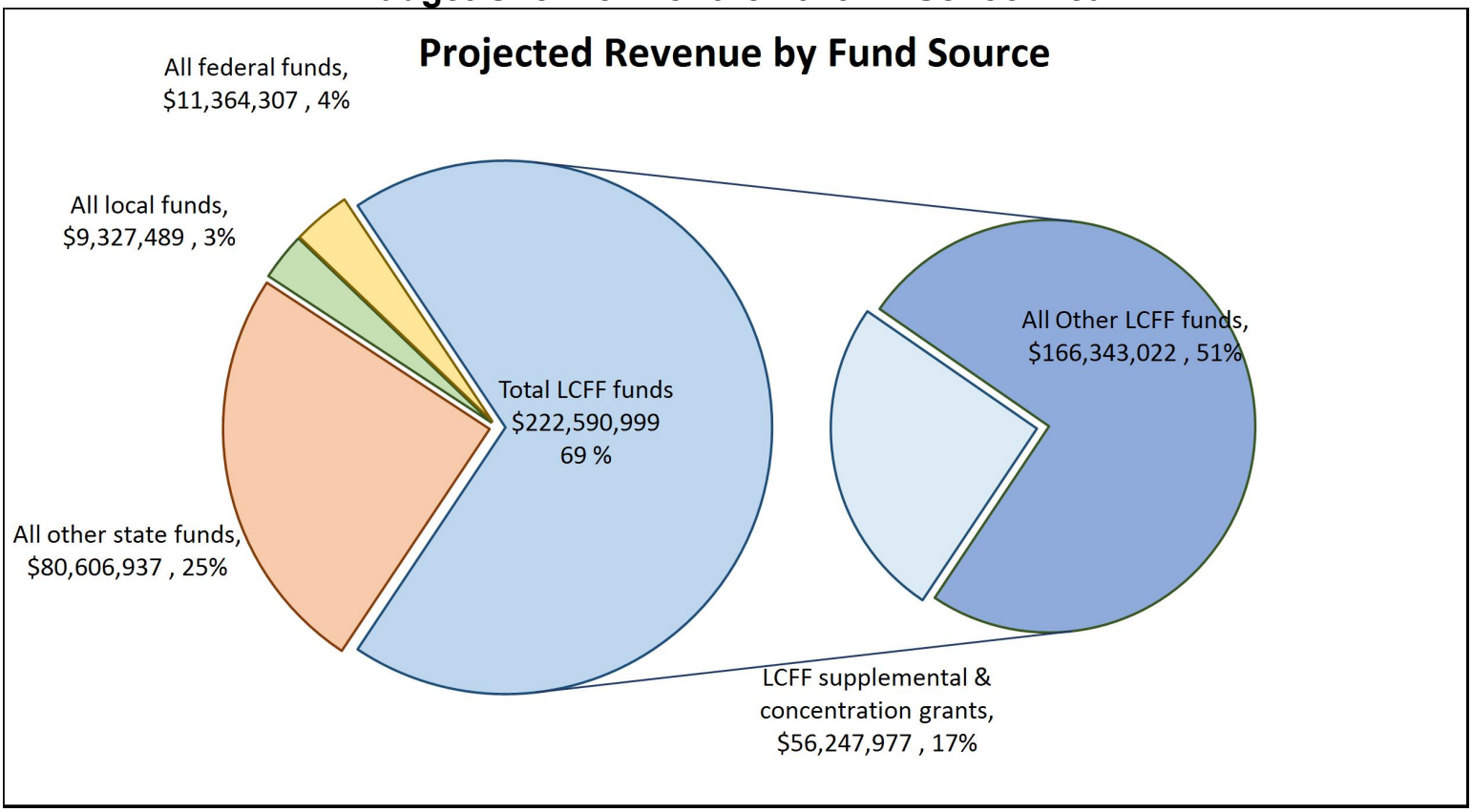
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anaheim Elementary School District - Anaheim, CA
CDS Code: 30-66423-0000000
School Year: 2026-27
LEA contact information:
Mr. Jesus Chavarria
Superintendent
jchavarria@aesd.org
714-517-7510

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

Budget Overview for the 2026-27 School Year

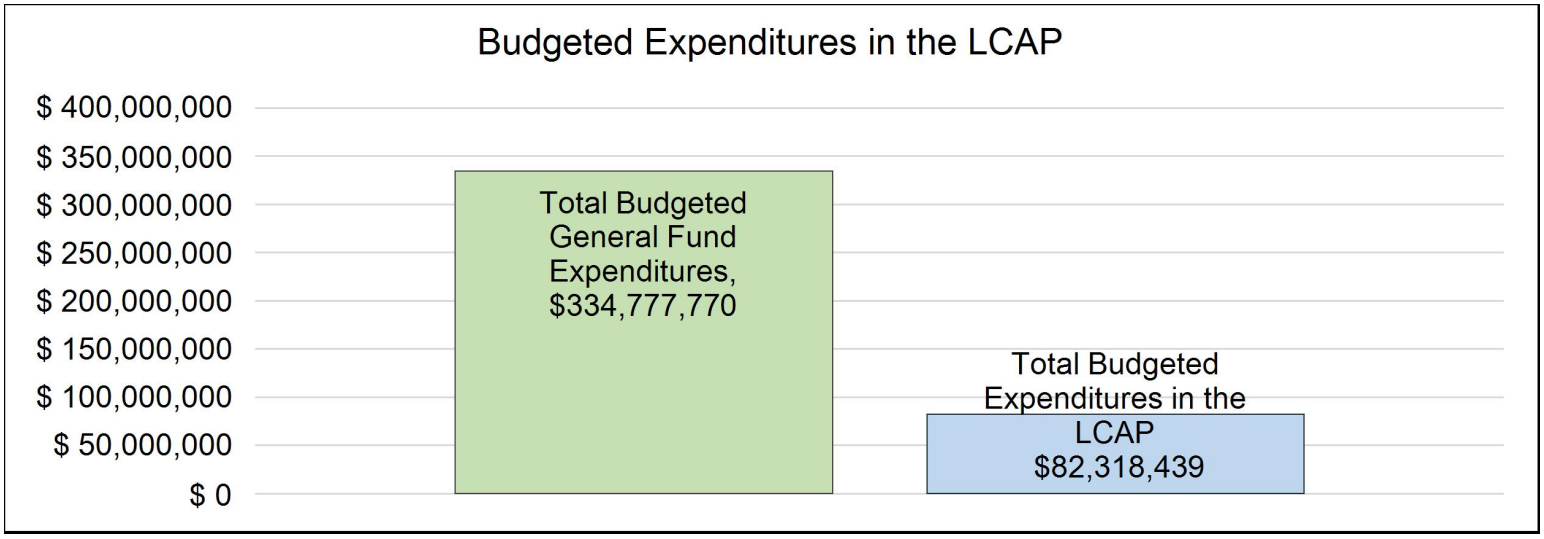


This chart shows the total general purpose revenue Anaheim Elementary School District - Anaheim, CA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Elementary School District - Anaheim, CA is $323,889,732, of which $222,590,999 is Local Control Funding Formula (LCFF), $80,606,937 is other state funds, $9,327,489 is local funds, and $11,364,307 is federal funds. Of the $222,590,999 in LCFF Funds, $56,247,977 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Anaheim Elementary School District - Anaheim, CA plans to spend $334,777,770 for the 2026-27 school year. Of that amount, $82,318,439 is tied to actions/services in the LCAP and $252,459,331 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

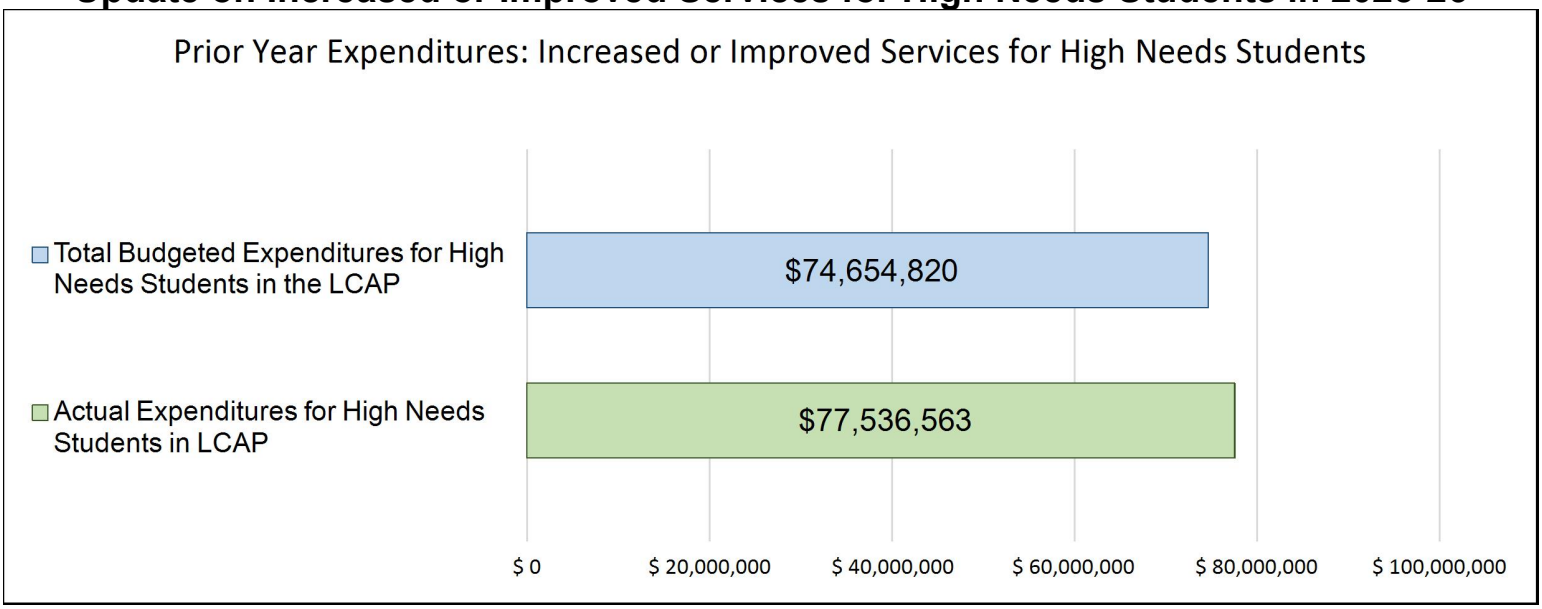
General Fund expenditures not included in the LCAP include costs associated with Student Instruction; School Instructional Programs; Special Education and Special Services Instruction; Instructional Related Services (Instructional Supervision, Curriculum Development and Research, Library Media, Technology, and School Administration); Student Services (Counseling, Psychological Services, Health Services, Speech Pathology and Audiology, and Assessment and Testing); Community Services; General Administration (Board of Education, Superintendent, Business Services, Fiscal Services, Accounting, Payroll, Warehouse, Purchasing, Print Shop, Human Resources, Transportation, and Data Processing); and Plant Services (Maintenance and Operations, Facilities and Construction, and Security).
These expenditures support the District's core educational and operational infrastructure and are necessary to maintain safe, effective, and well-managed schools. They provide the foundational staffing, systems, and services required to deliver instruction, ensure legal and fiscal compliance, maintain facilities, support student health and well-being, and sustain daily district operations for all students.

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

In 2026-27, Anaheim Elementary School District - Anaheim, CA is projecting it will receive $56,247,977 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 $64,115,977 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2025-26, Anaheim Elementary School District - Anaheim, CA's LCAP budgeted $74,654,820.00 for planned actions to increase or improve services for high needs students. Anaheim Elementary School District - Anaheim, CA actually spent $77,536,563 for actions to increase or improve services for high needs students in 2025-26.

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 Chavarria Superintendent	jchavarria@aesd.org 714-517-7510

Plan Summary [2026-27]

General Information

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

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 14,000 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 2025-26 academic year, AESD's student body composition reflects a vibrant tapestry: 83.7% Hispanic/Latino, 4.8% Asian, 4.1% White, 1.7% Filipino, 1.3% African American, 1.6% Multi-racial, 0.3% Native Hawaiian/Pacific Islander, and 0.1% American Indian/Alaska Native. Over 87% of students fall into the Unduplicated count, encompassing those eligible for Free/Reduced Meals (81.9%), identified as Foster Youth (0.7%), identified as Homeless Youth (10.3%), and/or Emergent Bilingual (36.9%). Furthermore, 16.9% 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 23 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. AESD is a Community Schools district with a Community Schools Implementation Team at each site to ensure powerful, culturally proficient and relevant academic and extra curricular experiences for students.

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 seven consecutive years. Additionally, AESD's Dual Language Immersion program has received acclaim, with five schools honored by CABE 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, Anaheim Elementary Succeeds!, at all 23 schools, providing families with options for before school, after school, and summer 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.

Reflections: Annual Performance

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

Based on the 2025 Dashboard release, points of pride at the district level were increases in literacy performance and decreases in Chronic Absenteeism across all student groups. Our All Students group maintained a Suspension Rate below 1%. Of concern was minimal growth on our English language performance (ELPI indicator) and Math performance. We had a reduction in schools identified for Additional Targeted Support and Intervention (ATSI) from all 24 schools in 2022 to 14 schools in 2023 to 4 schools in 2024 and down to 3 schools in 2025. Actions associated with Goal 1 and 2 delineate the way we supported students in the areas of literacy and language in 2025-26.

In 2025-26, local English literacy achievement increased from 31.8% of students reading at grade level to 35.8% with gains across our emergent bilingual, Foster Youth, Low Income, and students with disabilities student groups. To continue this momentum our LCAP and DAC-DELAC committees support the continuation of our professional development plan for that ensures all teachers are trained with LETRS and/or Aspire for best practices associated with science of reading within the 1 remaining year of this LCAP cycle (last year of 3-year plan) which includes funding 8 TOSAs. LCAP, DELAC, and CIA committee feedback also supports maintenance of sustaining best practices in literacy while collaboratively building an equally robust professional development plan to ensure students achieve in Math. Additional LREBG funds were received during the 2025-26 school year and are being used in association with Action 1.3 to provide evidence-based literacy training to all teachers as well as Cognitively Guided Instruction (CGI) math professional development in alignment with the 2023 state Mathematics Framework in order to accelerate learning outcomes in literacy and math for all students and close learning gaps on Metrics 1.3, 1.4, 1.5, and 1.6 (District and School Distance From Standard Metrics).

Based on 2025-26 internal monthly attendance rate and chronic absenteeism rate data, attendance initiatives rolled out this year are making a positive impact with more than a 0.5% increase in attendance rate and 3% decrease in chronic absenteeism.

Based on 2025-26 internal suspension rate data, our overall suspension rates remain low and we've decreased the number of Foster Youth (from 6 to 3) and African American (from 9 to 5) student suspensions as of May 12, 2026. Those are further described in our Technical Assistance Reflections.

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, SED, SWD, EL, HI
Juarez: SWD
Lincoln: ALL,SED, EL, HIS, HOM
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
Sunkist: ALL,SED, EL, HI, HOM, SWD
Westmont: SWD, EL

Math
District: SWD
Barton: SWD
Gauer: SWD
Henry: HI
Juarez: SWD
Lincoln: SED, HOM
Mann: HOM
Marshall: SWD, HOM
Orange Grove: HOM
Ponderosa: ALL, EL, HOM, SED, SWD, HI
Revere: SWD
Roosevelt: SWD, EL
Ross: HOM, SWD
Sunkist: HOM, EL, 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.

Based on the 2025 Dashboard, AESD was identified for Differentiated Assistance (DA) for our Foster Youth (FY) student group performance (Academic, Suspension Rate), approximately 100 students. While our FY experienced decreases in Chronic Absenteeism and significant gains in literacy, their performance dropped in math and increased significantly with regards to Suspension Rates where their performance in both categories was red. While not identified for DA at the district level nor Additional Targeted Support and Improvement (ATSI) at any of our schools, our African American (AA) student group also experienced an increased suspension rate (from 1.5% to 4.1%) on the 2025 Dashboard.

Local 2025-26 suspension rates show improvement for our FY and AA and speak to the effectiveness of the following actions in Goal 2:

-Action 2.1: Empowering Staff "Trauma Informed" PD

-Action 2.2: Comprehensive Student Services (CoST Teams)

-Action 2.8: Trauma Informed Interventions (Foster Youth Mentors and Transportation)

-Action 2.9 Social Emotional Behavior Curriculum

As part of our LCAP committee's needs assessment and root cause analysis, we engaged with three Foster Youth partner groups by:

-surveying current and past caregivers of FY

-conducting a focus group of staff mentors of FY

-conducting empathy interviews with a sampling of FY students

Based on our root cause analysis, the following procedures will be included into our FY Mentor Program (Action 2.8) to effectively and efficiently address the needs and improve systems for our FY students:

-increase the number of FY that are paired with a mentor

-increase the number of FY that receive tutoring through our after-school AES! program.

-begin the program immediately after summer

-mentors attend parent-teacher conferences to help bridge the academic needs and connect students to relevant supports

-strengthen caregiver communication and resources

The following metrics will be monitored to ensure these enhancements will have the intended outcomes for our FY: 2.1, 2.3, 2.4, 2.6, 2.10, 1.3, 1.5, 1.8, 1.9

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
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.	This committee provides a coherent group of educational partners who Plan, Implement, Assess, and Adjust the Local Control Accountability Plan throughout the year. Meeting Dates: September 24, 2025, October 29, 2025, November 19, 2025, January 14, 2026, February 18, 2026, March 18, 2026, April 29, 2026, May 26, 2026
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.	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. Meeting Dates: September 16, 2025, October 14, 2025, October 21, 2025, November 4, 2025, January 20, 2026, February 17, 2026, March 17, 2026, April 21, 2026, May 19, 2026
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 24, 2025, October 29, 2025, November 19, 2025, January 14, 2026, February 18, 2026, March 18, 2026, April 29, 2026, May 26, 2026
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.	The students take an SEL survey three times a year: Fall September 8-12, 2025, Mid Year December 1-5, 2025, and Spring March 30- April 2, 2026. Additionally, 3rd-6th grade students participate in the annual School Climate Survey February 2-February 20, 2026.
AESD parents, staff, and students participate in a number of surveys throughout the year: LCAP input Survey, ELOP input Surveys, ASES evaluation Survey. Our first eight Community Schools administered the Community Needs & Assets Survey in 2023-24 and the remaining fifteen schools administered the survey in 2024-25.	LCAP Survey Window: January 12-February 13, 2026 with parent 5,850 parent respondents and 1,316 staff respondents (classified, certificated, management). Anaheim Elementary Succeeds! (AES!) and Extended Learning Opportunity Program (ELOP) surveys have been combined. Between March 30-April 10, 2026 feedback was

Educational Partner(s)	Process for Engagement
	collected from 1,888 students, 1,521 parents, 126 program staff, 644 teachers, and 43 administrators across all 23 schools. The Community Needs and Assets Survey was conducted August 18-29, 2025 with 5,451 parent responses across all 23 schools.
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.	AEEA-Certificated Association met on March 3, 2026 and April 7, 2026 to discuss the following agenda topic: 2nd LCAP Consultation/ Fiscal Solvency Budget Engagement). To conclude on April 7, 2026 AEEA was presented with a summary of the 2026-2027 LCAP budgeted items, and they agreed with the resource allocations. With the AESMA-Management Association - the meetings were held on February 12, 2026- Agenda Topic (Budget Stabilization) and March 18, 2026 to discuss Agenda Topic; LCAP Engagement Goal 2. With the CSEA-Classified Association the meetings were held on March 19, 2026- Agenda Topic (Current Update on District's Budget). All associations were present at the last two LCAP Meetings on April 29, 2026 and May 26, 2026, where feedback was shared with all committee members. Budget was presented during negotiations with AEEA on May 22, 2026 and CSEA on June 4, 2026.
Community Schools Steering Committee consists of district community partners who meet quarterly for community schools updates and to strengthen community partnerships in alignment with the specific needs of our families.	November 5, 2025, February 25, 2026, April 15, 2026
The Superintendent convened the Superintendent's Student Roundtable with a fourth or fifth grade student representative from every school for the purpose of engaging them over the course of two years for feedback on matters that are important to them.	November 7, 2025, January 22, 2026, March 12, 2026

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

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. Educational partners have multiple means of providing feedback including submitting written or verbal input while participating on committees as well as through routine surveys and feedback forms.

Here's how educational partner feedback influenced the development of the 2024-2027 LCAP:

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.
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 January 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.

Goals: Feedback from educational partners informed the establishment of specific goals within the LCAP.

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.

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 22% of our students chronically absent. That was decreased to 20.8 in 2024-25, a move in the right direction but still cause for concern. 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. During 2024-25 a Behavior Task Force consisting of classroom teachers, site administrators and district office staff convened throughout the year to develop systemic solutions to behavior-related issues being experienced throughout the district. This task force continues to problem-solve and inform districtwide systems. 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 these wrap-around services as well as ongoing support through other state and federal funding.

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. The action in this goal was fully implemented. We did not receive Equity Multiplier funds after 2024-25.

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 with a targeted emphasis on literacy.

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%	2023-24 44.0%	2024-25 44.9	2025-26 55% Minimally	2024-25 -2.7%
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%	2023-24 Guinn: 44.4% Westmont: 48.1%	2024-25 Guinn: 39.4% Westmont: 42.1%	2025-26 Guinn: 53.4% Westmont: 49.9%	2024-25 Guinn: -2% Westmont: +4.2%
1.3	CAASPP ELA- District AESD will decrease the ELA distance from standard (DFS) by 15 points annually. Data Source: California School Dashboard	**2022-23** **All: -56** SED: -62 EL: -73.8 FOS: -83.2 HOM: -84.9	**2023-24** **All: -56.07** SED: -62.9 EL: -74.1 FOS: -91.7 HOM: -90.4 SWD: -114.4	**2024-25** **All: -49.3** SED: -55 EL: -65.2 FOS: -78 HOM: -79.7 SWD: -107.6	**2025-26** **All: -11** SED: -17 EL: -28.8 FOS: -38.2 HOM: -39.9	**2024-25** **All: +6.7** SED: +7 EL: +86 FOS: +5.2 HOM: +5.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -115.7 AA: -72.9	AA: -71	AA: -46	SWD: -70.7 AA: -27.9	SWD: +8.1 AA: +26.9
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	**2022-23** **Barton** HOM: -81.6 SWD: -106.3 **Edison** EL: -75.8 HOM: -95.3 **Franklin** SWD: -81 **Gauer** SWD: -145 HI: -74.6 **Guinn** EL: -83.6 SWD: -106.7 **Henry** ALL: -84.8 EL: -90.3 SED: -85.2 SWD: -147.8 HI: -85.2 **Juarez** SWD: -98.6 **Lincoln** ALL: -78.9 EL: -90.3 HOM: -113.1 SED: -87.7 HI: -79.5 **Loara** SWD: -117.7 **Mann** EL: -74.3 HOM: -91.3 SWD: -115.7	**2023-24** **Barton** HOM: -76.2 SWD: -118.6 **Edison** EL: -79.2 HOM: -82.4 **Franklin** SWD: -75.7 **Gauer** SWD: -126.6 HI: -63.9 **Guinn** EL: -87.4 SWD: -104.1 **Henry** ALL: -90.2 EL: -97.1 SED: -92.1 SWD: -149.7 HI: -89 **Juarez** SWD: -87.4 **Lincoln** ALL: -82 EL: -95.5 HOM: -125.6 SED: -89.6 HI: -83.2 **Loara** SWD: -138.3 **Mann** EL: -67.6 HOM: -101.7 SWD: -101.5	**2024-25** **Barton** HOM: -51.3 SWD: -72.4 **Edison** EL: -65 HOM: -71.9 **Franklin** SWD: -80.4 **Gauer** SWD: -104.8 HI: -58.7 **Guinn** EL: -82.6 SWD: -125.3 **Henry** ALL: -67.3 EL: -77.1 SED: -66.2 SWD: -127.2 HI: -64.3 **Juarez** SWD: -76.4 **Lincoln** ALL: -77 EL: -88.8 HOM: -122.7 SED: -81.3 HI: -79.2 **Loara** SWD: -115.6 **Mann** EL: -53.2 HOM: -67.2 SWD: -103.3	**2025-26** **Barton** HOM: -36.6 SWD: -61.3 **Edison** EL: -30.8 HOM: -50.3 **Franklin** SWD: -36 **Gauer** SWD: -100 HI: -29.6 **Guinn** EL: -38.6 SWD: -61.7 **Henry** ALL: -39.8 EL: -45.3 SED: -40.2 SWD: -102.8 HI: -40.2 **Juarez** SWD: -53.6 **Lincoln** ALL: -33.9 EL: -45.3 HOM: -68.1 SED: -42.7 HI: -34.5 **Loara** SWD: -72.7 **Mann** EL: -29.3 HOM: -46.3 SWD: -70.7	**2024-25** **Barton** HOM: 30.3 SWD: 33.9 **Edison** EL: 10.8 HOM: 23.4 **Franklin** SWD: 0.6 **Gauer** SWD: 40.2 HI: 15.9 **Guinn** EL: 1.0 SWD: -18.6 **Henry** ALL: 17.5 EL: 13.2 SED: 19.0 SWD: 20.6 HI: 20.9 **Juarez** SWD: 22.2 **Lincoln** ALL: 1.9 EL: 1.5 HOM: -9.6 SED: 6.4 HI: 0.3 **Loara** SWD: 2.1 **Mann** EL: 21.1 HOM: 24.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marshall HOM: -105.6 SWD: -105.8 **Olive Street** ALL: -73.5 EL: -88 SED: -77.4 SWD: -146.3 HI: -71.9 **Orange Grove** EL: -76.5 HOM: -88.7 SED: -70.5 HI: -70.6 **Ponderosa** ALL: -81 EL: -94.8 HOM: -97.1 SED: -84.7 SWD: -131.7 HI: -81.7 **Revere** EL: -85.7 SWD: -150.5 **Roosevelt** EL: -98.4 **Ross** SWD: -95.6 **Sunkist** ALL: -82.1 EL: -93.2 HOM: -111 SED: -84.4 SWD: -165.1 HI: -85.2 **Westmont** EL: -77.2	**Marshall** HOM: -116.4 SWD: -112.2 **Olive Street** ALL: -69.8 EL: -80.4 SED: -70.5 SWD: -138.9 HI: -70.7 **Orange Grove** EL: -77.1 HOM: -79.3 SED: -70.2 HI: -68.2 **Ponderosa** ALL: -91.7 EL: -103 HOM: -117.7 SED: -96 SWD: -143.7 HI: -93.3 **Revere** EL: -71.4 SWD: -147.7 **Roosevelt** EL: -96.3 **Ross** SWD: -88.5 **Sunkist** ALL: -81.9 EL: -93.5 HOM: -116.7 SED: -83.4 SWD: -162.1 HI: -89.2 **Westmont** EL: -75	**Marshall** HOM: -104.3 SWD: -87 **Olive Street** ALL: -67.5 EL: -72.3 SED: -70.5 SWD: -137.1 HI: -70.7 **Orange Grove** EL: -77.1 HOM: -79.3 SED: -70.2 HI: -68.4 **Ponderosa** ALL: -86.9 EL: -99 HOM: -118.8 SED: -89.3 SWD: -146.7 HI: -88.4 **Revere** EL: -58.6 SWD: -150.3 **Roosevelt** EL: -67 **Ross** SWD: -86.5 **Sunkist** ALL: -72.8 EL: -95.1 HOM: -88.5 SED: -75.3 SWD: -134.4 HI: -80.5 **Westmont** EL: -67	**Marshall** HOM: -60.6 SWD: -60.8 **Olive Street** ALL: -28.5 EL: -43 SED: -32.4 SWD: -101.3 HI: -26.9 **Orange Grove** EL: -31.5 HOM: -43.7 SED: -25.5 HI: -25.6 **Ponderosa** ALL: -36 EL: -49.8 HOM: -52.1 SED: -39.7 SWD: -86.7 HI: -36.7 **Revere** EL: -40.7 SWD: -105.5 **Roosevelt** EL: -53.4 **Ross** SWD: -50.6 **Sunkist** ALL: -37.1 EL: -48.2 HOM: -66 SED: -39.4 SWD: -120.1 HI: -40.2 **Westmont** EL: -32.2	SWD: 12.4 **Marshall** HOM: 1.3 SWD: 18.8 **Olive Street** ALL: 6.0 EL: 15.7 SED: 6.9 SWD: 9.2 HI: 1.2 **Orange Grove** EL: -0.6 HOM: 9.4 SED: 0.3 HI: 2.2 **Ponderosa** ALL: -5.9 EL: -4.2 HOM: -21.7 SED: -4.6 SWD: -15.0 HI: -6.7 **Revere** EL: 27.1 SWD: 0.2 **Roosevelt** EL: 31.4 **Ross** SWD: 9.1 **Sunkist** ALL: 9.3 EL: -1.9 HOM: 22.5 SED: 9.1 SWD: 30.7 HI: 4.7 **Westmont**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -90.1	SWD: -100.2	SWD: -97.5	SWD: -45.1	EL: 10.2 SWD: -7.4
1.5	CAASPP Math- District AESD will decrease the Math distance from standard (DFS) by 20 points annually. Data Source: California School Dashboard	**2022-23** **All: -70.5** SWD: -128.2 SED: -76.7 EL: -85.5 FY: -93.6	**2023-24** **All: -69.2** SWD: -127.5 SED: -75.5 EL: -84 FY: -110.1	**2024-25** **All: -69.2** SWD: -129.2 SED: -74.9 EL: -82.7 FY: -112.6	**2025-26** **All: -10.5** SWD: -68.2 SED: -16.7 EL: -25.5 FY: -33.6	**2024-25** **All: +1.3** SWD: -1.0 SED: +1.8 EL: +2.8 FY: -19.0
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	**2022-23** **Barton** SWD: -115.7 **Gauer** SWD: -151.8 **Henry** HI: -102.2 **Juarez** SWD: -111.4 **Lincoln** HOM: -127.4 SED: -95.5 **Mann** HOM: -91.3 **Marshall** HOM: -130.5 SWD: -110.8 **Orange Grove** HOM: -98.8 **Ponderosa** ALL: -102.7 EL: -118 HOM: -109.6	**2023-24** **Barton** SWD: -134.4 **Gauer** SWD: -126.6 **Henry** HI: -108 **Juarez** SWD: -87.4 **Lincoln** HOM: -125.6 SED: -89.6 **Mann** HOM: -110 **Marshall** HOM: -141.4 SWD: -133.3 **Orange Grove** HOM: -88.9 **Ponderosa** ALL: -106.9 EL: -119.3 HOM: -118.8	**2024-25** **Barton** SWD: -118.9 **Gauer** SWD: -127.1 **Henry** HI: -86.6 **Juarez** SWD: -104.4 **Lincoln** HOM: -122.6 SED: -91.9 **Mann** HOM: -104.4 **Marshall** HOM: -126 SWD: -114 **Orange Grove** HOM: -97.7 **Ponderosa** ALL: -104.2 EL: -118.7 HOM: -115.3 SED: -106.8 SWD: -160.1 HI: -107 **Revere** SWD: -164.5	**2025-26** **Barton** SWD: -55.7 **Gauer** SWD: -91.8 **Henry** HI: -42.2 **Juarez** SWD: -51.4 **Lincoln** HOM: -67.4 SED: -35.5 **Mann** HOM: -31.3 **Marshall** HOM: -70.5 SWD: -50.8 **Orange Grove** HOM: -38.8 **Ponderosa** ALL: -42.7 EL: -58 HOM: -49.6	**2024-25** **Barton** SWD: -3.2 **Gauer** SWD: 24.7 **Henry** HI: 15.6 **Juarez** SWD: 7 **Lincoln** HOM: 4.8 SED: 3.6 **Mann** HOM: -13.1 **Marshall** HOM: 4.5 SWD: -3.2 **Orange Grove** HOM: 1.1 **Ponderosa** ALL: -1.5 EL: -0.7 HOM: -5.7 SED: 0.8 SWD: -9.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -107.6 SWD: -150.5 HI: -104.7 **Revere** SWD: -163.5 **Roosevelt** EL: -101.4 SWD: -133.1 **Ross** HOM: -100.4 SWD: -113.2 **Sunkist** EL: -103.5 HOM: -116.1 SED: -97.3 SWD: -175.5 HI: -98.1 **Westmont** SWD: -103.2	SED: -110.4 SWD: -150.9 HI: -109.5 **Revere** SWD: -169 **Roosevelt** EL: -100.8 SWD: -146.7 **Ross** HOM: -59.4 SWD: -92.1 **Sunkist** EL: -90.6 HOM: -119.3 SED: -84.6 SWD: -162.6 HI: -88.8 **Westmont** SWD: -107.2	**Roosevelt** EL: -80 SWD: -128.8 **Ross** HOM: -48.8 SWD: -111.4 **Sunkist** EL: -97.6 HOM: -93.8 SED: -84.8 SWD: -152.2 HI: -88 **Westmont** SWD: -118.4	SED: -47.6 SWD: -90.5 HI: -44.7 **Revere** SWD: -103.5 **Roosevelt** EL: -41.4 SWD: -73.1 **Ross** HOM: -40.4 SWD: -53.2 **Sunkist** EL: -43.5 HOM: -56.1 SED: -37.3 SWD: -115.5 HI: -38.1 **Westmont** SWD: -43.2	HI: -2.3 **Revere** SWD: -1 **Roosevelt** EL: 21.4 SWD: 4.3 **Ross** HOM: 51.6 SWD: 1.8 **Sunkist** EL: 5.9 HOM: 22.3 SED: 12.5 SWD: 23.3 HI: 10.1 **Westmont** SWD: -15.2
1.7	Reclassification Rate Increase reclassification rate by 5% annually for a desired outcome of 15%. Data Source: Local Tableau	2023-24 11.9%	2024-25 14.7%	2025-26 13.8%	2026-27 15% Minimally	2025-26 +1.9%
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	2023-24 ALL: 44.5% EL: 28.5% HOM: 34.4% SED: 42.1% SWD: 18.8% FY: 25.8%	2024-25 ALL: 47.1% EL: 35.1% HOM: 36.1% SED: 45.7% SWD: 21.9% FY: 29.0% As of 5/27/25	2025-26 ALL: 49.2% EL: 33.7% HOM: 40.5% SED: 47.4% SWD: 22.5% FY: 35.8% As of 6/4/26	2026-27 ALL: 59.5% EL: 43.5% HOM: 49.4% SED: 57.1% SWD: 33.8% FY: 40.8%	2025-26 ALL: +4.7% EL: +5.2% HOM: +6.1% SED: +5.3% SWD: +3.7% FY: +10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	level in their target language by the end of the year will increase 5% each year. Data Source: Local Tableau					
1.9	Star Math – 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. Data Source: Local Tableau	2023-24 ALL: 54.2% EL: 40.9% HOM: 41% SED: 52.3% SWD: 30.1% FY: 34.8%	New Metric for 2025-26 2024-25 ALL: 36.4% EL: 26.8% HOM: 28.3% SED: 34.3% SWD: 16.8% FY: 18.6% As of 5/27/25. In 2024-25 AESD adjusted our percentages to align with state benchmarks in Renaissance, which resulted in a significant one-year dip in performance.	2025-26 ALL: 39.5% EL: 25.9% HOM: 29.4 % SED: 37.8% SWD: 17.1% FY: 18.1% As of 6/4/26	2026-27 ALL: 69.2% EL: 55.9% HOM: 56% SED: 67.3% SWD: 45.1% FY: 49.8%	2025-26 ALL: - 14.7% EL: - 15.0% HOM: - 11.5% SED: - 14.5% SWD: - 13.0% FY: - 16.7% As of 5/27/25. In 2024-25 AESD adjusted our percentages to align with state benchmarks in Renaissance, which resulted in a significant one-year dip in performance. When we adjust 2023-24 results to the state benchmark, our change from baseline is as follows: 2025-26 ALL: +5.6% EL: +4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HOM: +3.7% SED: +5.5% SWD: +1.5% FY: -2.9%
1.10	Unique Learning Systems - Local Assessment 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. Data Source: ULS Export	2023-24 27%	2024-25 27.2%	2025-26 30.9% as of 5/12/26	2026-27 36%	2025-26 +3.9%
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	Metric discontinued as of 26-27 LCAP				
1.12	Local Indicator for Implementing State Academic Standards AESD will implement the academic content and performance standards	2023-24 3.8 average	2024-25 3.8 average	2025-26 4.1 average	2026-27 4.0 average minimally	+0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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					
1.13	CAASPP CAST Grade 5 CAST Average Science Points will increase by 2.0 or more annually. Data Source: CDE Dashboard	New metric added as part of the 26-27 LCAP	2024-25 44.5 New baseline data for this metric	2025-26 46.3	2028-29 52.3	+1.8
1.14	LCAP Parent Survey Maintain or reach a minimum of 95% of parents who strongly/somewhat agree that their children are receiving a well-rounded education annually as measured by	2023-24 95%	2024-25 97%	2025-26 97%	2026-27 95% or higher	2025-26 +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Parent LCAP Survey. Data Source: Qualtrics LCAP Parent Survey					

Goal Analysis [2025-26]

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

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

Overall AESD successfully carried out Goal 1 actions to support students' access to culturally relevant, engaging instruction and increase academic outcomes. The district placed a laser-like focus on literacy which included professional development on the science of reading, instructional coaching, improving intervention systems, and parent communication. To help execute this, the district deployed 8 instructional TOSAS to cover classrooms so educators could attend high-impact literacy training with minimal disruption to students' instructional program. Approximately 591 educators have been fully trained, leaving only about 200 in year 1 of LETRS/Aspire and 40 that need to initiate training. State and local literacy data show growth. A similar, multiyear plan to engage staff in robust math training is in the Beginning Development phase, as math outcomes have stagnated. To strengthen the consistency and quality of tiers of support for all students, the district facilitated monthly "What I Need (WIN)" meetings where multidisciplinary school teams (TOSA PD/IN, TOSA IN, Special Services staff) engaged in problem solving around student needs throughout the year. To strengthen the partnership between home and school, districtwide literacy logs, goal setting tools, and incentives were launched.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures in 2025-26 was the shifting of Action 1.3 to LREBG funds during the Midyear Update.

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

To broaden the reach of our districtwide focus on literacy across the 11-hour school day, all district TOSAs and education specialists met monthly to strengthen their knowledge and practices around the science of reading so that students across all tiers of instruction and across all parts of the day have access to consistent, high quality reading instruction. Additionally, all leadership and TOSA staff monitored literacy data through Renaissance at regular intervals which included schoolwide, grade level, student group, and individual student goal setting. PLC teacher release time was provided to ensure that all teachers engaged in continuous cycles of inquiry around teaching and learning every two weeks. Language and literacy professional development and support efforts, championed by our Educational Services team, resulted in increased reclassification rates for our emergent bilingual students and improved target language outcomes across all language programs. Local academic data available shows year-over-year increases in literacy (41.0% to 48.6% to 49.2% reading at grade

level in their target language) and reclassification rates (11.3% to 11.9% to 14.7%), but no recent growth in Math (33.8% to 38.3% to 38.6% at grade level).

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

The District will move the literacy professional development plan (LETRS/Aspire) for PK-6th grade staff into the Full Implementation and Sustainability phase while an equally robust Math professional development plan phases into Initial Implementation (Action 1.3) in order to improve outcomes for all student groups on Metrics 1.3, 1.4, 1.5, and 1.6 (District and School Distance From Standard Metrics). As part of a broader budget stabilization plan, teacher-release time during the school day for PLCs will be discontinued beginning in 2026-27 (Action 1.5). The PLC process will continue in an after-school model during districtwide designated staff meetings resulting in less disruption to student instruction, more opportunities for collaboration with support staff such as interventionists and Special Services staff, and an ongoing savings of $1.7 million dollars. Action 1.11 was discontinued effective the 2025-26 school year.

Metric 1.11, CAST Distance from Standard, was eliminated because the Dashboard methodology for reporting Science changed. Metric 1.13 was added in its place and written in alignment with the 2025 Dashboard methodology for reporting Science progress.

Metric 1.14, LCAP Survey, was added to measure Action 1.6, Broad Course of Study.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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, 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).	$2,280,547.00	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. Professional development specific to emergent bilingual students includes language acquisition pedagogy and strategies in alignment with the EL Roadmap, state standards, and ELA/ELD Framework. This action will be measured by M1.2 and M1.4 (ELPI and CAASPP ELA).	$7,733,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Development for TK-6 Teachers in Literacy and Math	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: Phonemic Awareness: The ability to recognize and manipulate individual sounds (phonemes) in spoken words. Phonics: Instruction that emphasizes the connection between letters (graphemes) and their corresponding sounds (phonemes) to decode words. 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. A district wide focus on implementing structured literacy program at all school sites will support academic gains across all populations. Professional development specific to emergent bilingual students includes language acquisition pedagogy and strategies in alignment with the EL Roadmap, state standards, and ELA/ELD Framework. In addition, the district will implement a comprehensive professional learning plan to train PK-6 teachers in the evidence based practices. These math 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. Eight TOSAs were hired beginning in 2025-26 to support with release of teachers for literacy training and support and will continue during the 2026-27 school year. $2,698,030 of LREBG funds will be used to support this action and effectiveness will be measured by Metrics 1.3, 1.4, 1.5, and 1.6 (CAASPP Distance from Standard Metrics).	$4,148,030.00	Yes
1.4	To enhance student learning outcomes by effectively utilizing Renaissance's	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	$488,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Accelerated Reader (AR), STAR assessments, Learning Genie and MyON digital library resources.	Learner/Emergent Bilingual, low-income and foster youth.		
1.5	Professional Learning Communities PK-6 release time/PE	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. This action has been discontinued, effective in 2026-27. While this action demonstrated positive implementation outcomes, it will be discontinued in 2026–27 as part of district budget stabilization efforts. This decision reflects fiscal constraints rather than concerns regarding program effectiveness. PLCs will continue in an after-school staff meeting model.	$0.00	No
1.6	Broad Course of Study	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). 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	$8,275,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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.		
1.7	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.	$1,910,215.00	Yes
1.8	Dual Immersion Programs	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. Specifically, Improved Literacy Skills: DLI programs integrate literacy instruction in both	$594,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
1.9	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 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). 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.	$1,693,926.00	Yes
1.10	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).	$662,010.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Technology to Support Academic Instruction	This action has been discontinued, effective 2025-26.	$0.00	No

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 the District's commitment to fostering a positive, inclusive, and equitable school community where all students, staff, and families feel welcomed, valued, and supported. The actions and services associated with this goal are designed to strengthen meaningful family and community engagement, promote positive school climate and belonging, expand social-emotional learning and wellness supports, improve attendance and engagement, and ensure that students have access to safe, supportive learning environments. Together, these actions remove barriers to learning, strengthen relationships among students, families, and staff, and create the conditions necessary for academic success. Progress toward this goal will be measured through attendance and chronic absenteeism data, suspension rates, student, staff, and family perception surveys, and other indicators of engagement and school climate to ensure that the District's efforts are resulting in more connected, inclusive, and supportive school communities.

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	2023-24 ALL: 62.1% SED: 62.2%	2024-25 ALL: 62.7% SED: 62.7%	2025-26 ALL: 64.6% SED: 64.7%	2026-27 ALL: 71.1% SED: 71.2%	2025-26 ALL: +2.5% SED: +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the School Climate Survey. Data Source: School Climate Survey in Qualtrics	EL: 62.1% FY: (fewer than 10 students)	EL: 61.5% FY: (fewer than 10 students)	EL: 64.5% FY: 62.1% (29 students)	EL: 71.2% FY: 65.1%	EL: +2.4% FY: Baseline is 2025-26 now that population is numerically significant
2.2	School Climate Survey Increase students' Engagement by 3% as measured by the School Climate Survey. Data Source: School Climate Survey in Qualtrics	2023-24 ALL: 55.7% SED: 55.5% EL: 55.1% FY: (fewer than 10 students)	2024-25 ALL: 54.7% SED: 54.2% EL: 54.2% FY: (fewer than 10 students)	2025-26 ALL: 55.9% SED: 56.0% EL: 55.9% FY: 63.4% (29 students)	2026-27 ALL: 64.7% SED: 64.5% EL: 64.1% FY: (fewer than 10 students)	2025-26 ALL: +0.2% SED: +0.5% EL: +0.8% FY: Baseline is 2025-26 now that population is numerically significant
2.3	Attendance Rate Student will increase by 1.3% annually until a goal of 97% is reached. Data Source: Local Tableau	2022-23 ALL: 91.4% SED: 91.2% EL: 91.1% FY: 90.1%	2023-24 ALL: 93.0% SED: 92.9% EL: 92.8% FY: 91.6%	2024-25 ALL: 93.6% SED: 93.5% EL: 93.6% FY: 92.1%	2025-26 ALL: 95.2% SED: 94.1% EL: 95.0% FY: 94.0%	2024-25 ALL: +2.2% SED: +2.3% EL: +2.5% FY: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absenteeism-District Decrease student Chronic Absenteeism rate by 3% annually. Data Source: California Schools Dashboard	2022-23 ALL: 33.4% FOS: 39.9% AA: 45.5% SED: 34.9% EL: 33.8%	2023-24 ALL: 22.8% FOS: 31.4% AA: 33.0% SED: 24.0% EL: 23.1%	2024-25 ALL: 20.8% FOS: 29.6% AA: 32.0% SED: 21.7% EL: 19.7%	2025-26 ALL: 24.4% FOS: 30.9% AA: 36.5% SED: 25.9% EL: 24.8%	2024-25 ALL: -12.6% FOS: -10.3% AA: -13.5% SED: -13.2% EL: -14.1%
2.5	Chronic Absenteeism-Schools and Student Groups Decrease student Chronic Absenteeism rate by 3% annually. Data Source: California Schools Dashboard	2022-23 **Barton** ALL: 34.6% EL: 35.9% HOM: 50% HI: 39.1% **Edison** ALL: 33.6% EL: 31.8% HOM: 41.9% SED: 34.3% SWD: 37.3% HI: 33.4% **Franklin** EL: 37.6% **Gauer** HOM: 50.9% HI: 37.7% **Guinn** ALL: 43.9% EL: 44.1% HOM: 55.6% SED: 46.1% SWD: 60.7% HI: 46% **Henry** ALL: 34.7% HOM: 60% SED: 35.1%	2023-24 **Barton** ALL: 23.4% EL: 25.0% HOM: 37.7% HI: 24.2% **Edison** ALL: 20.3% EL: 18.0% HOM: 22.1% SED: 20.6% SWD: 19.0% HI: 20.1% **Franklin** EL: 30.4% **Gauer** HOM: 32% HI: 25% **Guinn** ALL: 28.0% EL: 26.4% HOM: 55.8% SED: 29.9% SWD: 38.9% HI: 27.9% **Henry** ALL: 17.9% HOM: 35.4% SED: 18.5%	2024-25 **Barton** ALL: 24.7% EL: 23.2% HOM: 47.2% HI: 26.6% **Edison** ALL: 17.6% EL: 17.6% HOM: 14.9% SED: 17.9% SWD: 22.6% HI: 17.4% **Franklin** EL: 25.5% **Gauer** HOM: 32.8% HI: 22.1% **Guinn** ALL: 28.2% EL: 27.3% HOM: 47% SED: 30.7% SWD: 37.6% HI: 29.1% **Henry** ALL: 20.8% HOM: 28.3%	2025-26 **Barton** ALL: 25.6% EL: 26.9% HOM: 41% HI: 30.1% **Edison** ALL: 24.6% EL: 22.8% HOM: 32.9% SED: 25.3% SWD: 28.3% HI: 24.4% **Franklin** EL: 28.6% **Gauer** HOM: 41.9% HI: 28.7% **Guinn** ALL: 34.9% EL: 35.1% HOM: 46.6% SED: 37.1% SWD: 51.7% HI: 37% **Henry** ALL: 25.7% HOM: 51% SED: 26.1%	2024-25 **Barton** ALL: -9.9% EL: -12.7% HOM: -2.8% HI: -12.5% **Edison** ALL: -16.0% EL: -14.2% HOM: -27.0% SED: -16.4% SWD: -14.7% HI: -16.0% **Franklin** EL: -12.1% **Gauer** HOM: -18.1% HI: -15.6% **Guinn** ALL: -15.7% EL: -16.8% HOM: -8.6% SED: -15.4% SWD: -23.1% HI: -16.9% **Henry** ALL: -13.9% HOM: -31.7% SED: -14.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 47.7% HI: 34.8% **Jefferson** HOM: 34% SWD: 41% **Juarez** AS: 29% **Lincoln** HOM: 57.3% WH: 32.4% **Loara** ALL: 31.5% HOM: 45.5% **Marshall** ALL: 36.5% EL: 40.1% SED: 38.1% SWD: 43.8% AS: 27.7% WH: 40.6% HI: 36.6% **Orange Grove** HOM: 37.9% **Price** SWD: 29.6% **Revere** HOM: 58.3% SED: 43.6% SWD: 50% **Roosevelt** ALL: 38% EL: 40.1% HOM: 46% SED: 38.6% HI: 39.6% **Ross**	SWD: 28.8% HI: 18.0% **Jefferson** HOM: 23.1% SWD: 22.7% **Juarez** AS: 20.0% **Lincoln** HOM: 32.6% WH: 19.4% **Loara** ALL: 21.4% HOM: 39.5% **Marshall** ALL: 23.2% EL: 23.7% SED: 24.3% SWD: 28.8% AS: 9.5% WH: 25.8% HI: 24.2% **Orange Grove** HOM: 31.8% **Price** SWD: 19.4% **Revere** HOM: 34.3% SED: 26.5% SWD: 32.3% **Roosevelt** ALL: 22.3% EL: 16.8% HOM: 48.4% SED: 25.5% HI: 23.9% **Ross**	SED: 20.5% SWD: 24.7% HI: 19.6% **Jefferson** HOM: 22.8% SWD: 21.5% **Juarez** AS: 19.2% **Lincoln** HOM: 26.9% WH: 15.2% **Loara** ALL: 20.6% HOM: 30.6% **Marshall** ALL: 17.4% EL: 16.2% SED: 18.5% SWD: 15.3% AS: 6.7% WH: 6.5% HI: 18.3% **Orange Grove** HOM: 27.1% **Price** SWD: 15.4% **Revere** HOM: 25.5% SED: 22.2% SWD: 29.3% **Roosevelt** ALL: 19.8% EL: 16.8% HOM: 29.3% SED: 20.8% HI: 21.3% **Ross**	SWD: 38.7% HI: 25.8% **Jefferson** HOM: 25% SWD: 32% **Juarez** AS: 20% **Lincoln** HOM: 48.3% WH: 23.4% **Loara** ALL: 22.5% HOM: 36.5% **Marshall** ALL: 27.5% EL: 31.1% SED: 29.1% SWD: 34.8% AS: 18.7% WH: 31.6% HI: 27.6% **Orange Grove** HOM: 28.9% **Price** SWD: 20.6% **Revere** HOM: 49.3% SED: 34.6% SWD: 41% **Roosevelt** ALL: 29% EL: 31.1% HOM: 37% SED: 29.6% HI: 30.6% **Ross**	SWD: -23.0% HI: -15.2% **Jefferson** HOM: -11.2% SWD: -19.5% **Juarez** AS: -9.8% **Lincoln** HOM: -30.4% WH: -17.2% **Loara** ALL: -10.9% HOM: -14.9% **Marshall** ALL: -19.1% EL: -23.9% SED: -19.6% SWD: -28.5% AS: -21.0% WH: -34.1% HI: -18.3% **Orange Grove** HOM: -10.8% **Price** SWD: -14.2% **Revere** HOM: -32.8% SED: -21.4% SWD: -20.7% **Roosevelt** ALL: -18.2% EL: -23.3% HOM: -16.7% SED: -17.8% HI: -18.3% **Ross**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 46.5% WH: 46.5% **Stoddard** SWD: 37.7% HI: 35.9% **Sunkist** SWD: 40.7%	HOM: 37.1% WH: 32.6% **Stoddard** SWD: 29.9% HI: 30.6% **Sunkist** SWD: 32.1%	**Ross** HOM: 32.9% WH: 37% **Stoddard** SWD: 31.1% HI: 21.9% **Sunkist** SWD: 28.1%	HOM: 37.5% WH: 37.5% **Stoddard** SWD: 28.7% HI: 26.9% **Sunkist** SWD: 31.7%	HOM: -13.6% WH: -9.5 **Stoddard** SWD: -6.6% HI: -14.0% **Sunkist** SWD: -12.6%
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%	2023-24 All: 0.9% AA: 1.5% FOS: 1.5% SED: 1.0% EL: 0.9%	2024-25 All: 0.9% AA: 4.1% FOS: 6.1% SED: 1.0% EL: 0.9%	2025-26 All: 0.5% Maximum AA: 0.5% Maximum FOS: 0.5% Maximum SED: 0.5% Maximum EL: 0.5% Maximum	2024-25 All: +0.1% AA: +2.4% FOS: +3.6% SED: +0.1% EL: +0.2%
2.7	Suspension Rate-Schools and Groups 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 **Sunkist** ALL: 4.1% EL: 5.1% HOM: 7.8% SED: 4.4% SWD: 7.5% HI: 4.1%	2023-24 **Sunkist** ALL: 1.9% EL: 2.3% HOM: 1.5% SED: 1.9% SWD: 2.2% HI: 2.0%	2024-25 **Sunkist** ALL: 1.5% EL: 1.2% HOM: 3.1% SED: 1.4% SWD: 3.5% HI: 1.1%	2025-26 **Sunkist** 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	2024-25 **Sunkist** ALL: -2.6% EL: -3.8% HOM: -4.7% SED: -3.0% SWD: -4.0% HI: -3.0%
2.8	Expulsion Maintain an expulsion rate of 0.	2023-24 0%	2024-25 0%	2025-26 0%	2026-27 0%	2025-26 +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Aeries					
2.9	LCAP Parent Survey 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. Data Source: Qualtrics LCAP Parent Survey	2023-24 96%	2024-25 98%	2025-26 97%	2026-27 95% Minimum	2025-26 +1%
2.10	Representation on Committees 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. Data Source: Sign-in sheets	2024-25 New Metric	2024-25 EL: 100% SED: 100% SWD: 100% FY: 50% Two new parents of FY were recruited to LCAP Advisory Committee in January.	2025-26 EL: 100% SED: 100% SWD: 100% FY: 0% Our FY representatives did not attend any LCAP meetings in 2025-26. Personalized outreach to parents/caregivers of FY was conducted throughout the year.	2027-28 100% of LCAP Committee sign-in sheets include parents of FY, EL, SED, SWD.	2025-26 EL: +0% SED: +0% SWD: +0% FY: -50%
2.11	Parent Engagement AESD average of 4, Full Implementation, on the "Seeking Input and	2023-24 3.5 average	2024-25 4.0 average	2025-26 3.8 average	2026-27 4 average	2025-26 +0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Decision Making" section of the Parent Engagement Reflection Tool. Data Source: Parent Engagement Reflection Tool					

Goal Analysis [2025-26]

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

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

Students:
All of the planned actions and services within Goal 2 were implemented in the 2025-26 school year. Our Foster Youth were identified for Differentiated Assistance based on the 2025 Dashboard. Through our root cause analysis it was determined that our implementation of Action 2.8 (Foster Youth Mentors and Transportation) could be strengthened by adjusting internal timelines and clarifying procedures to ensure our FY students are connected to caring adult mentors in a more timely and effective manner. The Superintendent's Student Advisory Committee consisting of a student representative from each school for the purpose of providing the district office feedback relevant to the current needs of students, met three times in 2025-26 and provided valuable insights for LCAP committee and district staff. Through this mechanism, district staff was able to incorporate student voice across all major decision-making groups, adding depth to adult conversations.

Parents:
Based on Parent Engagement Local Indicators Self Reflection Tool input, the district has made progress in creating accessible communication channels and family support systems. The district offers a wide range of supports and resources for families through community pantries, clothing boutiques, workshops, and outreach efforts.

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

Material differences between Budgeted and Estimated Actual Expenditures for Action 2.7 were due to additional costs associated with improving communication with parents, improving parent understanding of the impact of regular daily attendance, and expanded professional learning opportunities aligned to this action, including staff attendance at a Community Schools conference that enhanced capacity to implement meaningful family engagement strategies and strengthen school-family-community partnerships.

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

Students:
Goal 2 actions contributed to increased attendance rates and maintenance of a low suspension rate for our All student group and decreased suspension rates for our Foster Youth and African American student groups based on 2025-26 internal discipline data. Students' Sense of Belonging and Engagement both increased based on our 2025-26 School Climate Survey. This was a result of the intentional, coordinated

efforts across our instructional leadership, CoST, attendance liaisons, and school office staff.

Parents:
Over 5,800 parents responded to our annual LCAP survey where our parent satisfaction averaged 94% across all questions. While communication is frequent, families shared that the volume of messages can be overwhelming and important opportunities may be missed. Families want clearer, more targeted communication about available programs, workshops, enrichment opportunities, and participation logistics. Parents also identified a need for more meaningful opportunities to discuss student progress and partner with schools when students need additional academic or behavioral support.

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.

Students:
Through our Differentiated Assistance process, it was determined that action 2.8 will continue with the following enhancements to effectively and efficiently address the needs and improve systems for our FY students (no fiscal impact):
-secure FY representation on LCAP committee
-increase the number of FY that are paired with a mentor
-increase the number of FY that receive tutoring through our after-school AES! program.
-begin the program immediately after summer
-mentors attend parent-teacher conferences to help bridge the academic needs and connect students to relevant supports
-strengthen caregiver communication and resources

Parents:
To support our families' request for clearer, more targeted communication, home-school folders containing critical information will be sent home at regular intervals throughout the year in addition to routine digital communications through ParentSquare. Develop resources to support communication between teachers and parents around students' academic and/or behavioral needs.

Action 2.3: More cost-effective vendors to improve efficiencies around attendance communications were explored during 2025-26. At the time of the adoption of this LCAP the new vendor has not yet been Board approved. Costs associated with Action 2.3 will be updated through the Midyear Update process.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Empowering Staff:Trauma	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-	$343,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Informed Classroom Management Strategies	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. 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. This action will be measured by M2.6 and M2.7 (Suspension Rate for District and Schools).		
2.2	Comprehensive Student Support Services	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. Here's why: 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. 2. This support encourages positive relationships with peers and adults, which is particularly important for foster youth who may lack stable support systems. 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. 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.	$13,486,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Attendance Boost Program	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. 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).	$0.00	No
2.4	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.	$400,769.00	No
2.5	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.	$5,056,267.00	Yes
2.6	Parent and Family Engagement Initiative: PK-6 Support	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. 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 the resources and support they need to succeed academically and personally. This action will be measured by M2.11 (Parent Engagement Evaluation	$2,999,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Rubric).		
2.7	Strengthening Family and Community Engagement Professional Development for Parent Engagement	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, & 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. 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. This action will be measured by M2.1 (School Climate Survey), M2.3 (Attendance Rate), M2.11 (Parent Engagement Evaluation Rubric).	$71,335.00	Yes
2.8	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.	$495,000.00	Yes
2.9	SEL Support for student Achievement	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.	$67,000.00	Yes

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 Teachers: teachers who	2023-24 99.9% of teachers were appropriately assigned and fully credentialed as measured by the California Statewide Assignment	2024-25 99.2% of teachers were appropriately assigned and fully credentialed (5 out of 622 teachers are on an	2025-26 99.9% of teachers were appropriately assigned and fully credentialed (1 out of 633 teachers are on an emergency or	2026-27 100% of teachers	2025-26 +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	are appropriately assigned, fully credentialed in the subject areas, and, for the pupils they are teaching. Data Source: Human Resources	Accountability System (CalSAAS)	emergency or short term permit)	short term permit)		
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 (findings = 0)	2024-25 “Sufficient” Rating on Williams Visit for selected schools (findings = 0)	2025-26 “Sufficient” Rating on Williams Visit for selected schools (findings = 0)	2026-27 "Sufficient" Rating (findings = 0)	2025-26 Maintained "Sufficient" rating (findings = 0)
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)	2024-25 100% of schools	2025-26 13% of schools	2026-27 100% of schools	2025-26 -12%
3.4	Local Indicator for Implementing State Academic Standards (Priority 2) Data Source: Implementation of State Academic Standards Reflection Tool	2023-24 3.8 average	2024-25 3.8 average	2025-26 4.1 average	2026-27 4.0 average minimum	2025-26 +0.3

Goal Analysis [2025-26]

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

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

All of the planned actions and services within Goal 3 were implemented and will continue into the 2026-27school year. We are in compliance with all state and local metrics associated with this goal.

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.

Expenditures under Action 3.8, Saturday School, were less than planned as we took advantage of other new opportunities the state made available for recuperating average daily attendance such as Independent Study and participation in the AES! after school program.

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

All students have access to high quality instructional materials and qualified teaching staff. Staff and students have access to a device and Wi-Fi connectivity. Deficiencies encountered through the Facilities Inspection Tool are corrected in a timely manner. As such all Goal 3 actions will continue to maintain compliance with state requirements associated with access to materials and positive school climate.

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.

Action 3.8, Saturday School, will remain but be reduced now that alternate methods of recuperating student attendance have been established such as Independent Study and AES! participation. Action 3.7, vice principals, will remain but will be reduced as part of a broader budget stabilization plan and redistribution of VPs based on school size and other pertinent factors. Our Maintenance and Operations team will continue to analyze FIT report data as it becomes available and prioritize the three lowest scoring areas in a timely and efficient manner as they fulfill work orders, strengthening processes and procedures around existing Action 3.6.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Ensure annual access to Annual Procurement of Standards-Aligned	To ensure access to high-quality instructional materials, a transparent selection process involving educators, administrators, and parents is used. Special considerations are given 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	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Instructional Materials	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.		
3.2	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	$19,944,900.00	Yes
3.3	Early Learning--Inclusion Classes	To support all students, including Students with Disabilities, 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.	$349,565.00	No
3.4	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.	$4,097,673.00	Yes
3.5	Support the educational programs of the district	To support all students, including Students with Disabilities, 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 conduct LCAP Surveys)	$389,321.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Future Ready Learning and Work Environments	To support all students, 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)	$2,385,056.00	No
3.7	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.	$4,384,370.00	Yes
3.8	Saturday School	To support English Learners/Emergent Bilingual, Low Income, and Foster Youth, Saturday school will be held 4 times to allow students to make up missed instructional time in a supportive, engaging academic environment.	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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	2023-24	2024-25	2025-26 All:11.4 Low Income: -0.9	2024-25

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	All: -25.6 Low Income: -41.9 Emergent Bilingual: -43.5 Hispanic: -42.1	All: -44.2 Low Income: -58.1 Emergent Bilingual: -67 Hispanic: -54.5	Emergent Bilingual:14.1 Hispanic: -6.9	All: -10.6 Low Income: -12.2 Emergent Bilingual: -36.1 Hispanic: -2.6
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	2023-24 All: -36.3 Low Income: -53.8 Emergent Bilingual: -43.1 Hispanic: -56.7	2024-25 All: -61.2 Low Income: -74.5 Emergent Bilingual: -80 Hispanic: -71.9	2025-26 All:19 Low Income:10 Emergent Bilingual: 21.8 Hispanic:2.4	2024-25 All: -20.2 Low Income: -24.5 Emergent Bilingual: -48.1 Hispanic: -14.3
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%	2023-24 All: 15.5% Low Income: 16.7% Emergent Bilingual: 13.9% Hispanic: 15.5%	2024-25 All: 19.8% Low Income: 20.8% Emergent Bilingual: 16.8% Hispanic: 21.3%	2025-26 All: 5.5% Low Income: 5.9% Emergent Bilingual: 8.5% Hispanic: 4.1%	2024-25 All: +5.3% Low Income: +5.9% Emergent Bilingual: -0.7% Hispanic: +8.2%
4.4	AESD will hire Fully Credentialed and	2023-2024	2024-25	2025-26	2026-27	2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Appropriately Assigned Teachers: teachers who are appropriately assigned, fully credentialed in the subject areas, and, for the pupils they are teaching. Data Source: Human Resources	100% of teachers were appropriately assigned and fully credentialed.	100% of teachers	100% of teachers	100% of teachers will be appropriately assigned and fully credentialed.	0%

Goal Analysis [2025-26]

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

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

The action in this goal was fully implemented. We did not receive Equity Multiplier funds after 2024-25.

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.

Equity multiplier funds received have been expended completely to support the stability of students and their access to online learning. There are no material differences.

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

During the 2024-25 school year students at the online learning program at Roosevelt Elementary had increased connectivity through their newly purchased devices and teachers were able to offer a more engaging learning experience with their e-glass enhanced instructional technology.

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

The online learning program at Roosevelt is no longer eligible for Equity Multiplier funding in 2025-26 and this goal will be discontinued.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$56,247,977	$7,097,391

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
37.243%	0.000%	$0.00	37.243%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** ELA Targeted Intervention Programs **Need:** AESD serves 88% of unduplicated students. Based on our 2025 ELA CAASPP results, 44% of our students don't yet demonstrate grade level knowledge and skills. This is compounded for our English Learners, Low Income Students, Students Experiencing Homelessness, and Foster Youth.	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
	Scope: LEA-wide		
1.2	**Action:** TOSA IN/PD - Instructional Coaches **Need:** AESD serves approximately 88% unduplicated pupils. State and local data demonstrate the need to strengthen outcomes for English Learners, Low Income students, Foster Youth, and students experiencing homelessness who are included within the district's Low Income population for purposes of this service. Ensuring that all educators have the capacity to deliver rigorous, culturally responsive, standards-aligned instruction is essential to meeting the needs of these student groups. Districtwide professional development supports the implementation of the district's instructional priorities by building educator expertise in effective Tier I instruction, English learner supports, data-driven decision-making, student engagement strategies, and inclusive practices. This coordinated approach increases instructional coherence across schools and improves access to high-quality learning experiences for unduplicated pupils. **Scope:** LEA-wide	TOSAs/Instructional Coaches provide targeted support in reading, writing, speaking, and listening skills, ensuring equitable access to intervention services across the district. Additionally, TOSAs/Instructional coaches provide student-centered, job-embedded coaching and best practices designed to meet the needs of our English Learners, Low Income, and Foster Youth. 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).
1.3	**Action:** Professional Development for TK-6 Teachers in Literacy and Math	Professional development in the areas of literacy and math will be designed to reduce performance gaps for our unduplicated pupils. PD is designed	Effectiveness will be measured through metrics such as changes in ELA

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
	Need: AESD serves approximately 88% unduplicated pupils, including significant populations of English Learners, Low Income students, Foster Youth, and students experiencing homelessness who are included within the district's Low Income population for purposes of this service. Academic data indicate that these student groups continue to require additional support to meet grade-level standards in English language arts and mathematics. A key contributing factor is the need for sustained implementation of high-impact instructional practices across classrooms and schools. Instructional coaches provide ongoing professional learning, classroom modeling, feedback, and collaborative planning that strengthen teacher effectiveness and improve access to rigorous, standards-aligned instruction for unduplicated pupils. **Scope:** LEA-wide	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.	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).
1.4	**Action:** To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, Learning Genie and MyON digital library resources. **Need:** AESD serves approximately 88% unduplicated pupils. Local assessment data indicate that English Learners, Low Income students, Foster Youth, and students experiencing	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). Star Assessments are: Highly rated by the National Center for Intensive Intervention (NCII) 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	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)

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
	homelessness who are included within the district's Low Income population for purposes of this service continue to require additional support in developing foundational literacy skills and achieving grade-level proficiency in reading. Renaissance assessment and literacy tools address this need by providing personalized learning pathways, targeted practice opportunities, and real-time data that enable educators to monitor progress and adjust instruction to meet the unique needs of unduplicated pupils. These tools help ensure that students receive timely support and intervention before learning gaps become more significant barriers to academic success. **Scope:** LEA-wide	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. 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.	
1.6	**Action:** Broad Course of Study **Need:** AESD serves approximately 88% unduplicated pupils. Local measures indicate the importance of maintaining high levels of student engagement, school connectedness, and access to enriching educational experiences for English Learners, Low Income students, Foster Youth, and students experiencing homelessness who are included within the district's Low Income population for purposes of this service. Access to visual and performing arts, advanced learning opportunities, and high-quality literacy resources supports student engagement and creates pathways for students to discover and develop their unique strengths and interests. This action expands access to a comprehensive educational experience that promotes belonging, engagement, creativity, and academic growth for unduplicated pupils. **Scope:** LEA-wide	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. 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. 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. Overall, these actions work synergistically to create a learning environment that is responsive to the unique needs and	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 (M1.1), (M1.2), (M1.3), (M1.4), (M1.5), (M1.6), (M1.8), (M1.9), (M1.13), and (M1.14)

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
		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. 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.	
1.7	**Action:** Library Services **Need:** AESD serves 88% of unduplicated students. English learners, foster youth, and low income students often face systemic barriers to accessing library books. **Scope:** LEA-wide	Having librarians in elementary schools, especially those serving low-income students, English learners (ELs), and foster youth, is crucial for several compelling reasons: 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. 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. By providing library services on an LEA-wide basis, the district aims to close the ELA achievement gap for these student groups.	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.
1.8	**Action:** Dual Immersion Programs **Need:** AESD serves 88% of unduplicated students. Dual Language Immersion (DLI) programs are a powerful, research-based strategy to support unduplicated students—English learners (ELs), foster youth, and students from low-income households—by promoting	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. Offering Dual Language Programs in all schools within a district promotes equity, diversity, academic excellence, global readiness, parental engagement, and teacher professional	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

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
	bilingualism, biliteracy, academic achievement, and cross-cultural understanding. **Scope:** LEA-wide	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.	metrics such as Reclassification Rates (M1.7) and Overall English Proficiency (M1.1), (M1.2).
2.1	**Action:** Empowering Staff:Trauma Informed Classroom Management Strategies **Need:** AESD serves 88% of unduplicated students. AESD's undpulicated pupils often experience barriers to success including trauma which can result in behavior issues. **Scope:** LEA-wide	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.	This action will be measured by M2.6 and M2.7 (Suspension Rate for District and Schools).
2.2	**Action:** Comprehensive Student Support Services **Need:** AESD serves 88% of unduplicated students. Unduplicated students—English learners, foster youth, and low-income students—often face heightened levels of stress, trauma, and unmet mental health needs due to systemic inequities, economic hardship, housing instability, and experiences of marginalization. **Scope:** LEA-wide	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. 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.	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Conduct regular student wellness screenings and support overall health of students **Need:** AESD serves 88% of unduplicated students. Access to school-based health care professionals is a vital equity strategy for supporting unduplicated students—English learners, foster youth, and students from low-income households—who often face significant barriers to receiving consistent, preventive, and responsive health care outside of school. **Scope:** LEA-wide	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. 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.	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).
2.6	**Action:** Parent and Family Engagement Initiative: PK-6 Support **Need:** AESD serves 88% 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. **Scope:** LEA-wide	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. This action involves actively reaching out to parents, providing information about opportunities for involvement, and soliciting their participation to ensure diverse perspectives are considered in decision-making processes. Implemented on an LEA-wide basis, this initiative promotes consistency and equity across the district.	Effectiveness will be measured through tracking representation data, gathering parent feedback, and analyzing outcomes resulting from decisions made in committees and meetings, providing valuable insights into the impact of parental involvement on improving outcomes for unduplicated student groups. (M2.9), M2.10), (M2.11)
2.7	**Action:** Strengthening Family and Community Engagement Professional Development for Parent Engagement	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.	Effectiveness will be measured through tracking indicators of parental engagement, gathering parent feedback, and analyzing student outcomes, providing

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
	Need: AESD serves 88% 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. **Scope:** LEA-wide	Implemented on an LEA-wide basis, this professional development ensures consistency and equity in efforts to engage parents from diverse backgrounds.	valuable insights into the impact of increased parental involvement on student success for unduplicated and underrepresented student groups.
2.9	**Action:** SEL Support for student Achievement **Need:** AESD serves 88% of unduplicated students. Implementing a high-quality SEL curriculum is an essential equity strategy to support the unique academic, social, and emotional needs of unduplicated students—English learners, foster youth, and students from low-income backgrounds—who often face increased stress, trauma, and barriers to school engagement. **Scope:** LEA-wide	Enhancing Social-Emotional Skills: Self-Awareness and Management: Teaches self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are foundational for all students' success. Empathy and Inclusivity: Promotes empathy and inclusivity, creating a more understanding and supportive classroom environment. Improving Academic Engagement: Motivation and Engagement: Increases students' motivation and engagement by making learning relevant to their lives and social contexts. Classroom Climate: Contributes to a positive classroom climate that supports academic learning and social development. Professional Development for Educators: Teacher Support: Offers training and resources for teachers to effectively implement SEL strategies tailored to diverse student needs, enhancing overall teaching effectiveness. 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.	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)

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
		Consistent SEL Support for All Students: 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. Reduces Achievement Gaps: 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. Improved School Culture: 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. Social Responsibility: Encourages students to engage in their communities and develop a sense of social responsibility, preparing them to contribute positively to society. Building Community Partnerships: Engages families and communities in the educational process, fostering partnerships that support students' social and emotional development outside of school.	
3.2	**Action:** Highly Qualified Teachers **Need:** AESD serves 88% of unduplicated students. Reducing class sizes is a targeted strategy to support the academic	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	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),

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
	success and well-being of unduplicated students—English learners, foster youth, and low-income students—who often require more individualized attention, stronger relationships with teachers, and differentiated instruction to thrive. **Scope:** LEA-wide	a more inclusive, supportive, and effective learning environment where all students can thrive academically and socio-emotionally. 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.	attendance (M2.3), (M2.4), and (M2.5), and social emotional wellbeing (M2.1) and (M2.2)
3.4	**Action:** Technology Integration **Need:** AESD serves 88% of unduplicated students. Access to technology is an essential component of educational equity. English learners, foster youth, and low-income students often face systemic barriers to consistent and reliable technology at home, putting them at a disadvantage in an increasingly digital academic environment. Ensuring equitable access to devices, internet connectivity, and digital tools is a critical strategy for closing the opportunity and achievement gaps. **Scope:** LEA-wide	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. Supporting all schools in the district is essential for promoting 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.	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).
3.7	**Action:** Welcoming, Safe, and Inclusive School Environment **Need:** AESD serves 88% 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.	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. 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	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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.	
3.8	**Action:** Saturday School **Need:** 88% of AESD's student population is Unduplicated and students from vulnerable populations can face barriers to daily attendance such as transportation or health issues, and housing instability. Our low income, Foster Youth, emergent bilingual, and students with disabilities student groups experience higher levels of chronic absenteeism. **Scope:** LEA-wide	Saturday School offers additional learning time, personalized support, and access to staff and resources they may not receive during the regular week. This action is effective in addressing instructional loss and engagement, contributing to improved academic achievement and reduced chronic absenteeism.	Effectiveness will be measured through attendance (M2.3), (M2.4), and (M2.5).

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Access for English Language Learners **Need:**	Investing in specialized staff and programs for emergent bilingual students ensures that our district is equipped to provide coherent, culturally and linguistically responsive services that	Effectiveness will be monitored through ELPI (M1.1, M1.2) and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	52% of our our students are emergent bilingual or formerly emergent bilingual. English learners/EBs require both specialized instructional support and systemic coordination to succeed academically, socially, and linguistically. **Scope:** Limited to Unduplicated Student Group(s)	accelerate English language development and close opportunity gaps.	Reclassification Rates (M1.7).
2.8	**Action:** Trauma Informed Interventions **Need:** 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 can impact their mental and emotional well-being. **Scope:** Limited to Unduplicated Student Group(s)	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)

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.

At all 23 schools, we use the funding for staff to provide additional academic and educational support. Actions associated with this goal are 1.2, 1.6, 2.2, 2.5, 3.2, and 3.3.

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	26.9:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	16.8:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	151,031,169	56,247,977	37.243%	0.000%	37.243%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$67,239,919.00	$10,959,663.00	$400,769.00	$3,718,088.00	$82,318,439.00	$64,692,108.00	$17,626,331.00

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	July 2026-June 2027	$0.00	$2,280,547.00	$2,280,547.00				$2,280,547.00	
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	July 2026-June 2027	$1,969,134.00	$5,764,800.00	$5,764,800.00	$1,969,134.00			$7,733,934.00	
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	July 2026-June 2027	$0.00	$4,148,030.00	$4,148,030.00				$4,148,030.00	
1	1.4	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, Learning Genie and MyON digital library resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$0.00	$488,374.00	$488,374.00				$488,374.00	
1	1.5	Professional Learning Communities PK-6 release time/PE	All	No			All Schools	July 2024 - June 2026	$0.00	$0.00	$0.00				$0.00	
1	1.6	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$6,382,720.00	$1,892,671.00	$5,620,082.00	$2,655,309.00			$8,275,391.00	
1	1.7	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$1,910,215.00	$0.00	$966,811.00	$943,404.00			$1,910,215.00	
1	1.8	Dual Immersion Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$594,361.00	$0.00	$594,361.00				$594,361.00	

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	1.9	Access for English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2026-June 2027	$1,644,326.00	$49,600.00	$1,693,926.00				$1,693,926.00	
1	1.10	Long Term English Learner (LTEL) Intervention	English Learners/Emergent Bilingual	No			Marshall, Ponderosa, Orange Grove, Henry, Juarez, Guinn Specific Schools:	July 2026-June 2027	$662,010.00	$0.00				$662,010.00	$662,010.00	
1	1.11	Technology to Support Academic Instruction	All	No			All Schools	July 2024 - June 2025	$0.00	$0.00	$0.00				$0.00	
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	July 2026-June2027	$193,688.00	$150,000.00	$343,688.00				$343,688.00	
2	2.2	Comprehensive Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$13,486,722.00	$0.00	$10,430,644.00			$3,056,078.00	$13,486,722.00	
2	2.3	Attendance Boost Program	All	No			All Schools	July 2026-June 2027	$0.00	$0.00		$0.00			$0.00	
2	2.4	Attendance Liaison Initiative: Strengthening Student Engagement and Support	All	No			All Schools Specific Schools:	July 2026-June 2027	$400,769.00	$0.00			$400,769.00		$400,769.00	
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	July 2026-June 2027	$5,056,267.00	$0.00	$3,056,267.00	$2,000,000.00			$5,056,267.00	
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	July 2026-June 2027	$2,999,985.00	$0.00	$2,817,722.00	$182,263.00			$2,999,985.00	
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	July 2026-June 2027	$0.00	$71,335.00	$71,335.00				$71,335.00	
2	2.8	Trauma Informed Interventions	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	July 2026-June 2027	$45,000.00	$450,000.00	$495,000.00				$495,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	SEL Support for student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$0.00	$67,000.00	$67,000.00				$67,000.00	
3	3.1	Ensure annual access to Annual Procurement of Standards-Aligned Instructional Materials	All Students with Disabilities	No				July 2026-June 2027	$20,000.00	$0.00		$20,000.00			$20,000.00	
3	3.2	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$19,944,900.00	$0.00	$19,944,900.00				$19,944,900.00	
3	3.3	Early Learning--Inclusion Classes	All Students with Disabilities	No			Madison, Orange Grove, Barton, Westmont, and Mann Specific Schools:	July 2026-June 2027	$349,565.00	$0.00	$349,565.00				$349,565.00	
3	3.4	Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$3,940,560.00	$157,113.00	$3,254,708.00	$842,965.00			$4,097,673.00	
3	3.5	Support the educational programs of the district	All Students with Disabilities	No				July 2026-June 2027	$267,157.00	$122,164.00	$389,321.00				$389,321.00	
3	3.6	Future Ready Learning and Work Environments	All Students with Disabilities	No				July 2026-June 2027	$400,359.00	$1,984,697.00	$2,385,056.00				$2,385,056.00	
3	3.7	Welcoming, Safe, and Inclusive School Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$4,384,370.00	$0.00	$2,037,782.00	$2,346,588.00			$4,384,370.00	
3	3.8	Saturday School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$40,000.00	$0.00	$40,000.00				$40,000.00	
4	4.1	Technology Integration	English Learner/Emergent Bilingual, Socioeconomically Disadvantaged, and Hispanic students	No			Anaheim Elementary Online Academy @Roosevelt online learning program	This Action occurred and was completed in 2024-25 and will be discontinued.	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Specific Schools:									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
151,031,169	56,247,977	37.243%	0.000%	37.243%	$64,115,977.00	0.000%	42.452 %	**Total:**	$64,115,977.00
								LEA-wide Total:	$61,927,051.00
								Limited Total:	$2,188,926.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	ELA Targeted Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,280,547.00	
1	**1.2**	TOSA IN/PD - Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,764,800.00	
1	**1.3**	Professional Development for TK-6 Teachers in Literacy and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,148,030.00	
1	**1.4**	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, Learning Genie and MyON digital library resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$488,374.00	
1	**1.6**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,620,082.00	

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	1.7	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$966,811.00	
1	1.8	Dual Immersion Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,361.00	
1	1.9	Access for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,693,926.00	
2	2.1	Empowering Staff:Trauma Informed Classroom Management Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,688.00	
2	2.2	Comprehensive Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,430,644.00	
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	$3,056,267.00	
2	2.6	Parent and Family Engagement Initiative: PK-6 Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,817,722.00	
2	2.7	Strengthening Family and Community Engagement Professional Development for Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,335.00	
2	2.8	Trauma Informed Interventions	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$495,000.00	
2	2.9	SEL Support for student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,000.00	
3	3.2	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,944,900.00	
3	3.4	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,254,708.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Welcoming, Safe, and Inclusive School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,037,782.00	
3	3.8	Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$84,448,942.00	$84,442,730.00

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**	ELA Targeted Intervention Programs	Yes	$2,857,054.00	$2,857,054.00
1	**1.2**	TOSA IN/PD - Instructional Coaches	Yes	$7,392,430.00	$7,392,430.00
1	**1.3**	Professional Development for TK-6 Teachers in Literacy and Math	Yes	$2,660,280.00	$2,660,280.00
1	**1.4**	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, Learning Genie and MyON digital library resources.	Yes	$464,030.00	$464,030.00
1	**1.5**	Professional Learning Communities PK-6 release time/PE	Yes	$1,772,486.00	$1,772,486.00
1	**1.6**	Broad Course of Study	Yes	$6,576,065.00	$6,576,065.00
1	**1.7**	Library Services	Yes	$1,886,808.00	$1,886,808.00
1	**1.8**	Dual Immersion Programs	Yes	$777,337.00	$777,337.00
1	**1.9**	Access for English Language Learners	Yes	$1,611,249.00	$1,611,249.00

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	1.10	Long Term English Learner (LTEL) Intervention	No	$599,267.00	$599,267.00
1	1.11	Technology to Support Academic Instruction		$0	$0
2	2.1	Empowering Staff:Trauma Informed Classroom Management Strategies	Yes	$270,374.00	$270,374.00
2	2.2	Comprehensive Student Support Services	Yes	$13,832,604.00	$13,832,604.00
2	2.3	Attendance Boost Program	No	$198,000.00	$198,050
2	2.4	Attendance Liaison Initiative: Strengthening Student Engagement and Support	No	$400,769.00	$400,769.00
2	2.5	Conduct regular student wellness screenings and support overall health of students	Yes	$4,753,714.00	$4,753,714.00
2	2.6	Parent and Family Engagement Initiative: PK-6 Support	Yes	$4,137,412.00	$4,137,412.00
2	2.7	Strengthening Family and Community Engagement Professional Development for Parent Engagement	Yes	$85,000.00	$281,720.00
2	2.8	Trauma Informed Interventions	Yes	$202,190.00	$294,142.00
2	2.9	SEL Support for student Achievement	Yes	$100,000.00	$100,000.00
3	3.1	Ensure annual access to Annual Procurement of Standards-Aligned Instructional Materials	No	$20,000.00	$20,000.00
3	3.2	Highly Qualified Teachers	Yes	$19,830,017.00	$19,830,017.00

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)
3	**3.3**	Early Learning--Inclusion Classes	No	$668,209.00	$668,209.00
3	**3.4**	Technology Integration	Yes	$5,570,990.00	$5,570,990.00
3	**3.5**	Support the educational programs of the district	No	$400,315.00	$405,655.00
3	**3.6**	Future Ready Learning and Work Environments	No	$2,346,574.00	$2,346,574.00
3	**3.7**	Welcoming, Safe, and Inclusive School Environment	Yes	$4,725,176.00	$4,725,176.00
3	**3.8**	Saturday School	Yes	$310,592.00	$10,318.00
4	**4.1**	Technology Integration	No	$0.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
56,280,705	$74,654,820.00	$77,536,563.00	($2,881,743.00)	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	ELA Targeted Intervention Programs	Yes	$2,857,054.00	$2,857,054.00		
1	1.2	TOSA IN/PD - Instructional Coaches	Yes	$5,418,420.00	$7,392,430.00		
1	1.3	Professional Development for TK-6 Teachers in Literacy and Math	Yes	$2,660,280.00	$2,660,280.00		
1	1.4	To enhance student learning outcomes by effectively utilizing Renaissance's Accelerated Reader (AR), STAR assessments, Learning Genie and MyON digital library resources.	Yes	$464,030.00	$464,030.00		
1	1.5	Professional Learning Communities PK-6 release time/PE	Yes	$1,772,486.00	$1,772,486.00		
1	1.6	Broad Course of Study	Yes	$6,576,065.00	$6,576,065.00		
1	1.7	Library Services	Yes	$943,404.00	$1,886,808.00		
1	1.8	Dual Immersion Programs	Yes	$777,337.00	$777,337.00		
1	1.9	Access for English Language Learners	Yes	$1,611,249.00	$1,611,249.00		
2	2.1	Empowering Staff:Trauma Informed Classroom Management Strategies	Yes	$270,374.00	$270,374.00		

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	2.2	Comprehensive Student Support Services	Yes	$13,832,604.00	$13,832,604.00		
2	2.5	Conduct regular student wellness screenings and support overall health of students	Yes	$4,753,714.00	$4,753,714.00		
2	2.6	Parent and Family Engagement Initiative: PK-6 Support	Yes	$4,137,412.00	$4,137,412.00		
2	2.7	Strengthening Family and Community Engagement Professional Development for Parent Engagement	Yes	$85,000.00	$281,720.00		
2	2.8	Trauma Informed Interventions	Yes	$202,190.00	$294,142.00		
2	2.9	SEL Support for student Achievement	Yes	$100,000.00	$100,000.00		
3	3.2	Highly Qualified Teachers	Yes	$19,830,017.00	$19,830,017.00		
3	3.4	Technology Integration	Yes	$3,327,416.00	$3,303,347		
3	3.7	Welcoming, Safe, and Inclusive School Environment	Yes	$4,725,176.00	$4,725,176.00		
3	3.8	Saturday School	Yes	$310,592.00	$10,318.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$147,907,205	56,280,705	0%	38.051%	$77,536,563.00	0.000%	52.422%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024