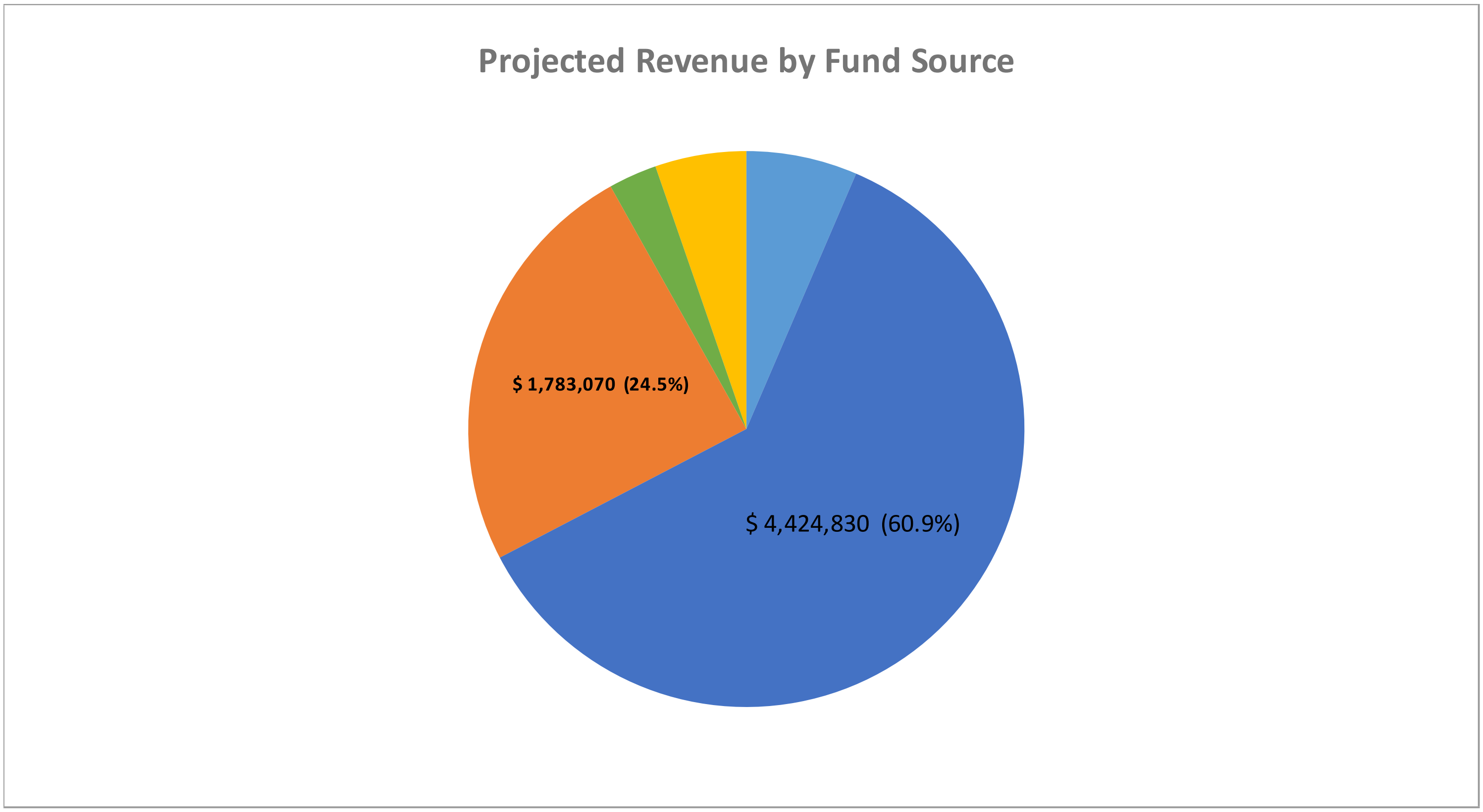
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

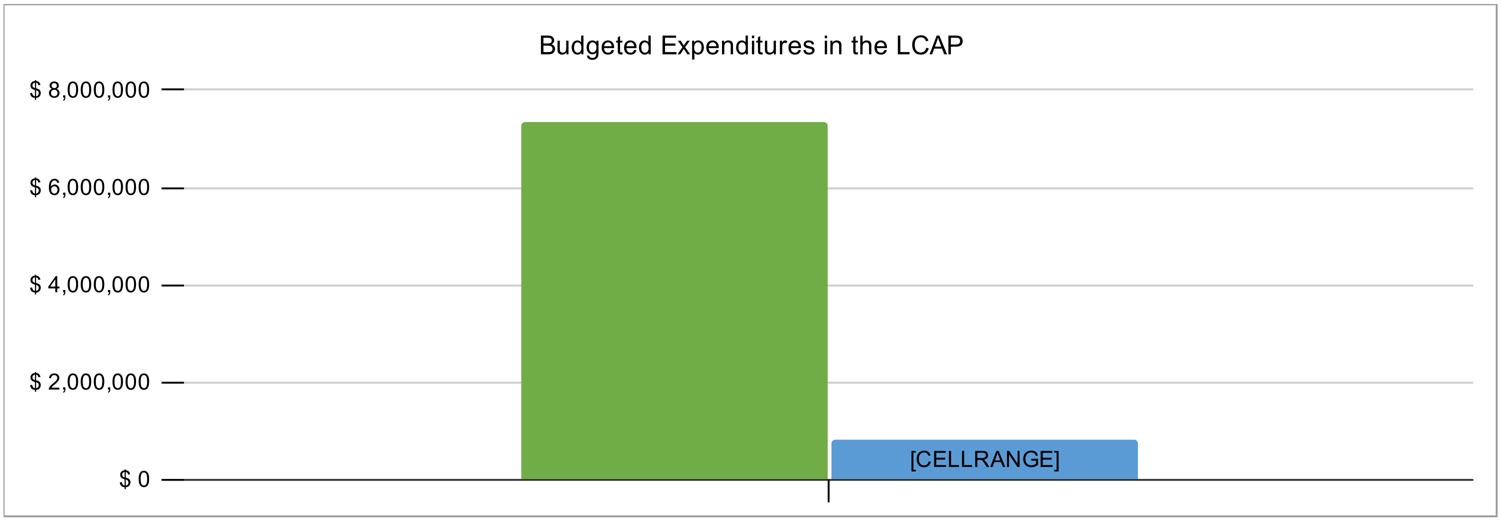
Budget Overview for the 2026-2027 School Year



This chart shows the total general purpose revenue Almond Acres Charter Academy 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 Almond Acres Charter Academy is $7,267,370.00, of which $4,894,216.00 is Local Control Funding Formula (LCFF), $1,783,070.00 is other state funds, $204,546.00 is local funds, and $385,538.00 is federal funds. Of the $4,894,216.00 in LCFF Funds, $469,386.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Almond Acres Charter Academy plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

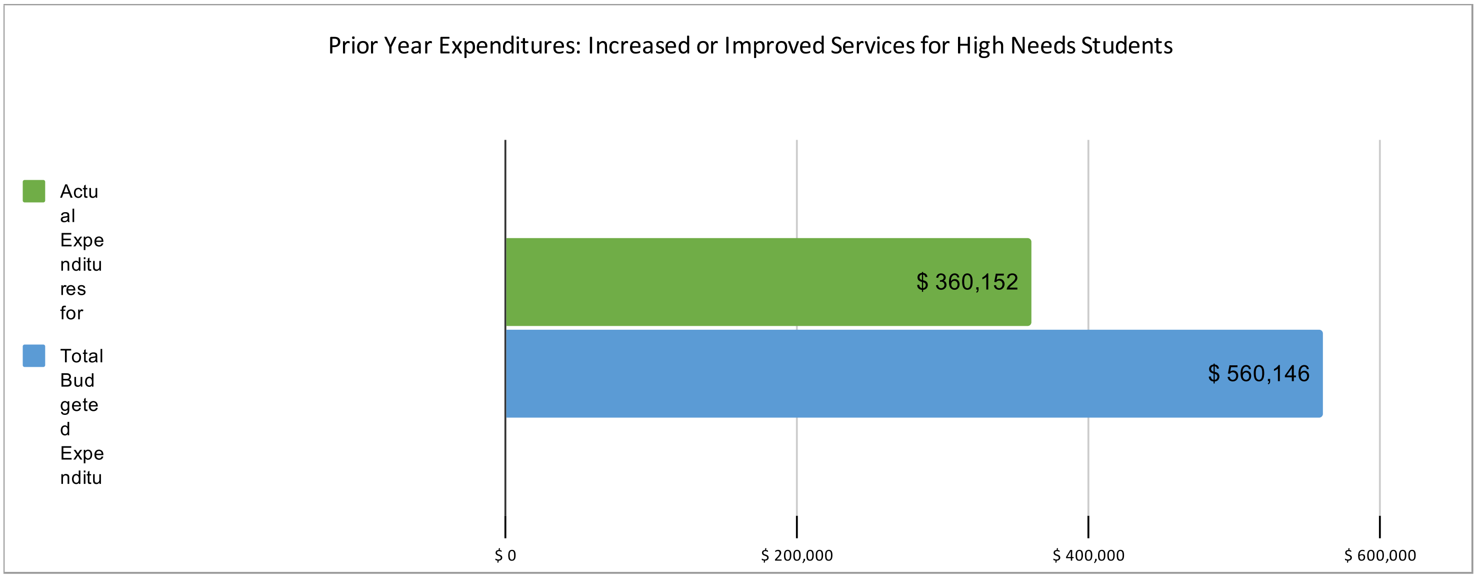
The text description of the above chart is as follows: Almond Acres Charter Academy plans to spend $7,347,982.00 for the 2026-2027 school year. Of that amount, $818,390.00 is tied to actions/services in the LCAP and $6,529,592.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the LCAP include but are not limited to compensation for all staff members not paid through LCAP, materials and supplies, core curriculum and materials, and all other operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Almond Acres Charter Academy is projecting it will receive $469,386.00 based on the enrollment of foster youth, English learner, and low-income students. Almond Acres Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Almond Acres Charter Academy plans to spend $559,890.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Almond Acres Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Almond Acres Charter Academy 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 2025-2026, Almond Acres Charter Academy's LCAP budgeted $560,146.00 for planned actions to increase or improve services for high needs students. Almond Acres Charter Academy actually spent $360,152.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $199,994.00 had the following impact on Almond Acres Charter Academy's ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted primarily due to staffing vacancies, employee leave, and some services being implemented differently than planned. Despite these differences, AACA continued to provide increased and improved services for high-needs students through counseling and SEL supports, attendance interventions, PBIS and restorative practices, and targeted academic supports. While staffing instability impacted consistency in some areas, key services for English Learners, socioeconomically disadvantaged students, and students with disabilities remained in place.

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
Almond Acres Charter Academy	Joseph N. Ledoux, Ed D., Principal/Superintendent	jledoux@aacacademy.com, 805.221.8550

Plan Summary [2026-2027]

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.

Almond Acres Charter Academy (AACA) is a kindergarten through eighth-grade school serving approximately 425 students located in the northern part of San Luis Obispo County. Students come from seven districts within the surrounding area.

AACA's mission is Growing Great Kids by integrating service/project-based learning with the state academic standards. Moreover, supporting the effort of families to nurture positive and productive citizens is essential to all academic success. AACA does this by identifying and nurturing the unique and valuable intelligence of every child, their disposition to learn, and developing the whole child (heart, mind, body, and soul).

A focus on developing positive productive habits is supported by a focus on positive behavior interventions and supports (PBIS) and restorative practices. Through the use of a multi-tiered system to support PBIS students are engaged in the process of developing positive citizenship habits and learning life skills that will support academic growth.

AACA moved to a newly constructed facility built in 2023, with a collaborative teaching model in mind. Teachers are encouraged to co-teach content and share pullout space for small group/individualized instruction and teacher collaboration. Additionally, the facility provides a (MPR) Multi-Purpose Room which acts as a versatile, multi-function space both during and after school and field area for during and after school sports and activities.

With better community access in Paso Robles, AACA has maximized enrollment and has seen growth in most demographic categories so the demographics are more representative of the entire region. At this time, AACA does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Chronic Absenteeism

AACA increased year-over-year by 1.4% in 2025. In 2023, AACA identified 3 student groups with continued high chronic absenteeism: Students with Disabilities, Hispanic students and students with 2 or more races. Through the work done on chronic absenteeism, these 3 groups showed a decrease across 2023 to 2024. Three student groups showed a decrease: English Learners 0.3% and Students with Disabilities 1.2% and Students with 2 or more races 5.5%. The following groups showed an increase: Hispanic students 0.6%, and . Socioeconomically disadvantaged 1.2%, and White students 1.9%. Two of these groups, Hispanic and Students with Disabilities students are receiving the lowest scale score on the California Dashboard.

Access to a Broad Course of Study

Using the standards, as well as the adopted curriculum, a comprehensive scope and sequence for grades K-8 outlines all course content and curriculum expectations. Additionally, a comprehensive matrix is maintained to outline the school-wide project based learning units for all grade levels. These tools ensure that all core content for the broad course of study is provided to grades K-8, and shows teachers the vertical articulation from grade to grade.

Conditions and Climate

Suspensions

AACA has been both successful and challenged with continued growth in enrollment. The growth has been primarily in the Middle School population where higher social emotional needs are seen. With the integration of new students who are not familiar with the framework and philosophy, AACA sees more complex behaviors. The California Dashboard shows AACA experienced a 2.1% increase in suspensions across the board. However, our Hispanic students decreased by 1.2%. The following groups showed an increase: 2.7% increase for Students with Disabilities, a 3.2% increase for Socioeconomically and Disadvantaged Students, and a 7.6% increase for students of two or more races.

AACA has always had a focus on Positive Behavior Interventions and Support (PBIS), as well as restorative and alternative discipline processes, but due to high faculty and staff turnover, AACA needs to refocus on these processes with additional training and support. This focus, along with the ongoing initiatives, will result in a reduction of suspensions.

Teachers Assigned Appropriately

AACA has worked diligently to appropriately assign all staff to positions. Due to a lack of qualified teaching candidates, AACA had 3-4 teachers in positions for which they are working on the appropriate credential.

Access to Instructional Material

Annually, AACA purchases curriculum for every student to ensure appropriate access to standards aligned instructional materials. AACA has participated in a 3-year William's Act Audit Cycle. Each year, Almond Acres has met all requirements under the William's Act and has met the requirement for appropriate access to standards aligned instructional material.

Facilities

Annually, AACA completes the FIT assessment to determine that its facility is fully functional and safe for students. AACA has received a "Good" score on the FIT assessment.

Parental Involvement

AACA has always had a partnership with parents. AACA increased parent engagement and has sought feedback from parents through surveys to inform how to develop the Local Control Accountability Plan and utilize funds to improve teaching and learning. AACA has met this requirement on the Dashboard.

Climate Survey

AACA surveys parents, students, faculty, and staff using multiple surveys each year. The Panorama Climate and Culture Surveys and the California Healthy Kids surveys are a foundational component of how Almond Acres gets educational partner feedback.

Panorama Survey

Based on 2024–2026 survey data, student responses reflect overall strong connections with adults on campus, with some areas of growth and identified needs.

In grades 3–5, student relationships with adults have shown steady improvement over time. In 2024, 81% of students reported having a positive relationship with a teacher or other adult at school. This increased to 90% in 2025 and continued to improve to 91% in 2026. Similarly, students reporting that they have positive adults in their lives was 91% in 2024, decreased slightly to 87% in 2025, and then increased to 94% in 2026.

In contrast, peer relationships in grades 3–5 show a downward trend. In 2024, 88% of students reported having a friend they can count on. This declined to 84% in 2025 and further to 81% in 2026, indicating a need to strengthen peer connection and belonging at the elementary level.

In grades 6–8, student-adult relationships improved from 2024 to 2025, followed by a slight decline in 2026. In 2024, 77% of students reported having a positive relationship with a teacher or other adult at school, increasing to 83% in 2025, then decreasing to 76% in 2026.

However, students reporting they have an adult they can be completely themselves around showed significant growth, increasing from 63% in 2024 to 82% in 2025, and further to 92% in 2026 (positive adult relationships in their lives).

Peer relationships at the middle school level remain a strength. In 2025, 92% of students reported having a friend they can count on, and in 2026 this remains high at 90%, indicating consistent peer support among students.

Overall, the data from 2024–2026 highlights strong and improving student-adult relationships, particularly in grades 3–5, and significant growth in students' sense of connection to supportive adults in grades 6–8. At the same time, the data identifies areas for continued focus, including strengthening peer relationships in grades 3–5 and improving teacher-student relationship perceptions in grades 6–8.

In the 2025–2026 parent survey, 77% of parents reported that there are still barriers to participating in school involvement opportunities, showing a slight decrease from 81% in 2025. While this reflects some progress, barriers to engagement remain a significant concern. The most commonly identified barrier continues to be time, with 32% of parents indicating they are too busy to participate. While safety, transportation, and communication are not identified as primary barriers, the persistence of concerns around time and school being a welcoming place indicates a need to expand flexible engagement opportunities and continue strengthening inclusive, welcoming school practices.

<u>California Healthy Kids Survey</u>

In grade 5, 64% of students stated they had caring adults on campus according to the 2026 CHKS which is up from 54% from the prior year. One area that stood out, 84% stated that there are high academic expectations at school, but 60% of the respondents reported feeling bored at school. Students responded to questions about safety at school and at home and 73% of students felt safe at school.

In grade 7, 59% of students stated they had caring adults on campus. 43% of this group averaged "agree" or "strongly agree" when asked questions related to school connectedness. 65% of students identified that they feel safe at school which is up from 62% the prior year. This is lower than their elementary counterparts.

The secondary survey identified high risk behavior and mental health concerns. In grade 7, 4% of students stated they vaped tobacco products which is down from 6% the previous year. In the area of mental health the survey identified that 35% of 7th grade students struggle with chronic sadness, up from 20% previous year. 15% have considered suicide which is up from 6% in 2025 CHKS survey.

Overall, AACA has a positive school culture and climate. Though there are opportunities for continued improvement in the areas of a welcoming culture and fostering a sense of belonging through positive relationships with teachers and adults on campus, creating a sense of safety on campus while supporting and ensuring a robust social emotional support system for middle school.

Academic Performance

Based on the 2023 California Dashboard, the following student groups were identified as lowest performing and continue to be the focus of this plan: Hispanic students in ELA, Students with Disabilities in ELA, and Students with Disabilities in Math.

<u>*English Language Arts*</u>

In 2025, there was a 8.9 point decrease in performance and a widening of the achievement gap when compared to 2023. All subgroups, with the exception of English Learners, showed a decrease on the California Dashboard. (Met)

Mathematics

In 2025, there was a -11.1 point decrease in performance and a widening of the achievement gap when compared to 2023. (Not Met)

English Learner Progress

In 2025, English Learners showed a 19.2 point increase in performance on the Summative ELPAC. (Met)

Implementation of State Standards

Annually, AACA reviews all curriculum adoptions to ensure it is using California State Standards and NGSS aligned curriculum. Where applicable, AACA has also sought to use California's adopted curriculum. (Met)

AACA has unexpended LREBG funds ($13,300) that will be used to implement after school tutoring, aligned to allowable use (B)(i): tutoring or small group learning supports . Goal 3, Action 11 is based on identified needs, including declines in CAASPP ELA and Math performance and local data indicating that students in non-tested grades continue to require additional academic support, as evidenced by diagnostic assessments, intervention data, and MTSS identification of students needing Tier 2 supports, along with ongoing chronic absenteeism trends. After school tutoring will provide targeted, small-group instruction in ELA and Math, prioritizing students performing below grade level and those identified through the needs assessment . This action is expected to improve local assessment outcomes, CAASPP performance in tested grades, and chronic absenteeism rates, as measured by Goal 3 metrics.

Reflections: Technical Assistance

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

Almond Acres Charter Academy is eligible for Differentiated Assistance based upon the 2024 CA Dashboard for the Socio-Economically Disadvantaged student group in Chronic Absenteeism (Priority #5) and Suspension (Priority #6). On the 2025 CA Dashboard, it is eligible for the Socio-Economically Disadvantaged student group in Chronic Absenteeism (Priority #5) and Suspension (Priority #6), students with disabilities in ELA & Math (CAASPP) (Priority #4) and Suspension (Priority #6), and Hispanic/Latino group for ELA & Math (CAASPP) (Priority #4), Chronic Absenteeism (Priority #5) and Suspension (Priority #6). In collaboration with the San Luis Obispo County Office of Education and Kern County Superintendent of Schools, AACA has engaged in cycles of continuous improvement to analyze data, identify root causes, and strengthen systems supporting these student groups. This work is implemented through aligned LCAP actions: Goal 1, Action 1.5 establishes tiered attendance supports because early identification and intervention address barriers to attendance, reducing chronic absenteeism; Goal 1, Actions 1.2 and 1.4 strengthen PBIS, restorative practices, and MTSS supports because consistent behavioral systems improve student regulation, reducing suspensions; Goal 1, Actions 1.1 and 1.3 strengthen coordination and data systems because consistent implementation and timely data improve responsiveness to student needs; and Goals 2 and 3 strengthen Tier 1 instruction (UDL) and targeted supports because improved core instruction and differentiated services address identified achievement gaps. These actions form a coordinated system of support, with effectiveness monitored through disaggregated data on attendance, behavior, and academic outcomes.

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.

AACA is not eligible for Comprehensive Support and Improvement

Support for Identified Schools

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

AACA is not eligible for Comprehensive Support and Improvement

Monitoring and Evaluating Effectiveness

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

AACA is not eligible for Comprehensive Support and Improvement

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
[Parents]	1/15/26 - Panorama Survey TBD - California Healthy Kids Survey 4/1/2026 - Parent Group Feedback 3/18/2026 - Parent Group Feedback (in Spanish)
[Students]	1/15/2026 - Panorama Survey 4/18/2026 - California Healthy Kids Survey
[Bargaining Units-Certificated/Classified]	AACA does not have a Bargaining Unit for Certificated or Classified Employees
[Teachers]	1/15/26 - Panorama Survey 4/19/2026 - California Healthy Kids Survey
[Other School Personnel]	1/15/26 - Panorama Survey
[Administration]	3/17/2026 - Meeting regarding actions and goals 4/23/2026 - Meeting regarding looking at Panorama survey results
[Principal]	4/23/2026 - Meeting
[PAC]	4/1/2026 - Meeting
[DELAC/ELAC]	3/18/2026 - Meeting
[SELPA]	4/27/2026 - Meeting regarding SWDs
[Public Comment]	5/27/2026 Meeting
[Public Hearing]	5/27/2026 Meeting
{Board Approval]	6/24/2026 Meeting

Insert or delete rows, as necessary.

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

AACA has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the LCAP development process. The LEA consulted all the educational partners noted above prior to adopting the LCAP.

A summary of how educational partner engagement and feedback informed decisions for the LCAP is outlined below:

Parent Partners

AACA sought out support and guidance for the LCAP from its parent partners inclusive of parents of English Learners, Foster Youth, Socio-economically disadvantaged, and students with disabilities through a comprehensive survey covering barriers to engagement, family efficacy, family engagement, family support, grit, learning behaviors, learning recovery, readiness for learning, school climate, school fit, and school safety.

In the 2025–2026 parent survey, 77% of parents reported that there are still barriers to participating in school involvement opportunities, showing a slight decrease from 81% in 2025. While this reflects some progress, barriers to engagement remain a significant concern. The most commonly identified barrier continues to be time, with 32% of parents indicating they are too busy to participate. Perceptions of school climate show modest improvement but remain an area for continued focus. In 2024, 17% of parents reported that the school was not very welcoming; this decreased to 15% in 2025 and remains at 15% in the most recent data. While safety, transportation, and communication are not identified as primary barriers, the persistence of concerns around time and school welcoming indicates a need to expand flexible engagement opportunities and continue strengthening inclusive, welcoming school practices.

Students with Disabilities Family Feedback

In addition to gaining feedback from families in the family survey, AACA also held a focus group composed of parents of Students with Disabilities. During this discussion, AACA's strength was its inclusive model and the supporting adults within the Support Services Department. Families indicated that they want to volunteer on campus and to be involved with the school community but the process is confusing and difficult. This has informed a change to Goal 1, Action 6 to streamline and communicate a clear process for volunteering on campus.   Families indicated that they would like more education on how to support their children with understanding their disability. In addition, they would like more opportunities to make connections with other families. This informed Goal 1, Action 10 to improve parent participation including presentations to support students. This has also informed a change to include the CASEL 3 signature practices (inclusive welcome, engaging strategies and intentional close) into the structure of parent events to provide intentional opportunities for families to connect. Families also indicated that they can feel lost and confused about the roles and responsibilities of staff, and would like a point of contact that can provide support in who to go to when they have questions or concerns. They expressed that when they have a noncommunicative student they get worried when staffing changes. They would like more communication from the school regarding staffing changes, events, and opportunities for participation.

ELAC/DELAC

In addition to feedback collected through general surveys and focus groups, AACA specifically engaged parents of English Learners to better understand their children's experiences. These families shared that special programs—such as drama, athletics, and leadership—help students feel connected and motivated to succeed. However, parents also expressed that they did not know they could request a parent conference if their child needed help. Additionally, they didn't feel that if they asked for additional support for their child, their teacher was not providing that. A parent reported that her child has experienced significant growth, but is not being recognized at an assembly. Finally, one parent asked if we have any Special Olympics for students with autism. Parents requested more information about autism awareness groups.

This input directly informed the maintenance of Goals 1, 3, and 4, which focus on increasing targeted academic support, strengthening social-emotional resources, and expanding access to enrichment opportunities to foster both academic growth and student well-being. A new ELD para educator will be added next school year to address English acquisition and address improving student outcomes for our English language Learners.

Faculty/Staff (Other School Personnel) Partners

AACA does not have a local bargaining unit; therefore, it sought out support and guidance from staff and teacher partners inclusive of the certificated, classified, administrative team, Executive Director, and other site staff through a comprehensive survey covering belonging, cultural awareness and action, school climate, and well-being. In addition to the survey, AACA engaged in focus groups with faculty and staff partners to discuss contributing factors and input on how to improve social emotional learning, behavior, and academics for students.

In prior data, 55% of staff reported feeling valued and 55% felt connected to other adults at school. In 2026, 57% of classified staff and 53% of teachers report feeling valued. A stronger sense of belonging is reported by 86% of classified staff, compared to 63% of teachers. Connection remains an area of concern, with only 43% of classified staff and 56% of teachers reporting feeling connected to other staff. Overall, while there are slight gains in some areas, the data continues to show that school climate and culture are not yet consistently experienced as welcoming and inclusive, particularly in staff connectedness. This informed the decision to continue Goal 1, Action 1 to employ a coordinator to focus on inclusive practices with faculty and staff both in the classroom and around campus. Focus group discussions around Organizational Structure, Climate and Culture, Curriculum, Teaching and Learning, and Assessment and Accountability have informed next steps with AACAs goals and actions.

Organizational Structure

Faculty and staff have identified the organization's strengths as a diverse and supportive board, the facility and location, and the Framework and Philosophy. The group identified the organizational areas of growth as clarity of the roles and responsibilities for all staff members, and a strong accountability process. AACA has formalized the accountability plan through the teacher evaluation process. This feedback has informed the maintenance of Goal 2, Actions 7 and 8.

Climate Culture

Faculty and staff have identified AACA's strengths in climate and culture as encouraging family participation, consistent tool for parent communication and engagement (ParentSquare), School PBIS traits written, spoken. and visually displayed across campus, and the Framework and Philosophy are present and used to guide school practices. Though considered strengths, both family participation and the use of the Framework and Philosophy are also considered struggles. The staff feel that family participation can be a struggle for the families and the process should be streamlined and that the school should offer more opportunities for single parent families. The staff also feels that the Framework and Philosophy are a vital part of the Charter and that additional training is needed to keep it an integral part of education provided to students. This has informed the maintenance of Goal 2, Action 3 and the modification of Goal 1, Action 6 to streamline and communicate the process to volunteer on campus as part of improving parent engagement.

Curriculum

Assessment and Accountability

During focus groups, the faculty and staff identified that academic achievement on the CAASPP Summative Assessment is significantly impacted by high teacher absenteeism and high teacher turnover, thus impacting the consistent implementation of curriculum and strong Tier 1 instruction for all students. This feedback informed the continuation of all the actions under both Goal 1 and 2.

Student Partners

AACA sought out support and guidance for the LCAP from its students through a comprehensive climate and culture survey through Panorama covering challenging feelings, emotional regulation, grit, growth mindset, positive feelings, social awareness, supportive relationships, classroom effort, learning strategies, self-efficacy, and self-management. Further, students in grades 5 and 7, participated in the California Healthy Kids Survey. Based on student feedback a part time counselor will continue to serve in a capacity to meet students SEL needs.

English Language Learners

Based on the feedback from our Panorama survey, English Language Learners share about the climate and culture on campus, academics, and enrichment activities. Previously, English Learner students (grades 6–8) reported limited peer interactions and reliance on a small core group of friends within ELD. In 2026, 90% report having a friend they can count on, showing significant improvement. Continued focus on expanding peer connections beyond core groups remains important.

Further, some indicate that academics are challenging and they struggle to be successful. All expressed that their designated ELD teacher was supportive and kind, but that they had fewer positive interactions with other teachers on campus. All expressed that participation in drama, athletics, and leadership was positive and helped them stay on-track with their school work. AACA implemented a grade requirement in 2024 that required all participants to maintain a 2.0 GPA for participation in extracurricular activities. In 2025, this was further developed to address behavior, and students may not have any suspensions to participate. Eligibility checks were completed weekly so coaches and teachers could support students in maintaining a 2.0 GPA and support positive behavior at school. This feedback informed the decision to continue the climate and culture goal and actions. In addition, to the development of Goal 3, Actions 3-5 the implementation of Universal Design for Learning, a walk-to-learn model for Designated ELD, and OPTEL data collection to support English Learners in the general education classrooms.

Students with Disabilities

AACA conducted a dedicated focus group with Students with Disabilities to gather insights on school climate, academics, and enrichment experiences. Students expressed that they felt connected to their teachers and classmates, but also noted challenges in forming peer relationships, which affected their sense of belonging. Academically, students who felt supported described learning environments where teachers and peers provided encouragement and options for learning. Others shared that learning was difficult without varied instructional approaches. A strong theme emerged around students valuing opportunities to demonstrate learning in multiple ways. This input led directly to AACA's decision to enhance inclusive practices, expand tiers of academic and social-emotional support, and implement Universal Design for Learning (UDL) strategies across classrooms to better serve diverse learners. This is goal 1 action 1.

Students also shared their enthusiasm for extracurricular programs—especially athletics and the annual drama production. Their feedback supported the creation of Goal 4, which aims to refine and expand special programs to ensure a holistic, engaging academic experience for all students.

<u>Administrators/Principal Partners</u>

In addition to providing feedback through the faculty survey, AACA sought out support from the Administrative Team and Executive Director through focus group discussions around goal success and implementation.

Goal 1: (Climate and Culture) Chronic absenteeism is addressed by one of our executive assistants who is in charge of attendance and attendance recovery and one campus supervisor. Our student affairs position is key to establishing and building relationships with students and their families.

Goal 2: Administrators stressed the need for a dedicated K-8 Curriculum Coordinator to lead instructional improvement. Progressive and targeted training in Universal Design for Learning (UDL) and Daily 5 has been initiated. Refinements in grading practices, including project descriptions, writing rubrics (K–8), and collaborative grading calibration meetings. Updates to SPBL (Service Project-Based Learning) plans to include UDL strategies, and consistent administrator walkthroughs. Feedback to improve Tier 1 instruction was to add additional training for all staff on the Framework and Philosophy. This feedback has informed the decision to maintain the actions under this goal.

Goal 3: Feedback that was provided by staff for Tier 2 supports, especially with the intervention team and UDL integration. STMATH full implementation with progress monitoring has shown growth in math foundations. Read Naturally and other intervention tools are consistently in use. Tiered support with instructional feedback cycles are being implemented in priority grade levels. Recommendations for strengthening Goal 3 include: embedding collaboration time into the PD model to deepen UDL and MTSS practices, and reorganizing roles and responsibilities for the K-8 academic coordinator to increase systematic coaching. This feedback has informed the decision to maintain the actions under this goal

Goal 4: Overwhelming positive feedback indicates the need for an activities supervisor to ensure equitable access for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal #1]	[Create a positive and inclusive culture and climate to support all students in learning through a focus on the implementation and refinement of Tier 1 and Tier 2 Positive Behavior Interventions and Supports, Social Emotional Learning Initiatives, and an increase in parental engagement.]	[Broad]

State Priorities addressed by this goal.

[(State Priority 3: Parental Involvement, Priority 5: Pupil Engagement, Priority 6: School Climate)]

An explanation of why the LEA has developed this goal.

[AACA has experienced growth in enrollment, as well as growth and turnover in faculty and staff. Due to this growth, AACA has realized a need for improvements in the climate and culture. Both the climate and culture survey and family and student focus groups show that students are struggling with peer and adult relationships, lack of school connectedness, and higher suspension and office referral rates. This goal and these actions were developed to support the continued social emotional well-being of students, improve parent engagement, and to refine Positive Behavior Interventions and Supports and Restorative Practices. The intent is to create a positive climate and culture on campus to improve the learning environment for all students.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[1.1]	[A positive school climate as determined by the School Climate Met on the California Dashboard Metric]	[2023 - Met]	[2024 - Met]	[2025-Met]	[Met]	[Maintained]

[1.2]	[(Local) A Positive school climate as measured by the Panorama Climate and Culture Survey] 25.26 This metric was modified due to a consolidation of Faculty and Staff. In addition students were not provided in the initial baseline	[School Climate Survey: Families: 76% Teachers: 60:% Staff: 50%]	School Climate Survey: Families: 59% Faculty/Staff: 36% Students: 81%	School Climate Survey: Families: 86% Faculty/Staff: 44% Students: 76%	[School Climate Survey: Families: 80% Faculty/Staff: 70% Students: 85%]	Families: -17% Faculty/Staff: -24% Students: 4%
[1.3]	[(Local) The number of students identified as "at-risk" and "critical" for SEL in panorama	[**Elementary** - At- Risk: 14% Critical: 3% **Middle School** At-Risk: 35% Critical: 6%	**Elementary** - At- Risk: 11% Critical: 4% **Middle School** At-Risk: 26% Critical: 9%	**Elementary** - At- Risk: 11% Critical: 9% **Middle School** At-Risk: 26% Critical: 9%	[**Elementary** - At-Risk ≤ 13% Critical ≤ 3% **Middle School** - At-Risk ≤ 20% Critical ≤ 5%]	**Elementary** - At- Risk: -3% Critical: 1% **Middle School** At-Risk: -9% Critical: 3%
[1.4]	[A low Middle School Dropout Rate compared to 2023 CA Dashboard]	2023 - 0%	2024 - 0%	2025-0%	Maintain - 0%	Maintained
[1.5]	[A low Pupil Expulsion rate compared to 2023 CA Dashboard]	2023 - 0%	2024 - 0%	2025-0%	Maintain - 0%	Maintained
[1.6]	[A positive school climate by ensuring a safe and functioning facility as measured by scoring good or better on the Facilities Inspection Tool (FIT) each year.]	2023 - GOOD	2024 - GOOD	2025-GOOD	Maintain - GOOD	Maintained
[1.7]	[(Local) TFI for PBIS Tier 1]	[2024 -TFI Score 93%]	2025 -TFI Score 84%	2026-TFI Score 87%	TFI Score ≥ 95%	Maintained

[1.8]	[(Local) TFI for PBIS Tier 2. This team will be implemented in 8/2024 so the TFI baseline will be added in 2025.]	2025 - TFI Score 88%	2025 - TFI Score 87%	2026-TFI Score 89%	TFI Score ≥ 90%	Maintained
[1.9]	[(Local) Number of behavioral Incident Reports compared to 2024]	Aug/Sep: 53 Oct: 53 Nov: 20 Dec: 19 Jan: 39 Feb: 73 Mar: 51 Apr: 33 May: 38	Aug/Sep: 21 Oct: 166 Nov: 43 Dec:100 Jan: 32 Feb: 86 Mar: 100 Apr: 70 May: 55	Aug/Sep: 55 Oct: 38 Nov: 30 Dec: 20 Jan: 9 (as of Jan. 15th) Feb: 20 Mar: 52 Apr: 36 May: 33 as of 5/15/26	Aug/Sep: 30 Oct: 30 Nov: 20 Dec: 10 Jan: 30 Feb: 30 Mar: 30 Apr: 30 May: 30	Aug/Sep: -32 Oct: 113 Nov: 23 Dec: 81 Jan: -7 Feb: 13 Mar: 49 Apr: 33 May: 25
[1.10]	[Annual suspension rate by student group as reported on the CA Dashboard compared to 2023 LTEL Baseline added to CA Dashboard in 2024	All Students-3.1% English Learners - 7.1% LTEL - 36.4% Homeless/Foster * Socioeconomically Disadvantaged 2.8% Students with Disabilities 3.9% African American * Asian* Hispanic - 3.3% White - 2.9% 2 or More Races - 4.2%	All Students - 4.3% English Learners - 13.3% LTEL - 36.4% Homeless/Foster* Socioeconomically Disadvantaged - 5.4% Students w/Disabilities - 6% African American* Asian* Hispanic - 6.3% White - 3.3% 2 or More Races - 4.5%	All Students - 3% English Learners - 0.2% LTEL - 28.2% Homeless/Foster* Socioeconomically Disadvantaged - 1% Students w/Disabilities - 1% African American* Asian* Hispanic - 2.7% White - 2.7% 2 or More Races - 0%	Reduce Suspensions All students ≤ 2% English Learners ≤ 4% LTEL - ≤ 6% Socioeconomically Disadvantaged ≤ 2.% Students w/Disabilities ≤ 4% Hispanic ≤ 2% White ≤ 2 % 2 or More Races ≤ 2% Maintain all other student groups at ≤ 2%	All Students-1.2% English Learners - 6.2% LTEL - 0% Homeless/Foster * Socioeconomically Disadvantaged 2.6% Students with Disabilities 2.1% African American * Asian* Hispanic - 3.3% White - 0.4% 2 or More Races - 0.3%

[1.11]	[(Local) Overall ADA of 90% when measured at the school and classroom level.]	{**Elementary** ADA- 93.31% **Middle School** ADA- 92.44%]	**Elementary** ADA - 92.96% **Middle School** ADA - 92.91%	**Elementary** ADA - 95.31% **Middle School** ADA - 93.42%	**Elementary** ADA ≥ 93.5% **Middle School** ADA ≥ 93.5%	**Elementary** ADA - -.54% **Middle School** ADA - -.59%
[1.12]	[Chronic Absenteeism across all student groups on the California Dashboard LTEL Baseline added to CA Dashboard in 2024	[All Students - 22.5% English Learners - 23.1% LTEL - 27.3% Homeless/Foster * Socioeconomically disadvantaged 22.3% Students w/Disabilities 31.6% African American * Asian * Hispanic 28.9% White 18.1% 2 or More Races 29.2%	All Students - 21.9% English Learners - 30.0% LTEL - 27.3% Homeless/Foster* Socioeconomically disadvantaged - 24.5% Students w/Disabilities - 27,3% African American* Asian * Hispanic - 24.5% White - 20.1% 2 or More Races - 25.0%	All Students - 13.2% English Learners - 24.2% LTEL - 27.2% Homeless/Foster* Socioeconomically disadvantaged - 15.0% Students w/Disabilities - 15.6% African American* Asian *0% Hispanic - 33% White - 61.4% 2 or More Races - 5.6%	All Students ≤ 15% English Learners ≤ 15% LTEL - ≤ 20% Homeless/Foster * Socioeconomically disadvantaged ≤ 15% Students w/Disabilities ≤ 25% African American * Asian * Hispanic ≤ 20% White ≤ 15% 2 or More Races ≤ 20%	All Students -0.6% English Learners - 6.9% LTEL - 0% Homeless/Foster * Socioeconomically disadvantaged 2% Students w/Disabilities -4.3% African American * Asian * Hispanic -4.4% White 2% 2 or More Races -4.2%
[1.13]	(Local) Parental Participation in PSC and in school sponsored events (Meet the Teacher, Conferences, Open House and Academic events)	[PSC - 11.9 % Meet the Teacher- 80% Conferences-80% Open House-70% Academic Events - 0%]	PSC - 5% Meet the Teacher - 82% Conferences-87% Open House -73% Academic Events - 4%		[PSC - 15% Meet the Teacher - 90% Conferences - 90% Open House - 70% Academic Events - 30%	PSC - -10% Meet the Teacher 2% Conferences - 7% Open House - 73% Academic Events - 4%

[1.14]	(Local)ParentSquare Post Metrics	412 out of 721 parents interacted (57%). (interacted is defined as comments, appreciations, volunteers, RSVPs, items, forms and polls)	442 out of 687 parents interacted (64%). Interacted is defined as comments, appreciations, volunteers, RSVPs, items, forms and polls)	432 out of 697 parents interacted (62%). Interacted is defined as comments, appreciations, volunteers, RSVPs, items, forms and polls)	80% of parents will interact with ParentSquare Posts	7% increase
{1.15}	Facility Inspection Tool (FIT)	2023- Good Fit Score	2024 - Good Fit Score	2025-Good Fit Score	Good Fits Score	Maintained

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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, implementation of Goal 1 actions was mixed, with several actions fully or partially implemented, though staffing changes and turnover created challenges in maintaining consistent implementation across the system.

Action 1.1: The implementation of the coordinator role was partially implemented due to 2 of the 3 coordinators changing roles during the school year.

Successes: This role was supposed to set the foundation and infrastructure to see continued growth in Climate and Culture. AACA saw some improvements in chronic absenteeism among key student groups, improved adult-student relationships based on Panorama and CHKS surveys

Challenges: Though partially implemented mid-year turnover prevented consistent implementation of some actions for which this role provided oversight. .

Action 1.2: The counseling and SEL action was partially implemented.

Successes: AACA realized a decrease in the at risk and critical indicators in Panorama.

Challenges: Three of the 4 coordinators either changed roles or quit mid-year. This turnover prevented consistent implementation of skills groups and CICO, but AACA prioritized 1 to 1 and small group counseling and utilized other staff members to support skills groups.

Action 1.3: The Panorama System was not fully implemented or utilized effectively to track interventions and supports, providing early intervention indicators for students who needed SEL, Behavioral or academic supports.

Successes: Panorama data was partially utilized by the Intervention Team and Administration to identify academic, behavioral, and SEL needs for students in K-8. Further, all intervention data was collected to provide a holistic picture of student successes and struggles. This information supported Student Study Team (SST), 504 and IEP meetings for all students.

Challenges: Teacher level use of the data has not reached its full potential. Additional training was identified as needed to support implementation across all classroom teachers.

Action 1.4: The PBIS action was fully implemented.

Successes: There were some mild successes in the implementation of the school wide PBIS tiered approach. Teachers were not sending as many students out of the classroom and attempting to deal with low level tier-1 behaviors in the classroom.

Challenges: Suspension data showed an overall increase of 2.1%, with disproportionality among Hispanic students, ELs, and Students with Disabilities. This aligns with student and family feedback calling for stronger supervision, clearer expectations, and more equitable discipline practices. Therefore, AACA is modifying the action 1.4 to include restoration of the structured reflective practices (fix-it reflection process). In addition, more training for supervision and support staff on restorative practices was identified by families, staff and administration as needed to support more effective implementation.

Action 1.5: The Attendance Action was fully implemented

Successes: Chronic absenteeism fell for our English Learner group year over year.

Challenges: In some student groups, AACA saw an increase in chronic absenteeism. Socioeconomically Disadvantaged students (increased by 3.2%), and Students of Two or more races showed (7.6%)increased absenteeism. These trends are concerning given the low performance levels for these subgroups on the 2025 CA Dashboard Academic Indicators. The school has identified the need to refine its early identification and tiered intervention system for absenteeism. Action 1.5 has been revised to a focus goal to support improved implementation.

Action 1.6: Parent Engagement was fully implemented

Successes: Parent engagement increased through meetings and use of ParentSquare (increased from 57% to 62%),

Challenges: Daytime involvement Continues to lag due to a confusing volunteer process and the need for clearer orientation processes. Therefore, AACA has revised action 6 to include streamlining and clarifying the volunteer onboarding process.

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

Action 1.1: There was a material difference between the budgeted amount of $92,460 and the actual expenditure of $47,789 due to staff being on leave, which reduced overall salary expenditures.

Action 1.2: There was a material difference between the budgeted amount of $169,293 and the actual expenditure of $83,461 due to a staff member reducing contracted days. Additionally, intervention support teachers were reassigned to backfill general education teaching positions when vacancies occurred mid-year, impacting how funds were utilized.

Action 1.4: There was a material difference as the $10,000 budgeted for PBIS was not expended because this action was supported and implemented by SLOCOE rather than through LCAP-funded expenditures.

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

Actions 1–6 under Goal 1 have contributed meaningfully to building a positive and inclusive school climate; however, their overall effectiveness has been mixed, with both notable progress and ongoing implementation challenges.

Action 1.1: The implementation of a Coordinator for oversight and implementation of actions in Tier 1 was somewhat effective. The Coordinator has been effective in supporting climate and culture initiatives. This role was seen by administrators and teachers as vital for unifying climate and restorative work across classrooms. However, three of the four coordinators had to either take on a new role (Assistant Director) or left as a result of mid-year cuts. This turnover prevented consistent implementation of Behavior Academies and CICO. While the presence of this position ensured foundational systems (e.g., PBIS rollouts, SEL routines) were established, its full impact was limited due to staffing instability.

Action 1.2: Counseling and Social Emotional learning were somewhat effective in contributing to progress toward the goal. As reflected in Metric 1.1, attendance increased to 95.31% at the elementary level and 93.42% at the middle school level, indicating improved student engagement. Metric 1.2 shows chronic absenteeism decreased significantly to 13.2% for All Students, with improvements also seen among English Learners (24.2%) and Socioeconomically Disadvantaged students (15.0%). Additionally, Metric 1.10 shows relatively low suspension rates for key student groups, including English Learners (0.2%) and Socioeconomically Disadvantaged students (1%), suggesting some positive impact on student behavior and school climate. However, Metric 1.3 (Panorama SEL) continues to show a notable percentage of students identified as at-risk and critical, particularly at the middle school level, indicating that while counseling and supports improved attendance and engagement, social-emotional outcomes have not yet improved consistently across all student groups.

Action 1.3: The Panorama System was somewhat effective in contributing to progress toward the goal. The Panorama system supported the collection and monitoring of student data for SEL, behavior, and academics. As reflected in Metric 1.3 (SEL Panorama), elementary at-risk rates decreased from 14% to 11%, and critical levels remained low, indicating some improvement in student social-emotional outcomes. Additionally, Metric 1.9 shows a general reduction in behavioral incidents across several months, suggesting improved monitoring and response to student needs. However, Metric 2.3 (Academic Panorama) and Metric 3.2 indicate that a significant percentage of students remain identified as at-risk and critical, particularly at the elementary level (40% at-risk) and across grade spans for academic indicators. These data suggest that while the Panorama system improved data collection and awareness, it has not yet resulted in consistent improvement in academic and social-emotional outcomes for student groups, including English Learners and Socioeconomically Disadvantaged students. To strengthen the impact of this action, the district will refine implementation by ensuring more consistent use of Panorama data to drive targeted interventions for English Learners and Socioeconomically Disadvantaged students.

Action 1.4: The PBIS implementation has been somewhat effective. The rollout of updated restorative practice menus and Behavior Academies marked a step forward. The Parent Advisory Committee identified that the restorative questions (that replaced the printed fix-it ticket) had removed the reflective process. Further, the separation of the restorative menu and the fix it process lacks cohesiveness. The Parent Advisory Committee indicated that bringing back the fix-it ticket and revising the restorative menus to incorporate the fix-it ticket creates a cohesive restorative process that allows students to be reflective about changing behavior. Additionally, the increase in suspension rates—particularly for Hispanic, LTEL, EL, and SWD student groups—suggests uneven implementation. Educational Partners cite inconsistent staff buy-in and insufficient training as key barriers. Further emphasis on Tier 1 training and fidelity is required to improve success in this action.

Action 1.5: The implementation of this action was somewhat effective. Chronic absenteeism increased by 1.4% year over year. The rate was 34.3% in 2022, 21.9% in 2024, and 23.2% in 2025. Hispanic students (increased 0.6%), and socioeconomically disadvantaged saw an increase of students 1.2% (2025), down from 2.2% increase in (2024). English Learners maintained at 0.3%. White students (increased 1.9%) showed increased absenteeism. These trends are concerning given the low performance levels for these subgroups on the 2024 CA Dashboard Academic Indicators. The school has identified the need to refine its early identification and tiered intervention system for absenteeism. Action 1.5 has been revised into a focused goal to improve the effectiveness of the action.

Action 1.6: The action to improve parent engagement was somewhat successful. Though AACA experiences engagement through meeting/event participation and online communications through ParentSquare**.** Educational partners report that the volunteer process remains confusing and not easily accessible. To improve the implementation, this goal is to provide clear steps to be a cleared volunteer, regularly communicating what volunteer opportunities are available and providing virtual training on volunteer expectations with the school's Framework and Philosophy.

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.

Based on analysis of data and educational partner feedback, three new actions will be added to Goal 1 in the 2026–27 LCAP to strengthen systems supporting student behavior, attendance, and school safety.

Action 1.8 – A new action will be added to employ a Student Success and Support Supervisor to implement Tier 1 PBIS systems and Tier 2 behavioral supports.

Action 1.9 – A new action will be added to employ an Administrative Assistant to support student attendance systems, safety planning, and coordination of student services.

Action 1.10 – Campus Supervisor-A new action will be added to provide campus supervision to support student safety and behavior across the school day.

Other planned changes:

Action 1.5 has been revised to increase funding by $2,500 to strengthen attendance supports, based on analysis of data indicating ongoing chronic absenteeism and the need for expanded intervention.

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]	[Coordinator]	[Employ a K-8 Coordinator to provide training and support for all faculty and staff on inclusion both in the classroom and on campus. This coordinator will implement and oversee fidelity to Tier 1 and Tier 2 inclusive practices.]This position is shared across multiple goals. The total cost of $100,000 is allocated across actions based on the scope of work associated with Goal 1, Action 1 and Goal 2 Action 1. This action is designed to address the 2023 California School Dashboard Red indicators in ELA for Hispanic students and Students with Disabilities, and in Mathematics for Students with Disabilities.	$50,000	No
[1.2]	[SEL/Counseling]	[Employ a Counselor (2.5 days), Psychologist (2.5 days), and Support Teacher (5 days) Intervention teacher (5 days) to provide counseling and skills groups. In addition, will implement a comprehensive MTSS SEL/Behavior Continuum for students utilizing counseling, skills groups, pathways, and individual counseling to ensure that all students with an expressed need have access to mental health services.]	$162,000	[Yes]
[1.3]	[Panorama System]	[Purchase Panorama License to manage student data collection for at risk, critical, and on-track" indicators for SEL/Behavior and Academics. In addition develop system use protocols for all staff]	$ 18,365	[Yes]

[1.4]	[PBIS]	[Refine the Tier 1 PBIS System, Implementation of Tier 2 PBIS System and develop a restorative practices menu in line with PBIS expectations to guide and support alternate discipline processes to lower office referrals and suspensions.]	[$0]	No
[1.5]	[Attendance]	To address student groups most impacted by Chronic Absenteeism, AACA will implement a tiered attendance intervention system. The system will include: ● Tier 1: Positive attendance campaigns, family newsletters, and recognition systems targeting all students ● Tier 2: Personalized contact from attendance support staff after 3 absences, connection to case management or COS Team ● Tier 3: Individualized attendance success plans, goal-setting conferences, and referrals to counseling or wraparound supports The intervention will be monitored weekly through the Student Information System (Aeries) and cross-referenced with Panorama social-emotional data to identify root causes (e.g., anxiety, transportation). This will Reduce chronic absenteeism for all students including Socioeconomically Disadvantaged students and White students while also impacting the Social Emotional Wellbeing of all students	[$2,500]	[No]
[1.6]	[Parent Engagement]	[Streamline and communicate a clear process to volunteer on campus and Improve Parent Engagement through increased participation in PSC, volunteering in class, and participating in conferences, Back-to-School Night, Meet the Teacher and other events on campus. Additionally, will increase active engagement with the school through ParentSquare communications.]	[$ 0.00]	[No]

1.7	Suspensions	To address student groups in red on the 2024 California Dashboard (Socioeconomically Disadvantaged and Hispanic student groups) for Suspension. AACA will refine the Restorative Discipline process to ensure that all students subject to suspension as a result of behavior will enter into a Behavior Academy (TRRFC Academy) either as an alternate to suspension or if the behavior requires suspension alongside the suspension. This action includes: • Delivering structured, multi-session TRRFC Academies for students exhibiting patterns of disruptive behavior • Providing targeted support for students post-suspension to reintegrate them with reflection activities, support, and goal-setting • Collecting reflection artifacts and pre/post academy data to monitor behavioral outcomes The intervention will be monitored weekly through the Student Information System (Assertive Discipline) and cross-referenced with Panorama behavioral data to identify root causes. This will reduce suspension for all students including Socioeconomically Disadvantaged students and Hispanic students while also impacting the behavior of all students	0	No
1.8	Student Affairs Supervisor	Employ a Student Affairs Supervisor to implement Tier 1 PBIS systems and Tier 2 behavioral supports, including proactive supervision, student support structures, and restorative practices. This position will support staff in consistently implementing schoolwide expectations and coordinate systems to improve student engagement, safety, and access to instruction.	$82,000	Yes
1.9	Administrative Assistant	Employ an Administrative Assistant – Student Services and Operations to support student attendance systems, safety planning, and coordination of student services. Responsibilities include attendance monitoring and recovery processes, coordination of Saturday school and student support programs, support for special education compliance (e.g., meeting notices), planning and coordination of student activities and camps, and collaboration with local agencies to implement school safety plans and emergency drills.	$82,000	No

1.10	Campus Supervisor	Provide campus supervision to support student safety, behavior, and engagement across the school day, including implementation of PBIS systems, restorative practices, Check-In/Check-Out supports, and structured supervision during unstructured times.	$20,000	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #2]	Improve academic outcomes for all students by improving Teacher Retention and 1st Teaching through Professional Development, Coaching, and Feedback	[Broad]

State Priorities addressed by this goal.

(Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement)

An explanation of why the LEA has developed this goal.

The 2023 California Dashboard shows that all student groups declined in the academic measures for English Language Arts and Mathematics. Focus Group data shows that students do not feel successful academically and are not making connections with peers or adults on campus. AACA has determined continuous high faculty and staff turnover is the underlying contributing factor most impacting student academic progress. AACA has determined that due to budget constraints, the approach to faculty and staff retention will be an investment into faculty and staff professional development. Therefore, a refocus on Tier 1 Instruction through professional development will occur. By focusing on Tier 1 professional development, AACA will improve academic supports and provide rigorous academic instruction for all students in order to positively impact student academic progress.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

[2.1]	[CAASPP Summative assessments ELA/Mathematics Distance from Met on the California Dashboard LTEL Baseline added to CA Dashboard in 2024	[**ELA DFM** All Students (-33.7) English Learners (-132.4) LTEL (-164.3) Homeless/Foster* Socioeconomically Disadvantaged (-53.4) Students w/Disabilities (-105.3) African American* American Indian /Alaskan Native* Asian* Hispanic (-80.3) White (-14.4) 2 or More Races (5.7) **MATH DFM** All Students (-47) English Learners (-139.3) LTEL (-211.4) Homeless/Foster* Socioeconomically Disadvantaged (-68.8) Students w/Disabilities (-111.4) African American*	**ELA DFM** All Students (-39.2) English Learners (-137.6) LTEL (-164.3) Homeless/Foster* Socioeconomically Disadvantaged (-52.3) Students w/Disabilities (-101.0) African American* American Indian /Alaskan Native* Asian* Hispanic (-66.3) White (-26.7) 2 or More Races (-36.3) **MATH DFM** All Students (-55.7) English Learners (-176.1) LTEL (-211.4) Homeless/Foster* Socioeconomically Disadvantaged (-70.4) Students w/Disabilities (-131.2) African American*	**ELA DFM** All Students (-48.1) English Learners (-136) Socioeconomically Disadvantaged (-61.5) Students w/Disabilities (-101.0) Hispanic (-72.1) White (-37.2) 2 or More Races (-39.4) African American* American Indian /Alaskan Native* Asian*2 LTEL Homeless/Foster* **MATH DFM** All Students (-66.8) English Learners (-185.7) LTEL Homeless/Foster* Socioeconomically Disadvantaged (-80.5)	[Improve the DMF for all Student Groups by 20% in both ELA and Mathematics]	**ELA DFM** All Students (-5.5) English Learners (-5.2) LTEL (-164.3) Homeless/Foster* Socioeconomically Disadvantaged (.20) Students w/Disabilities (4.3) African American* American Indian /Alaskan Native* Asian* Hispanic (14) White (-12.3) 2 or More Races (-30.6) **MATH DFM** All Students (-8.7) English Learners (-36.8) LTEL (-211.4) Homeless/Foster* Socioeconomically Disadvantaged (-19.8) Students w/Disabilities (-19.8) African American* American Indian /Alaskan Native*

		American Indian /Alaskan Native* Asian* Hispanic (-91.3) White (-30.7) 2 or More Races (6.4)]	American Indian /Alaskan Native* Asian* Hispanic (-85.4) White (-43.8) 2 or More Races (-36.6)	Students w/Disabilities (-144.1) Hispanic (-99.6) White (-55.8) 2 or More Races (-36.6) African American* American Indian /Alaskan Native* Asian*		Asian* Hispanic (5.9) White (-13.1) 2 or More Races (-43)
{2.2}	CAST Summative assessment scores for 5th and 8th Grade students	**5th Grade** Exceeded/Met (32.72%) Nearly Met (41.07%) Not Met (23.21%) **8th Grade** Meeting/Exceeding (20%) Nearly Met 60%) Not Met (20%)	**5th Grade** Exceeded/Met (27.59%) Nearly Met (55.17%) Not Met (17.24%) **8th Grade** Meeting/Exceeding (34.04%) Nearly Met (55.32%) Not Met (10.64%)	**5th Grade** Exceeded/Met (18.37%) Nearly Met (55.10%) Not Met (26.53%) **8th Grade** Exceeded/Met (30.61%) Nearly Met (51.02%) Not Met (18.37%)	Improve the percentage of students meeting or exceeding on the CAST by 5%	**5th Grade** Exceeded/Met (-5.13%) Nearly Met (14.1%) Not Met (-5.97%) **8th Grade** Meeting/Exceeding (14.04%) Nearly Met (-4.68%) Not Met (-9.36%)
[2.3]	[(Local) The number of students identified as "at risk" or "critical for Academics in Panorama]	[**Elementary** - At- Risk: 14% Critical: 20% **Middle School** At-Risk: 14% Critical: 30%	[**Elementary** - At- Risk: 39% Critical: 27% **Middle School** At-Risk: 25% Critical: 21%	**Elementary** - At- Risk: 40% **Middle School** At-Risk: 25%	[**Elementary** - At-Risk ≤ 15% Critical ≤ 5% **Middle School** - At-Risk ≤ 15% Critical ≤ 10%	[**Elementary** - At- Risk: 25% Critical: 7% **Middle School** At-Risk: 11% Critical: -9%

[2.4]	[ELPI Indicator on the California Dashboard]	ELPI - 60.9%	ELPI - 20.8%	ELPI - 40% making progress	[Improve ELPI by 2%]	ELPI -40.1%
[2.5]	[ELL Reclassification Rate]	2023 - 6 students (25%)	2024 - 4 students (18.18%)	2025 - 2 students	greater than or equal to 25% reclassification rate	ELL Reclassification Rate - -1.82
[2.6]	[Access to Broad Course of Study as measured by Met on the California Dashboard]	2023 - Met	2024 - Met	2026 - Met	Maintain - Met	Maintained
[2.7]	[Appropriately credentialed teachers]	Local Data that will be submitted for the 2023.24 SARC: 0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options 2 - Total Out -of-Field Teachers	Local Data that will be submitted for the 2024.25 SARC: 0 - Credential Teachers Authorized on Permit or Waiver 1.4 - Local Assignment Options 1.4 - Total Out -of-Field Teachers	Local Data that will be submitted for the 2025-26 SARC: 2- Credential Teachers Authorized on Permit or Waiver 1 - Local Assignment Options 1- Total Out -of-Field Teachers	0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options ≤ 2 - Total Out -of-Field Teachers	Local Data that will be submitted for the 2024.25 SARC: 0 - Credential Teachers Authorized on Permit or Waiver 1.4 - Local Assignment Options -.6 - Total Out -of-Field Teachers
[2.8]	[Access to standards-aligned instructional materials]	Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA - 4 ELD - 4 Mathematics- 5 Next Generation Science - 4 History/Social Studies - 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA - 4 ELD - 4 Mathematics- 5 Next Generation Science - 4 History/Social Studies - 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA - 4 ELD - 4 Mathematics- 5 Next Generation Science - 4 History/Social Studies - 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA ≥4 ELD ≥4 Mathematics = 5 Next Generation Science - ≥4 History/Social Studies - ≥4	Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA - no change ELD - no change Mathematics- no change Next Generation Science - np change History/Social Studies - no change

[2.9]	[Outcomes of a Broad Course of Study]	Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA - 4 ELD - 4 Mathematics- 4 Next Generation Science - 4 History/Social Studies - 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA - 4 ELD - 4 Mathematics- 4 Next Generation Science - 4 History/Social Studies - 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA - 4 ELD - 4 Mathematics- 4 Next Generation Science - 4 History/Social Studies - 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA ≥4 ELD ≥4 Mathematics≥ 4 Next Generation Science ≥4 History/Social Studies ≥ 4	Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA - Maintained ELD - Maintained Mathematics- Maintained Next Generation Science - Maintained History/Social Studies - Maintained
2.10	Walkthroughs This metric is being added in 2025. The baseline represents walkthroughs completed in 2024.25 school year	2024 Total: 118 Walkthroughs with constructive feedback provided to the instructional staff	2024 Total: 118 Walkthroughs with constructive feedback provided to the instructional staff	2025: N/A		
2.11	Certificated retention rate Classified retention rate This metric is being added in 2025. The baseline represents staff retention for 25.26 school year	2025 Certificated: 65% (22 out of 34) Classified: 86% (30 out of 35)	2025 Certificated: 65% (22 out of 34) Classified: 86% (30 out of 35)	2026 Certificated: 69% (27 out of 39) Classified: 76% (26 out of 34)	Certificated ≥ 85% Classified ≥ 85%	Certificated -20% Classified 1%

2.12	% of staff participating in mentorship or induction This metric is being added in 2025. The baseline represents staff participating in mentorship or induction in the 25.26 school year	Mentorship: 1 Teacher Induction (TIP): 9 Administrative Induction (CASC): 1	Mentorship: 1 Teacher Induction (TIP): 9 Administrative Induction (CASC): 1	Mentorship: 1 Teacher Induction (TIP): 7 Administrative Induction (CASC): 1	100% of enrolled staff successfully complete mentorship or support programs	New Metric added for 25.26 school year data will be available next year

Insert or delete rows, as necessary.

Goal Analysis for [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, implementation of Goal 2 actions was mixed, with several actions fully implemented; however, staffing and budgetary constraints limited consistent implementation across key areas.

Action 2.1: The action to employ a coordinator to support professional development and tier 1 instruction was fully implemented

Successes: AACA made limited progress implementing the infrastructure of Goal 2.

Challenges: Budgetary concerns led to intervention positions not being backfilled throughout the school year and mid-year turnover impacted instructional feedback loops to support implementation fidelity as the K-8 coordinator provided onboarding support and substitute coverage.

Action 2.2: The action to provide academic professional development was fully implemented

Successes: There was limited success in Universal Design for Learning (UDL) training due to

Challenges: Implementation fidelity varies by teacher experience and turnover. Mid-year turnover created a challenge to create fidelity to the professional training expectations within all classrooms. Therefore, to provide more focused onboarding for newly hired teachers, additional professional development around both the framework and philosophy as well as key curriculum will be provided.

Action 2.3: The action to provide SEL professional development was not implemented as planned.

Successes: There was limited success in the area of SEL PD and overall implementation.

Challenges: Due to budgetary constraints this school year, SEL PD was not fully implemented.

Action 2.4: The action to provide behavioral professional development was fully implemented.

Successes: There was limited success and overall implementation was low.

Challenges: Due to budgetary constraints this school year, behavioral PD had limited implementation.

Action 2.5 -2.8: The actions to provide grading protocols, project descriptions and rubrics, walkthrough processes, job descriptions and evaluations were fully implemented. While some components were completed, key elements such as PBL rubrics and walkthrough processes were not fully implemented as planned.

Successes : Accurate job descriptions were developed. Evaluations were done for all employees in the 2025-26 school year.

Challenges: Due to budgetary constraints PBL descriptions and rubrics, walk through processes were put on hold. The impact of these efforts has not yet translated to measurable growth in student academic performance. This mirrors educational partner concerns about inconsistent Tier 1 instruction and the need for more robust curriculum coaching. Administrators noted that walkthroughs and accountability systems are more formalized but require deeper alignment with job descriptions and consistent evaluation protocols.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.

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

Actions 1–8 under Goal 2 were either partially or somewhat implemented in order to strengthen instructional coherence, improve Tier 1 teaching, and boost student academic outcomes. While AACA achieved progress in establishing structural systems, outcomes data reveal persistent gaps for Students with Disabilities (SWDs), signaling a need for deeper support in classroom practice.

Action 2.1: The Curriculum Coordinator role was somewhat effective. This individual led weekly grade level meetings to align instructional frameworks across grade spans. This role supported grading calibration. CAASPP ELA Distance from Met (DFM) for SWDs (-108.3) declined 7.3 points and remained significantly below standards in 2024, reflecting a need for deeper integration of training into instructional practice (Metric 2.1).

Action 2: Academic Professional Development was somewhat effective. SPBL training was delivered over the summer for newly hired teachers. Distance from Met (DFM) for our Hispanic students decreased (-5.8) to (-72.1), and our SWDs decreased (-7.3) points to (-108.3)

Therefore action 7 will be refined to provide fidelity checks for key professional development strategy implementation. This will support the integration of professional development into instructional practices.

Action 3: SEL-focused Professional Development was somewhat effective with our newest teachers. Training emphasized emotional regulation, a welcoming environment, and relationship building. While elementary data improved, Panorama SEL (Grades 3–5): Positive adult relationships increased to 91%, the MS student safety and happiness remained concerns.

In grade 5, 64% of students stated they had caring adults on campus according to the 2026 CHKS which is up from 54% from the prior year. One area that stood out, 84% stated that there are high academic expectations at school, but 60% of the respondents reported feeling bored at school. Students responded to questions about safety at school and at home and 73% of students felt safe at school.

In grade 7, 59% of students stated they had caring adults on campus. 43% of this group averaged "agree" or "strongly agree" when asked questions related to school connectedness. 65% of students identified that they feel safe at school which is up from 62% the prior year. This is lower than their elementary counterparts.

Action 4: Behavior Professional Development was somewhat effective. Tier 1 behavior systems and supports training, restorative practices training, and Behavior Academies training was provided; however, behavior disproportionality persists. As reflected in Metric 1.10, suspension rates for All Students remained at 3%, with higher rates for student groups including English Learners (0.2%), Socioeconomically Disadvantaged students (1%), and Students with Disabilities (1%), indicating continued disproportionality. Though this training was provided, inconsistent staff buy-in impacted the success of implementation.

Actions 5–6: Grading Protocols and Project Rubrics were somewhat effective. These tools standardized expectations and assessments across classrooms. As reflected in Metric 2.1 (CAASPP), All Students ELA performance improved to -48.1 DFM, with English Learners (-136) and Socioeconomically Disadvantaged students (-61.5) also showing some improvement, indicating progress in academic alignment. Additionally, Metric 2.2 (CAST) results show mixed performance across grade levels, suggesting that while systems were established, outcomes are not yet consistent across all content areas and student groups.

Actions 7–8: Instructional Monitoring and Systems Refinement were not effective. There were no sustained walkthroughs. As reflected in Metric 2.1 (CAASPP) and Metric 2.3 (Panorama Academic), outcomes continue to show areas of need, with Elementary at 40% at-risk and Middle School at 25% at-risk, indicating that the lack of consistent instructional monitoring limited the district's ability to improve instructional practices and student outcomes.

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 2.2 will be eliminated as a standalone action and consolidated under Actions 1.1 & 2.1. Academic professional development will continue through the Coordinator to improve coherence and consistency of Tier 1 instruction. UDL will remain a focus because it supports diverse learners by increasing access to grade-level content.

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]	[Coordinator]	[Employ a Coordinator to provide curriculum training, professional development, and coaching and feedback. Additionally, refine the Instructional Policies and Practices to ensure the use of cohesive, consistent, and collaborative best practices and protocols to improve teaching and learning for all students.] This position is shared across multiple goals. The total cost of $100,000 is allocated across actions based on the scope of work associated with Goal 1, Action 1 and Goal 2 Action 1. This action is designed to address the 2023 California School Dashboard Red indicators in ELA for Hispanic students and Students with Disabilities, and in Mathematics for Students with Disabilities.	$50,000	No
[2.2]	[Professional Development - Academic] Eliminated	[Provide comprehensive professional development around academic curriculum including: hosting the Daily 5 and CAFE training and relaunching a focus on the Daily 5 including purchasing updated books for Daily 5 and CAFE, providing Universal Design for Learning training, providing Service Project Based Learning training, Step up to Writing training, and Orton Gillingham training. Universal Design for Learning will be provided to all teachers to further support the unique needs of English Language Learners. Specifically, the core tenant of UDL multiple means of representation will support the unique needs of ELs by building knowledge and comprehension within content knowledge. Additionally, multiple means of expression/action provides EL students the opportunity for voice and choice with how they express their learning. Lastly, UDL training for teachers will support implementing multiple means of engaging with the content to further support the oral and written language development. .]	[$0]	[No]
[2.3]	[Professional Development - SEL]	[Provide comprehensive professional development around Social Emotional Learning curriculum including: Charter Framework and Philosophy including kite materials, welcoming community, calm corner kits, and Kimochis/ 2nd Step training.]	[$0]	[No]
[2.4]	[Professional Development-Behavior]	[Provide comprehensive professional development around behavioral programs including; Restorative Practices training, Behavioral Academies, and CICO trainings for staff so that there is consistency across the school.]	[$ 2,000.00]	[No]

[2.5]	[Grading]	[Create a rigorous grading protocol for middle school and elementary along with vertical articulation processes.]	[$ 0.00]	[No]
[2.6]	[Project Descriptions/Rubrics]	[Create well-defined rubrics for projects and standards, mastery for writing, and Service Project Based Learning Units.]	[$ 0.00]	[No]
[2.7]	[Walkthrough Process]	[Refine the administrative walkthrough process.]	[$ 0.00]	[No]
[2.8]	[Job Descriptions and Evaluation Process]	[Refine the job descriptions and evaluation process for all employees.]	[$ 0.00]	[No]
2.9	Retention	Implement a multi-tiered staff retention strategy that integrates mentorship, leadership development, and feedback systems. The strategy includes: • Mentorship and Induction Support: Prioritize peer-based coaching through the Teacher Induction Program for first- and second-year teachers, supplemented by weekly New Teacher Support Meetings that include training on district frameworks and instructional philosophy. Adapt similar onboarding pathways for classified staff where feasible. • Leadership Development: Site administrators will participate in the County Office of Education Mentorship Program to enhance their capacity to support staff retention, strengthen site leadership, and build sustainable school climates. • Feedback and Engagement: Conduct stay and exit interviews annually and deploy mid-year pulse surveys to assess workplace satisfaction, leadership effectiveness, and identify trends affecting staff attrition.		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #3]	Improve academic outcomes for all students through early intervention	[Broad]

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement)

An explanation of why the LEA has developed this goal.

The 2023 California Dashboard shows all student groups declined in English Language Arts and Mathematics. Students with disabilities received the lowest scale score on both English Language Arts and Mathematics, and Hispanic Students received the lowest scale score for English Language Arts. Further review of the dashboard revealed that AACA is seeing a widening of the achievement gap for unduplicated students inclusive of English Language learners, Low Income, and Homeless/Foster Youth. AACA developed this goal and corresponding actions to improve the academic outcomes for students with disabilities, Hispanic students, and English Language Learners, Low Income, and Homeless/Foster Youth.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

[3.1]	[CAASPP Summative assessments ELA/Mathematics Distance for Met on the California Dashboard LTEL Baseline added to CA Dashboard in 2024	[**ELA DFM** All Students (-33.7) English Learners (-132.4) LTEL (-164.3) Homeless/Foster* Socioeconomically Disadvantaged (-53.4) Students w/Disabilities (-105.3) African American* American Indian /Alaskan Native* Asian* Hispanic (-80.3) White (-14.4) 2 or More Races (5.7) **MATH DFM** All Students (-47) English Learners (-139.3) LTEL (-211.4) Homeless/Foster* Socioeconomically Disadvantaged (-68.8) Students w/Disabilities (-111.4) African American* American Indian /Alaskan Native* Asian* Hispanic (-91.3) White (-30.7)	**ELA DFM** All Students (-39.2) English Learners (-137.6) LTEL (-164.3) Homeless/Foster* Socioeconomically Disadvantaged (-52.3) Students w/Disabilities (-101.0) African American* American Indian /Alaskan Native* Asian* Hispanic (-66.3) White (-26.7) 2 or More Races (-36.3) **MATH DFM** All Students (-55.7) English Learners (-176.1) LTEL (-211.4) Homeless/Foster* Socioeconomically Disadvantaged (-70.4) Students w/Disabilities (-131.2) African American* American Indian /Alaskan Native* Asian* Hispanic (-85.4) White (-43.8)	**MATH DFM** All Students (-66.8) English Learners (-185.7) LTEL Homeless/Foster* Socioeconomically Disadvantaged (-80.5) Students w/Disabilities (-144.1) Hispanic (-99.6) White (-55.8) 2 or More Races (-36.6) African American* American Indian/Alaskan Native* Asian*	[Improve the DMF for all Student Groups by 20% in both ELA and Mathematics]	**ELA DFM** All Students (-5.5) English Learners (-5.2) LTEL (-164.3) Homeless/Foster* Socioeconomically Disadvantaged (.20) Students w/Disabilities (4.3) African American* American Indian /Alaskan Native* Asian* Hispanic (14) White (-12.3) 2 or More Races (-30.6) **MATH DFM** All Students (-8.7) English Learners (-36.8) LTEL (-211.4) Homeless/Foster* Socioeconomically Disadvantaged (-19.8) Students w/Disabilities (-19.8) African American*

		2 or More Races (6.4)]	2 or More Races (-36.6)			American Indian /Alaskan Native* Asian* Hispanic (5.9) White (-13.1) 2 or More Races (-43)
[3.2]	[(Local) The number of students identified as “at risk” or “critical for Academics in Panorama]	[**Elementary** - At- Risk: 14% Critical: 20% **Middle School** At-Risk: 14% Critical: 30%]	[**Elementary** - At- Risk: 39% Critical: 27% **Middle School** At-Risk: 25% Critical: 21%	**Elementary** - At- Risk: 33% Critical: 28% **Middle School** At-Risk: 24% Critical: 26%	[[**Elementary** - At-Risk ≤ 14% Critical ≤ 5% **Middle School** - At-Risk ≤ 14% Critical ≤ 10%]	**Elementary** - At- Risk: 15% Critical: 7% **Middle School** At-Risk: 11% Critical: -9%
[3.3]	[ELPI Indicator on the California Dashboard]	ELPI - 60.9%	ELPI - 20.8%]	ELPI - 40%	[Improve ELPI by 2%]	ELPI - -40.8
[3.4]	[Improve or maintain the ELL Reclassification Rate]	2023 - 6 students (25%)	2024 - 4 students (18.18%)	2025 - 5 Students (17%)	Maintain reclassification rate	ELL Reclassification Rate - -1.82

[3.5]	[Access to Broad Course of Study including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs as measured by Met on the California Dashboard]	2023-Met	2024 - Met	2024 - Met	Maintain - Met	Maintained
[3.6]	[OPTEL data for English Language Learners.	0%	[100% of ELs have the OPTEL Completed]	100% of ELs have the OPTEL Completed	[100% of ELs will have the OPTEL completed	100% of ELs have the OPTEL Completed
[3.7]	UDL Implementation This metric is being added in 2025. The baseline represents status on the Implementation Progression Rubric completed in 2024.25 school year	UDL Explorer = 17% UDL Novice = 71% UDL Intermediate = 8% UDL Advanced = 4%	UDL Explorer = 17% UDL Novice = 71% UDL Intermediate = 8% UDL Advanced = 4%	UDL Explorer = UDL Novice = UDL Intermediate = UDL Advanced =	UDL Explorer = 15% UDL Novice = 60% UDL Intermediate = 20% UDL Advanced = 5%	UDL Explorer = 2% UDL Novice = 21% UDL Intermediate = 16% UDL Advanced = 1%

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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, implementation of Goal 3 actions was mixed, with several actions fully or partially implemented; however, staffing challenges and competing demands limited consistent implementation of Tier 2 supports and targeted interventions. AACA's performance on Goal 3 reflects progress in systematizing Tier 2 supports and expanding targeted interventions

Action 3.1: The Coordinator role was fully implemented.

Successes: Coordinator role established to oversee Tiered interventions and coaching for staff, facilitating alignment across SPED, ELD, and general education services.
Challenges: Leaves of absence and mid-year turnover prevented consistent implementation of some actions for which this role provided oversight.

Action 3.2: The Intervention Teachers action was partially implemented due to staff needing to constantly cover teacher absences.

Successes: The Intervention teachers targeted reading (Orton Gillingham) and math supports. In addition, Read Naturally (Tier 2) and ST Math (Tier 1) were somewhat utilized as core interventions. Despite partial implementation, the Hispanic student group showed a small change on the 2025 CAASPP assessment, suggesting limited impact of the intervention supports.

Challenges: CAASPP Distance from Met (DFM) scores for ELs and SWDs continued to decline in Mathematics (Metric 3.1). Teacher feedback indicated a need for more embedded planning time to maximize the effectiveness of small group interventions.

Action 3.3: The Universal Design for Learning (UDL) action was partially implemented.

Successes: Initial implementation of UDL completed across K-8 classrooms. The full staff participated in a self evaluation using UDL Implementation Progression Rubric. A majority of the staff evaluated themselves as either exploring or novice. This is both a strength and a continued struggle.

Challenges: A majority of self identified as UDL Novice level, which is appropriate for the first year of implementation but indicates a need for ongoing professional development to move towards Intermediate/Advanced implementation (Metric 3.7)

Action 3.4: The Walk-to-Learn Model for Designated ELD was partially implemented

Successes: A significant number of our ELs reclassified in 2025 and ELs were the only group whose test scores increased on the CAASPP test.

Challenges: academic outcomes, particularly for English Learners (ELs), Long-Term English Learners (LTELs), continue to signal significant need for improvement.

Action 3.5: The OPTEL Monitoring process for English Language Learners. was fully implemented.

Successes: 100% of EL students had OPTEL observations completed as scheduled (Metric 3.6)

Challenges:The ELD teaching position was RIFd for the 2026-2027 school year. A classified para was hired and will be under the direct supervision of the K-8 coordinator..

Action 3.6: SPED/EL Collaboration in IEP Development for dually identified students was partially implemented.

Successes: The Case managers reported some collaboration with ELD specialists during IEP development, and developed integrated goals for dually-identified SPED-EL students.

Challenges: Disproportionate gaps in Math DFM persisted for SWDs and LTELs indicating that more intensive alignment of supports is needed.

Action 3.7: Coaching in Tiered Support for SWDs was partially implemented.

Successes: Provided specific coaching to general education teachers on Tiered ELA and math supports for SWDs. This also included tiered support for behavior to support engagement in the learning.

Challenges: Math performance gaps for SWDs widened, suggesting that Tier 1 instruction still needs further scaffolding and adaptation to meet diverse learning needs.

Actions 3.8: ST Math and IXL Tier 1 Math Programs were partially implemented this school year.

Successes: Full implementation of ST Math and IXL systems as Tier 1 universal supports occurred with some classrooms reaching learning milestones.

Challenges: Tier 1 support did not yet result in meaningful DFM improvement for ELs, LTELs, or SWDs (Metric 3.1).

Actions 3.9: The Read Naturally Tier 2 Reading Intervention Program was somewhat implemented.

Successes: Read Naturally implemented consistently as targeted Tier 2 reading support. A small improvement was noted for SWDs in ELA DFM, suggesting early impact of the intervention.

Challenges: Gains were not consistent across all subgroups; with some subgroups showing a need for significant improvement

While AACA made progress in implementing Goal 3 actions and building systems of support, several actions were only partially implemented due to staffing and capacity challenges, which impacted overall effectiveness.

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

Action 3.2: There was a material difference between the budgeted amount of $322,544 and the estimated actual expenditure of $210,376. This variance was due to multiple mid-year staff resignations, resulting in intervention teachers being reassigned to backfill general education teaching positions, which reduced expenditures for the intended intervention services.

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

Actions 1–9 under Goal 3 were implemented to strengthen academic outcomes for English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs) through expanded intervention systems, differentiated instruction, and targeted data use. While AACA made structural gains in tiered support and instructional alignment, outcome data reflects limited academic progress for key student groups, highlighting a need for more consistent progress monitoring.

Action 1: The action to employ a coordinator to provide implementation and oversight to the actions under goal 3 was somewhat effective. The role supported the development of coaching systems and feedback structures aligned with MTSS. However, the EL

Teacher was continually pulled away from her duties to fill in as a substitute teacher due to budgetary issues. Thus continuity was limited. As reflected in Metric 3.1, student performance remained significantly below standard across student groups, indicating limited impact on improving academic outcomes. The ELD` teacher position was eliminated and will be replaced by an ELD para educator.

Action 2: The action to employ intervention teachers to provide direct support in Orton Gillingham phonics, reading, writing, and math interventions was not effective. All three invention teachers had to be called frequently to sub in other classrooms due to budgetary issues. This affected the continuity of intervention services provided to our "at risk" learners.. As shown in Metric 3.1 (CAASPP Math DFM), All Students declined to -66.8, with English Learners (-185.7), Socioeconomically Disadvantaged students (-80.5) and Students with Disabilities (-144.1) remaining significantly below standard, and Metric 2.3 (Panorama Academic) shows the indicator remains Not Met (18.37%), with 40% of elementary and 25% of middle school students identified as at-risk. To address this, the district will revise this action for the upcoming year by reducing to one intervention teacher and refining how intervention services are delivered to ensure more consistent and targeted support for at-risk student groups.

Action 3: The action to implement UDL was not consistent due to two coordinators changing their positions. One coordinator stepped up to become the new Assistant Director while the other coordinator had to go back into the classroom. As reflected in Metric 3.7, UDL implementation levels remained low across categories, indicating limited progress in strengthening instructional practices. Next year professional development will be done in house and two PD days will be dedicated to UDL lesson design.

Action 4: Walk-to-Learn was not fully implemented and thus not effective. The walk to learn process was intended to facilitate flexible, skill-based groupings for Designated ELD and academic intervention. As reflected in Metric 3.3 (ELPI), performance remains below the desired target (-40.8), indicating limited impact on improving English Learner outcomes. To improve the implementation of this action AACA will improve the collaboration between the general education teachers and ELD para educator in order to provide data and strategies to support integrated ELD.

Action 5: The OPTEL monitoring process was somewhat effective. OPTEL was used to monitor instructional access for ELs. As shown in Metric 3.6, 100% of ELs completed the OPTEL; however, Metric 3.4 (Reclassification Rate) remains low, indicating a need to strengthen how data is used to inform instruction. To improve the implementation specific OPTEL local data reviews will be held to support making instructional decisions as well as to support student growth.

Action 6: The SPED/EL Collaboration was somewhat effective. SPED/EL Collaboration was intended to enhance the alignment of ELD and IEP supports. As reflected in Metric 3.1, Students with Disabilities continue to perform significantly below standard, indicating a need for stronger alignment of supports. Co-planning next year will be a point of emphasis.

Action 7: Tiered Coaching for SWDs was somewhat effective. Tiered Coaching for SWDs provided in-class support to general education teachers. Implementation varied due to staffing and scheduling constraints. As reflected in Metric 3.2 (Panorama), a high percentage of students remain identified as at-risk and critical, indicating a need for more consistent implementation of supports. To improve the implementation of this action, Coordinators will work collaboratively with the Special Education Coordinator to provide tier 2 coaching supports for general education teachers following local benchmark data reviews.

Action 8: The ST Math and IXL action was somewhat effective. ST Math and IXL were used for foundational math support and progress monitoring. While student engagement was high, outcomes remained stagnant. CAASPP Math DFM (All Students) declined from -11 points year over year to -66.8, and ELs increased by 35.9 points, showing these tools alone were positive in closing the learning gap (Metric 3.1); however, Socioeconomically Disadvantaged students (-80.5) continue to perform below standard. Additionally, Metric 3.2

indicates continued areas of need in student engagement and school climate, suggesting that while these tools supported targeted growth for English Learners, they were not sufficient to improve overall outcomes across student groups.

Action 9: Read Naturally action was somewhat effective. Read Naturally was used as a Tier 2, small group, fluency and comprehension support for ELs and SWDs. It contributed to small group progress. The CAASPP results for EL students showed a slight improvement in ELA 40% of the students showing more progress than in 2024, as reflected in Metric 3.1 (CAASPP), where English Learners demonstrated improvement, while Socioeconomically Disadvantaged students continue to perform below standard. Additionally, Metric 3.2 indicates ongoing areas of need in student engagement and school climate, suggesting that while this action was effective for targeted student groups, broader outcomes remain an area for continued focus

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.

Based on analysis of implementation, effectiveness, and educational partner feedback, the following changes will be made to Goal 3 actions for the 2026–27 LCAP.

Action 3.1 – Assistant Director (Coordinator of Intervention and Tiered Supports) will continue in the 2026–27 LCAP and will now be identified as a contributing action. This change reflects the critical role of the Assistant Director in supporting English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities because the position provides coaching, feedback, and oversight of Tier 1 and Tier 2 supports, which increases the consistency and effectiveness of instruction and intervention for unduplicated pupils.

Action 3.2 – Intervention Teacher Action will be modified to reduce staffing from four (4.0 FTE) Intervention Teachers to one (1.0 FTE) Intervention Teacher. This change is being made due to budget constraints. The remaining Intervention Teacher will continue to provide targeted Orton-Gillingham phonics intervention, reading, writing, and structured math supports to students with the greatest need.

New Action 3.10 – An English Learner Support Paraeducator will be added to provide support for English Learners.

New Action 3.11 (LREBG) – After school tutoring will be added to provide targeted, small-group academic support in ELA and Math for students performing below grade level.

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]	[Assistant Director]	[Employ an Assistant Director to oversee intervention and provide coaching feedback on tiered levels of support.] TIP coordinator	$115,000	[Yes]
[3.2]	[Intervention Teachers]	[Employ Intervention Teacher (1.0 FTE) to provide Orton Gillingham phonics intervention, reading, writing, and structured math Interventions.]	$79,000	[Yes]
[3.3]	[Universal Design for Learning]	[Implement Universal Design for Learning across K-8 classrooms.]	[$ 0.00]	[No]
[3.4]	[Walk-to-Learn]	[Implement a walk to learn model for designated ELD and language acquisition interventions.]	[$ 0.00]	[No]
[3.5]	[OPTEL]	[To address student groups in red on the 2023 California Dashboard (Hispanic Students) AACA will Implement an OPTEL data collection process in the classrooms to inform supports and interventions for English Language Learners because 100% of the ELL population are Hispanic	[$ 0.00]	[No]
[3.6]	[SPED/EL Collaboration]	[Implement English Language Development (ELD) collaboration process for Special Education Case Managers in the development of the Individualized Education Program (IEP).]	[$ 0.00]	[No]
[3.7]	[Tiered Support]	[To address student groups in red on the 2023 California Dashboard (Students with Disabilities): AACA will provide coaching and feedback on the use of tiered levels of support for mathematics for students with disabilities in the General Education Classroom.]	[$ 0.00]	[No]
[3.8]	[STMath/IXL]	[Implement math systems through STMath and IXL Systems as Tier 1 mathematics support.]	$8,500.00	[Yes]
[3.9]	[Read Naturally]	[Implement Read Naturally for all ELL students and students with disabilities as Tier 2 reading support.]	$1,150.00	[Yes]
[3.10]	EL Support Paraeducator	English Learner Paraeducator will provide targeted small group and one-on-one instructional support during the school day to support English language development, reinforce academic vocabulary, and scaffold access to grade-level content under the direction of certificated staff.	$32,375	[Yes]

3.11	Tutoring	LREBG Action After school tutoring will provide targeted, small-group instruction in ELA and Math, delivered by AACA staff, prioritizing students performing below standard and those identified through the needs assessment . This action is expected to improve CAASPP ELA and Math performance and contribute to reductions in chronic absenteeism rates, as measured by Goal 3 metrics.	$13,300	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #4]	Refine and expand the special programs to create an engaging and holistic academic program that meets the needs of all students.	[Broad]

State Priorities addressed by this goal.

[Priority 6, 7, and 8

An explanation of why the LEA has developed this goal.

AACA has always provided a broad course of study. Parent and student feedback indicates that special programs inclusive of athletics, drama, STEAM, including technology, art, and music, have created opportunities for students to engage in activities that support how they are unique and talented heart, mind, body, and soul. Further, feedback from student groups indicate that students lack school connectedness and special programs support building academic engagement and school connectedness. Therefore, to support the philosophy to provide an engaging and holistic academic program, AACA has developed this goal.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[4.1]	[(Local) A Positive school climate as measured by the Panorama Climate and Culture Survey 25.26 This metric was modified due to a consolidation of Faculty and Staff. In addition students were not provided in the initial baseline]	[School Climate Survey: Families: 76% Teachers: 60:% Staff: 50%]	School Climate Survey: Families: 59% Faculty/Staff: 36% Students: 81%		[School Climate Survey: Families: 80% Faculty/Staff 70% Students 60%]	Families: -17% Faculty/Staff: -24% Students: 4%
[4.2]	[Access to a broad course of study as measured by Met on the California Dashboard]	[2023 - Met]	[2024 - Met]	2024 - Met	[Maintain Met]	Maintained
[4.3]	[(Local) The percentage of students identified in Panorama as College and Career Ready.}	[2023 Indicators Middle School 32% Elementary 54%]	2024 Indicators Middle School 58% Elementary 54%	2024 Indicators Middle School 58% Elementary 54%	[Middle School ≥42% Elementary ≥ 60%]	Middle School 26% Elementary 0%
4.4	(Local) The percentage of completed Standard Operating Procedures (SOPs) 25.26 This metric was add the 2025 data will be used as the baseline.					

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

During the 2025–26 school year, implementation of Goal 4 actions varied. One action was not implemented, one was partially implemented, and one was fully implemented. These differences were primarily due to budget constraints and staffing capacity, which affected the level and consistency of services delivered.

Action 4.1 Program Director was not implemented during the 2025–26 school year due to budget reductions, and the Program Director position was not backfilled. Responsibilities associated with this role were reassigned to existing staff.

Successes: Staff members collaborated to absorb essential duties, allowing core program functions to continue.

Challenges: The absence of a dedicated Program Director created a gap in coordination and oversight because centralized leadership was not available to organize and align enrichment and special programs, which limited the consistency and coherence of implementation. Staff experienced capacity constraints because additional responsibilities were assigned without a reduction in existing duties, which limited the ability to expand or enhance programming.

Action 4.2 Supervisor of Special Programs was partially implemented during the 2025–26 school year. Oversight for special programs was maintained; however, full implementation was limited due to staffing and program capacity constraints.

Successes: A large portion of students participated in athletics because program oversight prioritized maintaining access to existing extracurricular opportunities, which supported continued student engagement in those programs.

Challenges: A decrease in drama program offerings occurred because limited staffing and resources reduced the capacity to sustain multiple productions, which narrowed the range of enrichment opportunities available to students. This created uneven access to programs because available opportunities were concentrated in specific areas (e.g., athletics), limiting participation options for students with different interests.

Action 4.3 After School Enrichment was partially implemented during the 2025–26 school year, and after-school enrichment opportunities were provided consistently throughout the year.

Successes: Enrichment programming was partially delivered during the 2025-26 school year. The athletic activities provided opportunities for student participation and engagement throughout the school year. The one drama production in April was a major success.

Challenges: Participation and impact varied across programs because offerings did not consistently align with the full range of student interests and needs, which limited the reach of some activities. Additional alignment of program offerings is needed to ensure broader access and participation across diverse student groups.

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

Action 4.1: There was a material difference between the budgeted amount of $60,182 and the estimated actual expenditure of $34,162. This variance was due to a leave of absence for the Program Director, which reduced overall salary expenditures for this action.

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

Action 4.1 was ineffective in contributing to progress toward the goal because the action was not implemented, and the intended service, centralized coordination and oversight of programs, was not provided. This lack of implementation is reflected in declines in school climate survey results for families, as shown in Metric 4.1, where family survey results declined to 59% from a baseline of 76%.

Action 4.2 was partially effective in contributing to progress toward the goal.

Access to a broad course of study was maintained because oversight prioritized maintaining existing programs such as athletics, which ensured continued student access to some extracurricular opportunities. However, the action did not fully improve or expand access to diverse programs, as seen in uneven outcomes in College and Career Readiness indicators,as reflected in Metric 4.3, where middle school improved to 58% while elementary remained flat at 54%. This uneven progress occurred because staffing and resource limitations reduced the ability to sustain and expand programs such as drama, which limited opportunities for students whose engagement is supported through non-athletic pathways. CAASPP Math performance (Metric 3.1) declined to -66.8 for All Students, with English Learners (-185.7) and Socioeconomically Disadvantaged students (-80.5) remaining significantly below standard, and Panorama Academic (Metric 2.3) and Panorama SEL (Metric 1.3) data continue to show areas of need, indicating that while access was maintained, outcomes did not show consistent improvement across academic and social-emotional measures.

Action 4.3 was somewhat effective in contributing to progress toward the goal, particularly for student engagement. After school tutoring was offered for a limited time after school with only 4-6 at-risk students participating, which limited broader impact as reflected in Metric 4.1, where student survey results show only a slight increase of 4% from baseline.

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 4.1 – The Program Director position will be eliminated for the 2026–27 LCAP because the position was not implemented due to budget constraints.

Action 4.2 will continue in 2026–27 LCAP with modifications to assigned duties. Specific responsibilities will be adjusted, including changes to programs such as what electives will be offered, to better align staff capacity with program priorities and available resources, which will support more consistent implementation of extracurricular and enrichment opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
[4.1]	[Program Director]	[The Program Director role was eliminated]	$0	No
[4.2]	[Supervisor of Special Programs]	[Employ a Special Programs supervisor to ensure full implementation of special programs while providing equitable access for all students inclusive of expanding elementary and middle school athletics, elementary and middle school drama, and special programs (music in K-5 and 6-8 electives). Further, and Career & Technical Education elements into the programming for electives.]	$82,300	[Yes]
[4.3]	[After School Enrichment]	[Create an academic after school enrichment program.]	[$ 2,000.00]	[No]

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$469,386	$[N/A]

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
9.591%	1.86%	$88,568.00	11.451%

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 #(s)	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

Goal 1 Action 2	Through both educational partner engagement with parents, staff, and teachers and a review of office referral, suspension, and attendance data, AACA determined that students are demonstrating high levels of emotional dysregulation. This can be attributed to trauma, social isolation, depression, and anxiety. Though all students are experiencing this need in some ways, the need is exaggerated for English Language Learners, Homeless and Foster Youth and Low Income Students as a result of additional systemic issues such as food, housing, and financial insecurity, as well as lack of home support, and language barriers.	To address these needs, AACA will employ a Counselor, School Psychologist and support staff to implement social skills groups and provide individual and group counseling. These positions will provide direct support to students demonstrating social-emotional and behavioral dysregulation and provide prosocial strategies to improve student wellbeing. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Foster Youth, more students will feel connected to school, suspension rates will decrease and school attendance will improve. The supports are designed to meet the needs most associated with the stresses and experiences of low-income, foster, and English learners. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research states, school counselors can use small groups as an effective way to help ESL students gain extra practice in learning English as well as a greater understanding of classroom behavior expectations in the U.S. School Counselors have the awareness, knowledge, and skills to reach this under-served population and foster their success and achievement at school. (Shi & Steen, 2010) Further, as interveners, school counselors utilize their distinctive counseling, coordinating, advocacy, and data analysis skill set to assist students in the RTI process (Ockerman et al., 2012).	AACA will use the following metrics to monitor the effectiveness of this action: ● Average Daily Attendance (Local) ● Chronic Absenteeism ● Suspensions ● Panorama SEL Indicator “at risk” and “critical” (Local) AACA will also seek feedback from students, parents, and staff about social emotional regulation and the impact on absenteeism.

[Goal 1 Action 3]	Through the educational partner engagement with parents, faculty, staff and administration, AACA determined that students are demonstrating high levels of Social and Emotional, Behavior and Academic need. This can be attributed to the isolation, lack of routines, and variability of learning. Though all students are experiencing this need, the need is exaggerated for English Language Learners, Homeless and Foster youth and Low Income students as a result of additional systemic issues such as lack of home support, low engagement and lack of school connectedness.	AACA has determined that in order to provide timely, consistent and effective interventions to improve the SEL, Academic and Behavioral outcomes for these students, an integrated holistic view of the student is needed. To address these needs, AACA will continue to utilize Panorama, a data tracking tool. The Panorama system integrates parent, student, and teacher surveys with assertive discipline data, report card data, and state assessment data to provide a complete picture of the students' Academic, Social Emotional and Behavioral needs. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, the students most at risk will be provided with early intervention to support academic, behavioral and social emotional growth. This program is designed to meet the needs associated with the stresses and experiences of Low-Income, Foster, and English Learners. However, because AACA expects that all students will benefit, the action is provided on a LEA wide basis. “The successful development and delivery of MTSS is the result of collaboration and consensus among educators across grade levels, content areas, and educational specialty (e.g., special educator, interventionist, counselor, English Language development teacher). With proper structures and resources in place, a multilayered support system for diverse learners, including Els, holds promise for improving learning outcomes and reducing special education misplacements and	AACA will use the following metrics to monitor the effectiveness of this action: • Panorama Behavioral indicator “at risk” and “critical” • Panorama College and Career Readiness Indicator • Panorama Academic indicator “at risk” and critical • Panorama SEL Indicator “at risk” and “critical” (Local) • Monthly Incident Report AACA will also seek feedback from students, parents, and staff about improvement in engagement, school connectedness and social emotional wellbeing.

		disproportionality" (Hoover et al., 2016). AACA considered using Illuminate Fastbridge Universal Screener but Panorama presented a more holistic approach that aligns with the AACA Philosophy to affirm, stretch and celebrate the whole child (heart, mind, body, and soul). AACA expects that educational partners will report improvement in student academic achievement, behavior, and social emotional well being when comparing data in Panorama.	
Goal 1 Action 8	This action is based on identified needs related to school climate, student engagement, and behavior, as reflected in LCAP metrics including suspension rates, chronic absenteeism, behavioral incident reports, and Panorama climate and culture data. The 2025 California Dashboard and local data indicate an increase in suspension rates and ongoing challenges with chronic absenteeism, including for socioeconomically disadvantaged students, as well as variability in behavioral incidents and student connectedness . These data demonstrate a need for strengthened systems to support consistent implementation of behavioral and engagement practices across the school. Educational partner feedback further identified inconsistent implementation of PBIS systems, tiered behavioral supports, and restorative practices, due to staff turnover and varying levels of experience. Staff and administrators noted the need for additional training, support, and coordination to ensure consistent implementation of behavior expectations and support systems across campus.	The Student Success and Support Supervisor will lead the implementation of Tier 1 PBIS systems and Tier 2 behavioral supports, including Check-In/Check-Out systems, restorative practices, and proactive supervision structures. This role will also support staff in consistently implementing schoolwide expectations and coordinating systems to improve student engagement, safety, and access to instruction. This action is provided on an LEA-wide basis to ensure consistent systems of behavior support and student engagement across all grade levels and settings. While all students will benefit, this action is principally directed toward and effective for socioeconomically disadvantaged students, who experience higher rates of suspension and chronic absenteeism and require more consistent and coordinated behavioral supports.	AACA will use the following metrics to monitor the effectiveness of this action: • Suspension Rates • Chronic Absenteeism • Behavioral Incident Reports • Panorama Climate and Culture survey results AACA will also seek feedback from students, parents, and staff regarding improvements in student engagement, school connectedness, social-emotional well-being, and the implementation and effectiveness of PBIS systems, restorative practices, and tiered behavioral supports.

Goal 3, Action 1	Local data indicates inconsistent implementation of Tier 1, Tier 2, and Tier 3 supports across classrooms and grade levels, resulting in variability in student access to timely interventions. English Learners, low-income students, and other student groups are disproportionately impacted because inconsistent identification and delivery of interventions delays targeted support, which limits their ability to access grade-level instruction and demonstrate progress. Educational partner feedback also identified a need for increased coaching and coordination of intervention practices because staff require consistent guidance and feedback to effectively implement tiered supports, particularly for students requiring additional academic and language support.	The LEA will employ an Assistant Director to oversee the implementation of a multi-tiered system of supports (MTSS), including intervention planning, progress monitoring, and coaching for staff on Tier 1, Tier 2, and Tier 3 instructional practices. The Assistant Director will: • Develop and monitor consistent systems for identifying students in need of intervention • Provide coaching and feedback to teachers on differentiated instruction and tiered supports • Support site teams in analyzing student data to adjust interventions • Ensure alignment of intervention practices across school sites This action increases and improves services for low-income, English learners, and all other students because it provides structured oversight and targeted coaching to ensure interventions are implemented consistently and effectively, which results in earlier identification of needs and more timely delivery of support. This action is provided on an LEA-wide basis because inconsistent implementation of tiered supports was identified across multiple sites, and centralized coordination is necessary to ensure all students, particularly low-income and English learners, have equitable access to effective interventions regardless of school site.	AACA will use the following metrics to monitor the effectiveness of this action: • CAASPP Summative ELA DFM • CAASPP Summative Mathematics DFM • Implementation Fidelity (Evidence of consistent MTSS implementation (e.g., site data team documentation, intervention tracking systems, or walkthrough data) AACA will also seek feedback from educational partners.

[Goal 3 Action 2]	[Through analysis of CAASPP Summative Distance from Met measures for ELA and Mathematics an achievement gap increasing for English Language Learners, Low Income students, and students with disabilities was revealed. In addition, through the educational partner engagement with parents, faculty, staff and administration AACA is seeing these student groups struggle with fundamental skills in ELA and Mathematics. This can be attributed to low engagement and participation in comparison to the broader school body, lack of home support, routines, and variability of learning.]	AACA will employ one intervention teacher to address the needs of English Language Learner, Low Income, and Homeless/Foster Youth students.These positions will provide direct, targeted small group instruction that will benefit English Language Learners, Low Income, and Homeless/Foster Youth students by providing systematic program implementation and progress monitoring. As a result of providing this support directed toward meeting the needs of English Learners, Low Income and Foster Youth, more students will be receiving target small group instruction; therefore, academic test scores will improve. The Intervention Teacher will use academic data and work in conjunction with the Intervention Coordinator to ensure that the identified students are receiving Tier 2 and Tier 3 academic interventions. The interventions are designed to meet the learning needs observed in the English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs.	AACA will use the following metrics to monitor the effectiveness of this action: • CAASPP Summative ELA DFM • CAASPP Summative Mathematics DFM • Panorama Academic indicator "at risk" and critical AACA will also seek feedback from students, parents, and staff about fundamental skills development and academic growth.

[Goal 3 Action 8]	AACA's English Language Learners, Low Income, and Homeless/Foster Youth are demonstrating low performance on math benchmarks and standardized tests. The Distance from met measure for the CAASPP Summative Assessments for Mathematics, shows a widening of the achievement gap for English Language Learners, Low Income, and Homeless/Foster Youth when compared to the white student group. Further, through educational partner feedback from parents, students, teachers and administration supplemental/remedial support for mathematics would support student growth. Therefore, it has been determined that they need a supplement to their core math instruction.	To address this need, AACA will purchase ST Math and IXL Math for English Language Learners, Low Income, and Homeless/Foster youth students. STMath and IXL provide standards aligned math content alongside the adopted curriculum to support and remediate student acquisition of grade level content. STMath is designed to support student acquisition of mathematical concepts using visual spatial strategies and purposely presents information without a focus on the use of language. This design allows an alternate method to provide students access to grade level content without the added burden of the language and reading demands that may impact English Learners, Low Income, and Homeless/Foster Youth. The data suggests that in addition to struggling with math the English Language Learner, Low Income, and Homeless/Foster Youth populations are struggling with reading as well, so this support meets the needs of the English Learners, Low Income, and Homeless/Foster Youth because it is not language focused and rather focuses on visual spatial techniques to improve student acquisition of mathematical concepts. IXL also provides a read aloud function for all problems and diagnostic functions to support the targeted instruction necessary to support the demands of middle school mathematics. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, more students will have improved understanding of core math concepts. However, because AACA expects	AACA will use the following metrics to monitor the effectiveness of this action: ● CAASPP Summative Mathematics DFM ● Panorama Academic indicator "at risk" and critical AACA will also seek feedback from students, parents, and staff about foundational math skills and academic supports for mathematics.

		that all students will benefit, the action provided is on an LEA wide basis. ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math (www.stmath.com). Research on the impact of IXL use for English language learners outcomes on standardized tests show, "compared to the usage effects among all students, similar and even larger usage effects were found for the population of ELL students. Significant positive associations were found between IXL Math usage indicators and 2019 ILEARN math scores (a standardized benchmark). Specifically, "The results indicated that the more an ELL student practiced with IXL Math, the better he or she performed…each additional minute spent on IXL Math per week, an average ELL student's ILEARN math score is expected to increase by 0.54 points. (Oct 2020, *The Effect of IXL Math among ELL and Special Education)* . The District has considered and implemented Khan Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math and IXL were chosen to serve the students' needs based on the following criteria: it is technologically based, it is not text driven or provides text to speech support, it has a strong visual component, and it fits with the school's instructional model. AACA expects that educational partners will report improvement in both math benchmark assessments as well as on math standardized assessments	

[Goal 3 Action 9]	Our English Language Learners, Low Income, and Homeless/Foster Youth students are demonstrating low performance on CAASPP Summative Assessments for English Language Arts and Mathematics. Educational Partner feedback shows that a focus on strong academic instruction is needed to address the low academic progress made by English Learners, Low Income and Homeless/Foster Youth. AACA has determined that a supplement to their core reading instruction will provide the additional instructional support that will improve overall reading ability and also improve performance on standardized tests.	To address these needs, AACA will purchase and implement Read Naturally reading intervention for English Language Learner, Low Income, and Homeless/Foster Youth students. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student reading scores will improve. The interventions are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research supports the importance of reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading. (http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/Creating-FluentReaders.aspx) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement. The district considered a phonics based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components. AACA expects that educational partners will report improvement in both school wide reading assessments as well as on standardized assessments.	AACA will use the following metrics to monitor the effectiveness of this action: • CAASPP Summative ELA DFM • Panorama Academic indicator "at risk" and critical AACA will also seek feedback from students, parents, and staff about reading supports both in school and at home.

[Goal 4 Action 2]	[AACA's English Language Learners, Low Income, and Homeless/Foster youth students are demonstrating low performance on standardized tests, low levels of engagement and connectedness to school. Educational Partner feedback shows that special programming like drama and athletics create engagement and connectedness for these students. AACA has determined that the employment of a Special Programs Supervisor to oversee the implementation and expansion of the special programming will create engagement, school connectedness and academic progress.]	[Special Programs Supervisor will coordinate outreach to families, analyze participation levels for English Language Learners, Low Income, and Foster Youth, and remove barriers to participation. Further the supervisor will monitor academic performance for all students participating in special programs and coordinate academic support as needed. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student family and student engagement, school connectedness and academic progress will improve. The services are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research supports the importance of extra curricular activities (EA) on the Academic Achievement (AA). Camacho and Fuligni (2015) studied the relationships between EA involvement and AA among immigrant high school students. Specifically, whether participation in EAs predicted AA, Results of the study indicated that 11th grade EA participation was associated with significantly higher GPA (a measure of academic achievement). Camacho, D. E., & Fuligni, A. J. (2015). *Extracurricular participation among adolescents from immigrant families.* Journal of Youth and Adolescence, 44(6), 1251-1262. https://doi.org/10.1007/s10964-014-0105-z	[AACA will use the following metrics to monitor the effectiveness of this action: • CAASPP Summative English Language Arts DFM • CAASPP Summative Mathematics DFM • Panorama Academic indicator "at risk" and critical • Panorama SEL indicator "at risk" and critical AACA will also seek feedback from students, parents, and staff about the impact of special programs on engagement and school connectedness.

		The district considered a digital outreach model utilizing the parent portal, ParentSquare. However, the team felt a more comprehensive personal approach would foster greater parent engagement and school connectedness through personal relationship building . Further, the direct academic progress monitoring and support will provide necessary academic support. AACA expects educational partners to report improved engagement, school connectedness and academic achievement.	

Insert or delete rows, as necessary.

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
[Goal 3, Action 10]	The 2025 California Dashboard shows declines in English Language Arts and Mathematics performance, along with a widening of achievement gaps for student groups, including English Learners . While English Learners demonstrated growth on the ELPAC assessment, academic performance data and educational partner feedback indicate that English Learners continue to require additional support to access grade-level content. English Learners experience barriers to academic success because they are developing English proficiency while simultaneously engaging in grade-level instruction, which can limit their ability to fully access academic content without targeted language support. Additionally, staff feedback indicates that inconsistent implementation of instructional practices, due to staff turnover and varying levels of experience, impacts the ability to consistently provide differentiated, small-group, and individualized language support during core instruction, which further affects student progress.	The LEA will provide an English Learner Support Paraeducator to deliver targeted small group and one-on-one instructional support during the instructional day, under the direction of certificated staff. The Paraeducator will support designated and integrated English Language Development (ELD), reinforce academic vocabulary, and scaffold grade-level content because providing structured, targeted language support aligned to students' proficiency levels increases access to instruction, which supports English Learners in engaging with academic content and developing language skills. This action is designed to address the identified need because it increases the level of individualized and small group support available to English Learners, which ensures more consistent access to both language development and grade-level instruction throughout the school day.	AACA will use the following metrics to monitor the effectiveness of this action: • CAASPP Summative English Language Arts Distance from Met (DFM) CAASPP Summative Mathematics Distance from Met (DFM) English Learner Progress Indicator (ELPI) proficiency. • English Learner Reclassification Rate • OPTEL (Observation Protocol for Teachers of English Learners) AACA will seek feedback from students, parents, and staff through Panorama surveys, CHKS, ELAC/DELAC meetings, and focus groups because these structures provide direct input on engagement, access to instruction, and the effectiveness of supports for English Learners.

Insert or delete rows, as necessary.

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.

Not 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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

Local Control and Accountability Plan Instructions

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

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]).

- o 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.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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, school site-level advisory groups, as applicable (e.g., school site 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 school site 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 holistic 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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 school site, 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 school site.

- **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.
  - o 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.
  - o 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.
  - o 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.
  - o **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 32526(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 school wide 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.
  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o 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 school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site 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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 882,136.00	$ 595,087.00

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)	Vertex Notes
[1]	[1]	[Coordinator]	No	$ 92,460	$ 47,789	Carrie was on leave of abscence for majority of the year. Includes salary & benefits
[1]	[2]	[SEL/Counseling]	Yes	$ 169,293	$ 83,461	Includes salary & benefits
[1]	[3]	[Panorama System]	Yes	$ 18,365	$ 18,365	Confirmed this was spent on Panorama System
[1]	[4]	[PBIS]	No	$ 10,000		We show $2k budgetted for PBIS posters and $10k for PBIS General. YTD I see $62 for Amazon PBIS purchases. Is $12k still the estimated actual expenditures?
[1]	[5]	[Attendance]	No	$ -	$ -	
[1]	[6]	[Parent Engagement]	No	$ -	$ -	
[2]	[1]	[Curriculum Coordinator]	No	$ 49,000	$ 34,737	Includes salary & benefits
[2]	[2]	[Professional Development - Academic]	No	$ 10,000	$ 18,334	Educational Design LLC workshop total: $18,334. See invoice breakdown to right:
[2]	[3]	[Professional Development - SEL]	No	$ 5,750	Yes	See invoice breakdown to right:
[2]	[4]	[Professional Development - Behavior]	No	$ 2,000	Yes	See invoice breakdown to right:
[2]	[5]	[Grading]	No	$ -	$ -	
[2]	[6]	[SPBL Project Descriptions/Rubrics]	No	$ -	$ -	
[2]	[7]	[Walkthrough Processes]	No	$ -	$ -	
[2]	[8]	[Job Descriptions and Evaluation Process]	No	$ -	$ -	
[3]	[1]	[Coordinator]	No	$ 90,598	$ 101,486	Includes salary & benefits
[3]	[2]	[Intervention Teachers]	Yes	$ 322,544	$ 210,376	Includes salary & benefits
[3]	[3]	[Universal Design for Learning]	No	$ -	$ -	
[3]	[4]	[Walk to Learn]	No	$ -	$ -	
[3]	[5]	[OPTEL Process]	No	$ -	$ -	
[3]	[6]	[SPED/EL Collaboration]	No	$ -	$ -	
[3]	[7]	[Tiered Support]	No	$ -	$ -	
[3]	[8]	[STMath/IXL]	Yes	$ 8,500	$ 8,500	Confirmed $2,650 spent on license, should we estimate more?
[3]	[9]	[Read Naturally]	Yes	$ 1,150	$ 1,300	Confirmed $1,300 spent
[4]	[1]	[Program Director]	No	$ 60,182	$ 34,162	Includes salary & benefits
[4]	[2]	[Supervisor of Special Programs]	Yes	$ 40,294	$ 36,577	Includes salary & benefits
[4]	[3]	[After School Enrichment]	No	$ 2,000	$ -	Did not do

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 882,136.00	$ 595,087.00

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)	Vertex Notes
[1]	[1]	[Coordinator]	No	$ 92,460	$ 47,789	Carrie was on leave of abscence for majority of the year. Includes salary & benefits
[1]	[2]	[SEL/Counseling]	Yes	$ 169,293	$ 83,461	Includes salary & benefits
[1]	[3]	[Panorama System]	Yes	$ 18,365	$ 18,365	Confirmed this was spent on Panorama System
[1]	[4]	[PBIS]	No	$ 10,000		We show $2k budgetted for PBIS posters and $10k for PBIS General. YTD I see $62 for Amazon PBIS purchases. Is $12k still the estimated actual expenditures?
[1]	[5]	[Attendance]	No	$ -	$ -	
[1]	[6]	[Parent Engagement]	No	$ -	$ -	
[2]	[1]	[Curriculum Coordinator]	No	$ 49,000	$ 34,737	Includes salary & benefits
[2]	[2]	[Professional Development - Academic]	No	$ 10,000	$ 18,334	Educational Design LLC workshop total: $18,334. See invoice breakdown to right:
[2]	[3]	[Professional Development - SEL]	No	$ 5,750	Yes	See invoice breakdown to right:
[2]	[4]	[Professional Development - Behavior]	No	$ 2,000	Yes	See invoice breakdown to right:
[2]	[5]	[Grading]	No	$ -	$ -	
[2]	[6]	[SPBL Project Descriptions/Rubrics]	No	$ -	$ -	
[2]	[7]	[Walkthrough Processes]	No	$ -	$ -	
[2]	[8]	[Job Descriptions and Evaluation Process]	No	$ -	$ -	
[3]	[1]	[Coordinator]	No	$ 90,598	$ 101,486	Includes salary & benefits
[3]	[2]	[Intervention Teachers]	Yes	$ 322,544	$ 210,376	Includes salary & benefits
[3]	[3]	[Universal Design for Learning]	No	$ -	$ -	
[3]	[4]	[Walk to Learn]	No	$ -	$ -	
[3]	[5]	[OPTEL Process]	No	$ -	$ -	
[3]	[6]	[SPED/EL Collaboration]	No	$ -	$ -	
[3]	[7]	[Tiered Support]	No	$ -	$ -	
[3]	[8]	[STMath/IXL]	Yes	$ 8,500	$ 8,500	Confirmed $2,650 spent on license, should we estimate more?
[3]	[9]	[Read Naturally]	Yes	$ 1,150	$ 1,300	Confirmed $1,300 spent
[4]	[1]	[Program Director]	No	$ 60,182	$ 34,162	Includes salary & benefits
[4]	[2]	[Supervisor of Special Programs]	Yes	$ 40,294	$ 36,577	Includes salary & benefits
[4]	[3]	[After School Enrichment]	No	$ 2,000	$ -	Did not do

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 448,720	$ 560,146	$ 360,152	$ 88,568	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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
[1]	[1]	[Coordinator]	No	$ -	$ -	0.000%
[1]	[2]	[SEL/Counseling]	Yes	$ 169,293	$ 83,461	0.000%
[1]	[3]	[Panorama System]	Yes	$ 18,365	$ 18,365.00	0.000%
[1]	[4]	[PBIS]	No	$ -	$ -	0.000%
[1]	[5]	[Attendance]	No	$ -	$ -	0.000%
[1]	[6]	[Parent Engagement]	No	$ -	$ -	0.000%
[2]	[1]	[Curriculum Coordinator]	No	$ -	$ -	0.000%
[2]	[2]	[Professional Development - Academic]	No	$ -	$ -	0.000%
[2]	[3]	[Professional Development - SEL]	No	$ -	$ -	0.000%
[2]	[4]	[Professional Development - Behavior]	No	$ -	$ -	0.000%
[2]	[5]	[Grading]	No	$ -	$ -	0.000%
[2]	[6]	[SPBL Project Descriptions/Rubrics]	No	$ -	$ -	0.000%
[2]	[7]	[Walkthrough Processes]	No	$ -	$ -	0.000%
[2]	[8]	[Job Descriptions and Evaluation Process]	No	$ -	$ -	0.000%
[3]	[1]	[Coordinator]	No	$ -	$ -	0.000%
[3]	[2]	[Intervention Teachers]	Yes	$ 322,544	$ 210,376	0.000%
[3]	[3]	[Universal Design for Learning]	No	$ -	$ -	0.000%
[3]	[4]	[Walk to Learn]	No	$ -	$ -	0.000%
[3]	[5]	[OPTEL Process]	No	$ -	$ -	0.000%
[3]	[6]	[SPED/EL Collaboration]	No	$ -	$ -	
[3]	[7]	[Tiered Support]	No	$ -	$ -	0.000%
[3]	[8]	[STMath/IXL]	Yes	$ 8,500	$ 8,650.00	0.000%
[3]	[9]	[Read Naturally]	Yes	$ 1,150	$ 1,300.00	0.000%
[4]	[1]	[Program Director]	No	$ -	$ -	0.000%
[4]	[2]	[Supervisor of Special Programs]	Yes	$ 40,294	$ 38,000.00	0.000%
[4]	[3]	[After School Enrichment]	No	$ -	$ -	0.000%

[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)
$ 4,894,216	$ 469,386	9.591%	1.860%	11.451%	$ 559,890	0.000%	11.440%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)
1	1	Coordinator	No	LEA-wide		AACA	$ -
1	2	SEL/Counseling	Yes	LEA-wide	All	AACA	$ 162,000
1	3	Panorama System	Yes	LEA-wide	All	AACA	$ 18,365
1	4	PBIS	No	LEA-wide		AACA	$ -
1	5	Attendance	No			AACA	$ -
1	6	Parent Engagement	No			AACA	$ -
1	7	Suspensions	No			AACA	$ -
1	8	Student Affairs Supervisor	Yes	LEA-wide	All	AACA	$ 82,000
1	9	Administrative Assistant	No			AACA	$ -
1	10	Campus Supervisor	No	LEA-wide		AACA	$ -
2	1	Coordinator	No	LEA-wide		AACA	$ -
2	2	Professional Development Academic-Elimat					$ -
2	3	Professional Development SEL	No	LEA-wide		AACA	$ -
2	4	Professional Development Behavior	No			AACA	$ -
2	5	Grading	No			AACA	$ -
2	6	Project Descriptions/Rubrics	No			AACA	$ -
2	7	Walkthrough Process	No			AACA	$ -
2	8	Job Descriptions and Evaluation Process	No			AACA	$ -
2	9	Retention	No			AACA	$ -
3	1	Assistant Director	Yes	LEA-wide	All	AACA	$ 115,000
3	2	Intervention Teacher	Yes	LEA-wide	All	AACA	$ 79,000
3	3	Universal Design for Learning	No			AACA	$ -
3	4	Walk to Learn	No			AACA	$ -
3	5	OPTEL	No			AACA	$ -
3	6	SPED/EL Collaboration	No			AACA	$ -
3	7	Tiered Support	No			AACA	$ -
3	8	ST Math/IXL	Yes	LEA-wide	N/A	AACA	$ 8,500
3	9	Read Naturally	Yes	LEA-wide	All	AACA	$ 1,150
3	10	EL Support Paraeducator	Yes	Limited	English Learners	AACA	$ 32,375
3	11	Tutoring	No				
4	1	Program Director Eliminated					$ -

4	2	Supervisor of Special Programs	Yes	LEA-wide	All	AACA	$ 61,500
4	3	After School Enrichment	No			AACA	$ -

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 831,690.00	$ -

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)
1	1	Coordinator	No	$ 50,000
1	2	SEL/Counseling	Yes	$ 162,000
1	3	Panorama System	Yes	$ 18,365
1	4	PBIS	No	$ 10,000
1	5	Attendance	No	$ 2,500
1	6	Parent Engagement	No	$ -
1	7	Suspensions	No	$ -
1	8	Student Affairs Supervisor	Yes	$ 82,000
1	9	Administrative Assistant	No	$ 82,000
1	10	Campus Supervisor	No	$ 20,000
2	1	Coordinator	No	$ 50,000
2	2	Professional Development Academic-Elimated		$ -
2	3	Professional Development SEL	No	$ 40,000
2	4	Professional Development Behavior	No	$ 2,000
2	5	Grading	No	$ -
2	6	Project Descriptions/Rubrics	No	$ -
2	7	Walkthrough Process	No	$ -
2	8	Job Descriptions and Evaluation Process	No	$ -
2	9	Retention	No	$ -
3	1	Assistant Director	Yes	$ 115,000

3	2	Intervention Teacher	Yes	$	79,000
3	3	Universal Design for Learning	No	$	-
3	4	Walk to Learn	No	$	-
3	5	OPTEL	No	$	-
3	6	SPED/EL Collaboration	No	$	-
3	7	Tiered Support	No	$	-
3	8	ST Math/IXL	Yes	$	8,500
3	9	Read Naturally	Yes	$	1,150
3	10	EL Support Paraeducator	Yes	$	32,375
3	11	Tutoring	No	$	13,300
4	1	Program Director Eliminated		$	-
4	2	Supervisor of Special Programs	Yes	$	61,500
4	3	After School Enrichment	No	$	2,000

Estimated Actual Expenditures (Input Total Funds)
$ -
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$	-

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
$ -	$ 559,890	$ -	$ 559,890

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Coordinator	No
1	2	SEL/Counseling	Yes
1	3	Panorama System	Yes
1	4	PBIS	No
1	5	Attendance	No
1	6	Parent Engagement	No
1	7	Suspensions	No
1	8	Student Affairs Supervisor	Yes
1	9	Administrative Assistant	No
1	10	Campus Supervisor	No
2	1	Coordinator	No
2	2	Professional Development Academic-Elimated	
2	3	Professional Development SEL	No
2	4	Professional Development Behavior	No

2	5	Grading	No
2	6	Project Descriptions/Rubrics	No
2	7	Walkthrough Process	No
2	8	Job Descriptions and Evaluation Process	No
2	9	Retention	No
3	1	Assistant Director	Yes
3	2	Intervention Teacher	Yes
3	3	Universal Design for Learning	No
3	4	Walk to Learn	No
3	5	OPTEL	No
3	6	SPED/EL Collaboration	No
3	7	Tiered Support	No
3	8	ST Math/IXL	Yes
3	9	Read Naturally	Yes
3	10	EL Support Paraeducator	Yes
3	11	Tutoring	No
4	1	Program Director Eliminated	
4	2	Supervisor of Special Programs	Yes
4	3	After School Enrichment	No

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.000%	0.000%	0.000% - No Difference

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)
$ -	$ -	0.000%	0.000%
$ 162,000		0.000%	0.000%
$ 18,365		0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 82,000		0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%

$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 115,000		0.000%	0.000%
$ 79,000		0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 8,500		0.000%	0.000%
$ 1,150		0.000%	0.000%
$ 32,375		0.000%	0.000%
		0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 61,500		0.000%	0.000%
$ -	$ -	0.000%	0.000%