

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albert Einstein Academies

CDS Code: 37 68338 0111898

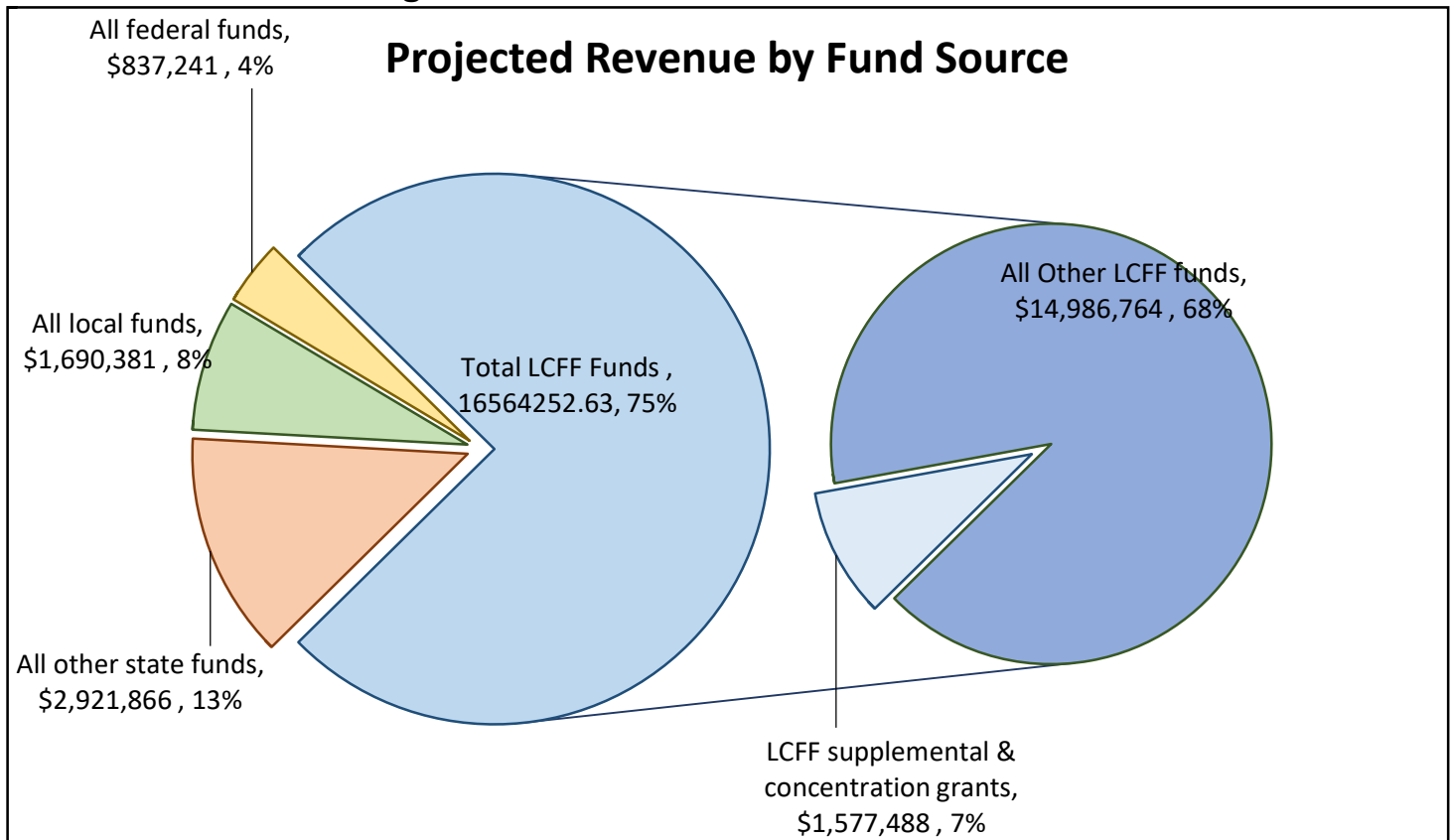
School Year: 2025-26

LEA contact information: Dr. David Sciarretta, (619) 795-1190, dsciarretta@aeacs.org

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 2025-26 School Year

Projected Revenue by Fund Source

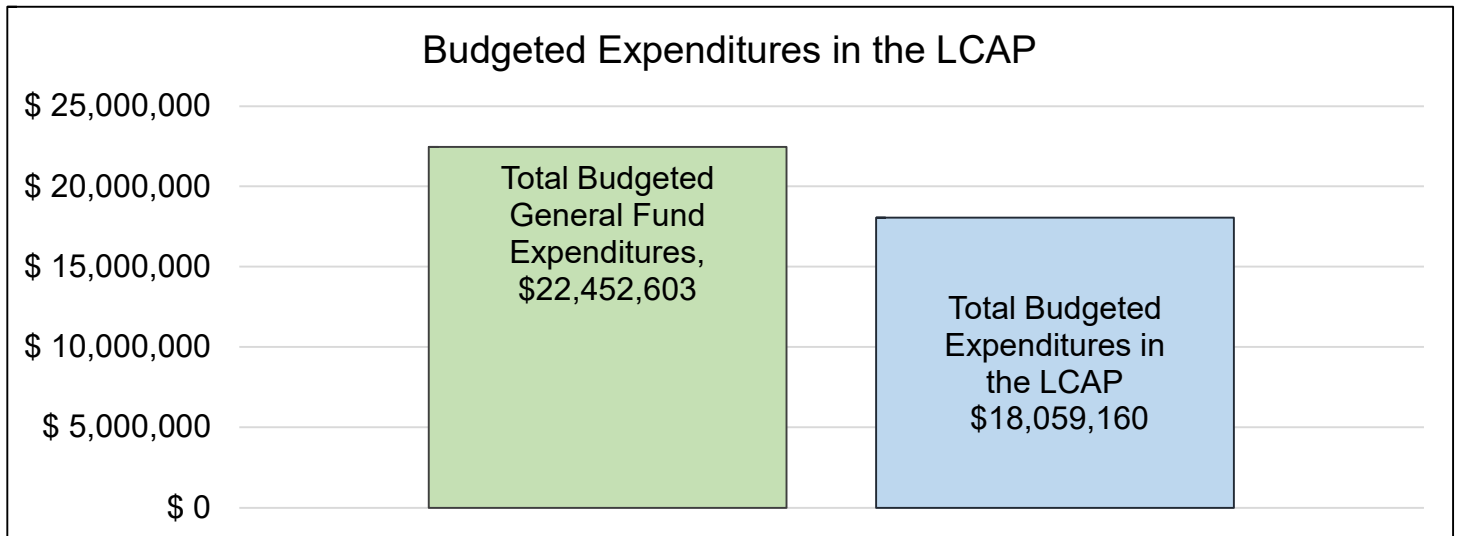


This chart shows the total general purpose revenue Albert Einstein Academies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Albert Einstein Academies is \$22,013,740.41, of which \$16,564,252.63 is Local Control Funding Formula (LCFF), \$2,921,866.13 is other state funds, \$1,690,380.61 is local funds, and \$837,241.04 is federal funds. Of the \$16,564,252.63 in LCFF Funds, \$1,577,488.18 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Albert Einstein Academies plans to spend for 2025-26. 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: Albert Einstein Academies plans to spend \$22,452,602.75 for the 2025-26 school year. Of that amount, \$18,059,160.31 is tied to actions/services in the LCAP and \$4,393,442.44 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

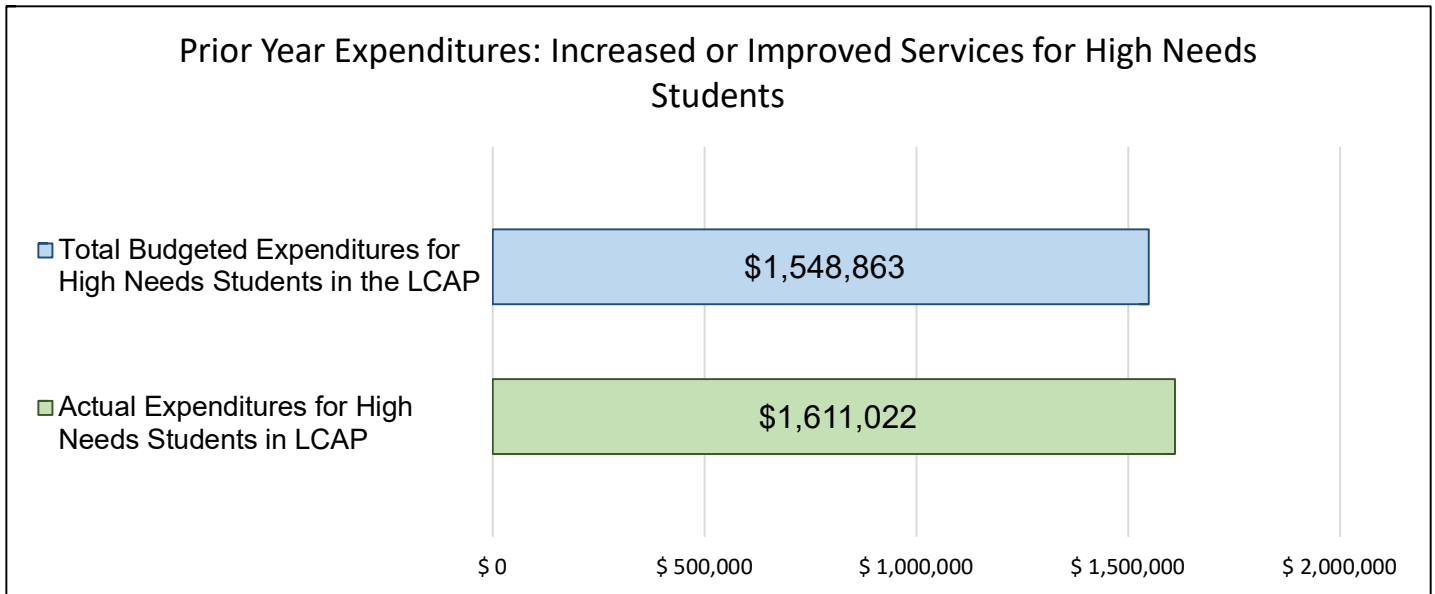
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Albert Einstein Academies is projecting it will receive \$1,577,488.18 based on the enrollment of foster youth, English learner, and low-income students. Albert Einstein Academies must describe how it intends to increase or improve services for high needs students in the LCAP. Albert Einstein Academies plans to spend \$1,579,905.12 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Albert Einstein Academies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Albert Einstein Academies 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 2024-25, Albert Einstein Academies's LCAP budgeted \$1,548,862.57 for planned actions to increase or improve services for high needs students. Albert Einstein Academies actually spent \$1,611,021.83 for actions to increase or improve services for high needs students in 2024-25.



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
Albert Einstein Academies	Dr. David Sciarretta Superintendent	dsciarretta@aeacs.org (619) 795-1190

Plan Summary [2025-26]

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.

Albert Einstein Academy Charter Elementary School (AEACES) and Albert Einstein Academy Charter Middle School (AEACMS) are International Baccalaureate schools that fall under the umbrella of Albert Einstein Academies (AEA), a non-profit organization.

Albert Einstein Academy Charter Elementary School (AEACES), established in 2002, is an International Baccalaureate charter school (IBPYP) with a German language program serving 800+ students in grades TK-5 within the community of South Park/Golden Hill in San Diego. Albert Einstein Academy Charter Middle School (AEACMS), established in 2006, is an International Baccalaureate charter school (IBMYP) serving 600+ students in grades 6-8 within the community of South Park/Golden Hill in San Diego. Albert Einstein Academies, the first authorized public charter school with a TK-8 International Baccalaureate continuum in San Diego, educates children to thrive and contribute as active thinkers in the world.

AEA's mission is: "Teaching our Children Today to Advance our Shared Humanity Tomorrow", which is derived from the educational program that is based on the International Baccalaureate Primary and Middle Years Program (IBPYP and IBMYP) models. As an authorized IB World School, AEA is committed to developing well-rounded global citizens, for life-long success. Our charter schools provides a rigorous standards-aligned academic curriculum with numerous academic supports to address the learning gaps of our students.

The following Core Values guide our day to day actions and decisions:

- * Inspire a thirst for lifelong learning.
- * Model personal responsibility while holding ourselves to the highest standards of conduct.

- * Foster international mindedness with an understanding of world cultures and languages.
- * Promote and sustain a healthy global environment.
- * Foster a desire to care for and serve others.
- * Appreciate the importance of working together for common purposes.
- * We believe that by teaching children how to think, rather than what to think, will prepare them to lead positive change in our world.

Reflections: Annual Performance

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

Based on the 2023-24 CA Dashboard & CAASPP Data, the following reflection on annual performance was noted:

Areas of Growth:

- * Chronic Absenteeism has decreased
- * Suspensions have decreased
- * Mathematics for all students increased 10.4 points (27.8 points higher than State level)
- * English Language Arts (ELA) for all students increased 5.3 points (10.7 points higher than State level)
- * Mathematics for English Language Learner (ELL) students increased 4.7 points
- * Mathematics for Socioeconomically Disadvantaged (SED) students increased 6.8 points)

Areas of need:

- * English Language Arts (ELA) for Long-Term English Learners (LTEL) declined 15.8 points
- * English Language Arts (ELA) for Students with Disabilities (SWD) declined 16.6 points
- * English Language Learner Progress declined 14.4%
- * Mathematics for Long-Term English Learners (LTEL)
- * Mathematics for Students with Disabilities (SWD) declined 15.5 points
- * Continue to refine response to chronic absenteeism

Reflections: Technical Assistance

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

Not Applicable

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.

Albert Einstein Academies (Albert Einstein Academy Charter Elementary and Albert Einstein Academy Charter Middle)

Support for Identified Schools

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

- 1) Developing a multi-tiered system of support under guidance from the San Diego County Office of Education to identify, implement, and monitor Tier I supports including universal screeners, ongoing data collection, parent partnerships and schoolwide approaches to culturally responsive expectations, and supports for academics, social-emotional well being, and behavior, with fidelity across the organization.
- 2) Bi-monthly meetings with school psychologists, site administrators, and other relevant members to discuss students (Kidwatch) from target population demographics referred for assessment.
- 3) Instructional walkthroughs to monitor the academic engagement of English Language Learners.
- 4) Strengthening LEA-wide Tier I instruction through Teacher Clarity. Evidence of this highly effective practice will be observed via classroom environment and student conversations.
- 5) Staff will use agreed upon, verified data at each grade level to identify the tiered level of support needed for each student. This will create an agreed upon system of student identification for English language supports needed above and beyond Tier I.
- 6) Strengthening LEA wide Tier I instruction through in class differentiated, small group, English language arts instruction.
- 7) Strengthening LEA wide Tier I language instruction through the use of Guided Language Acquisition strategies (GLAD).
- 8) Provide communication to parents about Tier I supports and MTSS through Parent Conferences, Back to School Night. Parent Universities, Leadership Messaging and presentation(s) to the Board of Trustees.
- 9) Use multiple tools, MAP, ELPAC, CAASPP, and CRLP assessments to identify strengths and needs for each student.
- 10) Review of the SST, 504, and Special Education Assessments processes to build LEA wide understanding of solid Tier I supports, and best practices for referrals to SST, 504, and/or assessment.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating effectiveness:

- * Campus wide mapping of English Language Learners
- * Individual student data
- * Pre and post assessment, using MAP, CAASPP, and ELPAC (where applicable) scores
- * Tier 1 student referral and progress data
- * Academic engagement rubric data
- * SMART Goal documentation

- * Classroom walkthroughs with corresponding Teacher Clarity rubric
- * Ongoing progress monitoring of ELA data to determine group placement and instructional focus

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
School Site Council (SSC)	The School Site Council (SSC) Committee’s year-long work for 2024–2025 encompassed in-person meetings, community surveys, and focus groups. The outcomes and key findings from this work were presented to the public and Board of Trustees on April 15, 2025.
AEA Community	The LCAP survey was released on May 13, 2025, and received responses from 68 community members. Community meetings, including a public Q&A forum with educational partners, were held on May 27, 2025, followed by an additional public forum on June 13, 2025.
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) year-long work for 2024–2025 encompassed in-person meetings, community surveys, and focus groups. The outcomes and key findings from this work were presented to the public and Board of Trustees on March 11, 2025.

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

Informed by input from the School Site Council (SSC), DELAC, and other educational partners, key focus areas were identified for targeted support through AEA’s Title I funding. These recommendations were presented to the Board of Trustees on April 15, 2025. Additionally, 68 responses were received from the annual Local Control and Accountability Plan (LCAP) survey, which was launched on May 13, 2025. The survey solicited feedback on the five primary goals and corresponding action items outlined in the LCAP. Insights gathered from educational partners were instrumental in shaping the LCAP and were shared during public forums held on May 13 and May 27, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Albert Einstein Academies are IBPYP and IBMYP schools and must offer the program to all students. Teachers need to be able to adapt units of inquiry to the teaching model and students need to have access to the curriculum materials. In addition, any teachers new to AEA must be trained in IBPYP and the IBMYP programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Classroom observations	2024-25: Explicit IB evidence was observed in 80% of all TK-8 classrooms during observations.			100% evidence will be seen in all classrooms during observations.	
1.2	Updated and completed unit planners with all instructional materials and resources needed to support teaching of the units.	2024-25: Grades TK-8: 80% of reviewed unit planners and co-construct with students units of inquiry and obtainable resources necessary.			Grades TK-8: 100% of reviewed unit planners and co-construct with students units of inquiry and obtainable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					resources necessary.	
1.3	Student feedback and understanding of measured outcomes from the IB Learner Profile and Approaches to Learning (ATL) across the continuum.	2024-25: IB Self Study: 3rd-5th = 62% favorable with a 71% participation rate 6th - 8th = 58% favorable with a 26% participation rate			IB Self Study: 3rd-5th = 70% favorable with a 75% participation rate 6th - 8th = 70% favorable with a 75% participation rate	
1.4	All veteran and new staff will have regular IB training opportunities offered to them	2024-25: 55% of new staff had access to IB specific trainings within their first two years at AEA. Currently, 100% of veteran (4+ years) AEA teaching staff to possess at least Level 2 IBPYP/IBMYP trainings or higher.			100% of new staff will have access to IB specific trainings within their first two years at AEA. 100% of veteran (4+ years) AEA teaching staff will continue to possess at least Level 2 IBPYP/IBMYP trainings or higher.	

Goal Analysis [2024-25]

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.

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.

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

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.

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	Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program.	Professional development for all teaching staff	\$7,149,584.00	No
1.2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	Teams meet weekly to develop and reflect on IB planners.	\$816,152.00	No
1.3	Provide instructional materials and resources to support all IB initiatives.	All grade levels will be provided materials necessary for implementation of all unit planners.	\$56,866.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase overall academic achievement for all students grades TK-8.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

All students should be moving toward grade level standards on the dashboard in ELA and Math.

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 achievement scores - ELA	2023-24: 50.41% Met or exceeded standard			55% Meet or exceed standard	
2.2	CAASPP achievement scores - Math	2023-24: 44.67% Met or exceeded standard			55% Meet or exceed standard	
2.3	Language Acquisition	Two language proficiency assessments annually German (2024-25): Annual participation in the DSD A1 is 100% (9			100% Student participation rate 55% Passing rate *German and Spanish utilizing	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students) with a 22% passing rate. Annual participation in the DSD A2 is 100% (124 students) with a 51% passing rate. Annual participation in the DSD B1 is 100% (24 students) with a 50% passing rate. Spanish (2024-25 - Avant): Baseline to be determined by the end of the 2024-25 academic year			Avant platform for testing.	
2.4	CAST Science	2023-24 (5th and 8th): 38.89% Met or exceeded standard			45% Meet or exceed standard	

Goal Analysis [2024-25]

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Universal Design for Learning/Tier I	Full implementation of Universal Design for Learning/Tier I strategies in all classrooms	\$200,020.00	
2.2	Embedded intervention supports throughout each day	Small group intervention supports, differentiated learning within all classrooms and support classes.	\$870,358.00	No
2.3	Develop, implement and maintain MTSS framework	Enhance and make improvements in our Tier 1 instruction. Multi Tiered Systems of Support (MTSS)/Literacy specialist(s) to work with English Language Arts (ELA) teachers.	\$6,695.00	No
2.4	Universal screening of all students new to AEA	100% of new AEA students will be screened with a universal screener at the start of the school year.	\$4,944.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create structures that close the achievement gap and support the needs of targeted groups such as English Language Learners (ELL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD)	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

As seen in the CAASPP data reviewed, English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities performed lower than "All Students" in both English Language Arts and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Long-Term English Learners (LTEL)	<p>Baseline to be established during the 2025-26 school year:</p> <p>100% of LTEL students will receive designated ELD instruction and academic interventions when established.</p> <p>% of LTEL students demonstrate growth of at least one ELPAC proficiency level.</p>			<p>100% of LTEL students receive designated ELD instruction and academic interventions.</p> <p>50% of LTEL students demonstrate growth of at least one ELPAC proficiency level.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>% of LTEL students reclassified as Fluent English Proficient by year 3.</p> <p>Baseline for tracking group: Number/% of LTEL students entering AEACMS from AEACES.</p> <p>Number/% of LTEL students entering AEACMS from other schools.</p>			50% of LTEL students reclassified as Fluent English Proficient by year 3.	
3.2	CAASPP and ELPAC achievement scores for English Language Learners in ELA and Mathematics Grades 3-8	<p>2023-24 ELA 10.19% Met or exceeded standard</p> <p>2023-24 Math 11.54% Met or exceeded standard</p> <p>Initial ELPAC: 30.77% Novice English Learner 21.15% Intermediate English Learner 48.08% Proficient</p> <p>Summative ELPAC: 6.40% Level 1 (Beginning to Develop) 40.40% Level 2 (Somewhat Developed)</p>			<p>ELA 15% Meet or exceed standard</p> <p>Math 15% Meet or exceed standard</p> <p>50% of ELL students are making progress towards Proficient level based on initial ELPAC</p> <p>20% of ELL students are making progress towards Level 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.05% Level 3 (Moderately Developed) 15.15% Level 4 (Well Developed)			(Well Developed) based on summative ELPAC	
3.3	CAASPP achievement scores for Socioeconomically Disadvantaged students Grades 3-8	2023-24 ELA 32.29% Met or exceeded standard 2023-24 Math 26.25% Met or exceeded standard			ELA 35.96% Met or exceeded standard Math 29.53% Met or exceeded standard	
3.4	CAASPP achievement scores for Students with Disabilities Grades 3-8	2023-24 ELA 13.01% Met or exceeded standard 2023-24 Math 13.01% Met or exceeded standard			ELA 22.03% Met or exceeded standard Math 21.29% Met or exceeded standard	

Goal Analysis [2024-25]

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.

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.

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

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.

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	Targeted and designated English Language Learner (ELL) support	Targeted Tier 1 and 2 support of English Language Learners (ELL) through a systemic program spanning across both schools. Professional development in Reading Intervention/ELD Specialist to support in the analysis of student proficiency levels and the development of designated and integrated instruction support that include Guided Language Acquisition and Design (GLAD) strategies, differentiation, and small group intervention for grades TK-8.	\$541,402.00	Yes
3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Expand extended day learning opportunities to include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.	\$831,083.00	No Yes
3.3	Consistent Universal Design for Learning (UDL) implementation	Train all teaching staff on and implement Universal Design for Learning (UDL) strategies across content areas to increase access to curriculum for all students with additional focus on Students with Disabilities (SWD).	\$2,016,217.00	No
3.4	Early Intervention	Early intervention and targeted supports for at risk students in primary grades including: early team involvement in the SST Process, increased pull out time to target skill deficit, implementation of Zones of Regulation to support socio-emotional readiness and self-regulation in grades TK-1, Thinking Skills program provided by San Diego State University Year 3rd	\$691,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Year School Psychology Students, and ongoing collaboration between teachers and Learning Center Team.		
3.5	Testing accomodations	Increase accessibility and comfortability around assessment through direct instruction of testing accommodations used on standardized test and stress reducing actions students can take to minimize anxiety. Education Specialist have trained themselves and will continue to directly teach their students and allow them to practice accessing the accommodations available during testing. Self-regulation strategies are also regularly incorporated into both high stakes and lower stakes assignments and assessments to familiarize students with the strategies and have awareness of when to use them.	\$910,524.00	No
3.6	Multi-Tier Systems of Support (MTSS)	Implement and monitor effectiveness of Tier 2 and Tier 3 interventions through a common data source/platofrm (PowerSchool). Support with appropriate professional development and additional staffing including Reading Interventionist/ELD Specialist(s) in TK-8.	\$202,117.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide resources and services to actively welcome and increase family engagement across demographics	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Families need to feel connected to the school and have opportunities and resources available to them to actively participate in their child's education. Improvements to family outreach and events that educate and engage families is a developing goal for AEA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of families attending one or more Parent Universities	2023-24: 11.8% of AEA families participated in one or more Parent Universities.			15% of AEA families will participate in one or more Parent Universities.	
4.2	Number of families completing Parent University surveys and positive recommendations.	2023-24: 14.89% of families attending Parent Universities completed surveys. 95.83% rated Parent University attended as			25% of families attending Parent Universities will complete surveys. 97% rate Parent University	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Very Good" to "Excellent"			attended as "Very Good" to "Excellent"	
4.3	Measurement of participation rates for student and community events	*Participation at new family events *Participation at Student conferences (Fall/Spring) *Participation at 5th grade exhibition and 8th grade community projects *Participation at community wellness events (Baseline to be tracked during 2024-25)			70% Participation at new family events 75% Participation at Student conferences (Fall/Spring) 60% Participation at 5th grade exhibition and 8th grade community projects 30% Participation at community wellness events	
4.4	Interpretation services for school-wide monthly events provided with interpretation in Spanish and American Sign Language (when requested).	100% of interpretation services are provided at all community events to support full participation of the entire AEA community. 80% of AEA written communications and school-wide documents are translated to promote equitable access to information for all families.			100% of interpretation services are provided at all community events to support full participation of the entire AEA community. 100% of AEA written communications and school-wide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					documents are translated to promote equitable access to information for all families.	

Goal Analysis [2024-25]

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop high interest Parent Universities that all families have access to.	Survey, design, and deliver a range of Parent University sessions in both Spanish and English to foster parent engagement with the academic and cultural programs at AEA. Offer childcare and interpretation services to support family participation. Each session will include a post-event survey to gather parent feedback and assess satisfaction. Sessions will be accessible both in-person and virtually, with all events recorded and made available for later viewing on the AEA website.	\$3,166.00	No
4.2	Family outreach and engagement	Create monthly online and/or in-person events that inform and educate our learning community. This includes: Board Meetings, Parent Universities, Evenings with the Admin, Parent Conferences, Back to School Night and Open House opportunities. Interpretation will be made available in Spanish and American Sign Language (ASL) when needed. Communicate all events using multiple communication outlets including texts, calls, email, website and social media. Events may be recorded and available for later viewing on the website. Combine events on the same evening for ease of attendance.	\$174,653.00	No
4.3	Support student needs for technology and internet.	AEA will supply all students with devices, headphones, and a mouse. Our goal is to ensure we have devices for each student to have at home and at school. AEA has a 24 hour hotline number for voice and text to ensure all families have their technology needs met.	\$464,226.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase Average Daily Attendance (ADA) to 95%.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal is to increase Average Daily Attendance to 95% through high-interest content and connection opportunities for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance	2024-25 (P3): Total ADA = 1,366.80 Total ADA % = 94.71%			95% Average Daily Attendance LEA-wide	
5.2	Student IB Surveys	2024-25 Kelvin (IB Self Study - Biannual): Fall 2024: 3rd-5th = 64% favorable with a 80% participation rate 6th - 8th = 69% favorable with a 34% participation rate			Kelvin (IB Self Study - Biannual): 3rd-5th = 70% favorable with a 70% participation rate 6th - 8th = 70% favorable with a 70% participation rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2025: 3rd-5th = 62% favorable with a 71% participation rate 6th - 8th = 58% favorable with a 26% participation rate				

Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Create positive school culture	Create a positive school culture by implementing programs such as No Place for Hate. Create high/interest activities as incentives that include spirit week, field trips, IB awards, Associated Student Body (ASB) and after school enrichment programs and clubs.	\$308,540.00	No
5.2	Socio-emotional supports	Provide Socio-emotional support through Multi-Tiered Systems of Support (MTSS) and interventions. Professional development provided for all staff to ensure supports are embedded throughout the school day. Additional supports are provided by school psychologists, counselors, outside service providers, and the AEA Wellness Team.	\$676,637.00	
5.3	Student health and safety	Provide a clean and safe school site that students are proud to be a part of. This includes: full-time custodians, Student Safety Teams to monitor student safety in grades TK-8, all staff trained in A.L.I.C.E protocols, use of all health and safety mitigation equipment.	\$2,029,147.00	No
5.4	Attendance Intervention supports for chronically absent students	Provide supports such as transportation, counseling, resources, Positive Behavior Intervention Support (PBIS), and attendance incentives for students.	\$102,815.00	
5.5	Biannual Survey	Survey students and educational partners twice annually with multiple tools accessible for the community.	\$2,652.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1577488	\$0

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
10.53%	0.000%	\$0.00	10.53%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Action: Targeted and designated English Language Learner (ELL) support</p> <p>Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p>	Targeted Tier 1 and 2 support of English Language Learners (ELL) through a systemic program spanning across both schools (TK-8)	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	Action: Expanded Learning Opportunities for Socioeconomically Disadvantaged students Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students. Scope: LEA-wide	Expand extended day learning opportunities will include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.	3.1, 3.2, 3.3
3.4	Action: Early Intervention Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students. Scope: LEA-wide	Early intervention and targeted supports for at risk students in primary grades including: early team involvement in the SST Process, increased pull out time to target skill deficit, implementation of Zones of Regulation to support socio-emotional readiness and self-regulation in grades TK-1, Thinking Skills program provided by San Diego State University Year 3rd Year School Psychology Students, and ongoing collaboration between General Education teachers and Learning Center Team.	3.1, 3.2, 3.3

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

Additional Concentration Grant Funding

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

NA - LEA is below 55% (52.43%)

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	1:20	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:34	NA

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 14,986,764	\$ 1,577,488	10.526%	0.000%	10.526%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 14,449,755	\$ 3,160,218	\$ -	\$ 449,187	\$ 18,059,160.31	\$ 15,311,933	\$ 2,747,228

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide IBPYP and IBMYP Level I, II and higher training	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 6,792,308	\$ 357,277	\$ 7,010,740	\$ 121,260	\$ -	\$ 17,584	\$ 7,149,584	0.000%
1	2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 816,152	\$ -	\$ 793,354	\$ 22,798	\$ -	\$ -	\$ 816,152	0.000%
1	3	Provide instructional materials and resources to support all IB initiatives.	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ -	\$ 56,866	\$ -	\$ 56,866	\$ -	\$ -	\$ 56,866	0.000%
2	1	Universal Design for Learning/Tier I	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ -	\$ 6,867	\$ 3,662	\$ -	\$ -	\$ 3,205	\$ 6,867	0.000%
2	1	Universal Design for Learning/Tier I	All	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	Ongoing	\$ 193,153	\$ -	\$ 193,153				\$ 193,153	0.000%
2	2	Embedded intervention supports throughout each day	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 391,321	\$ 146,193	\$ 274,372	\$ 263,142	\$ -	\$ -	\$ 537,514	0.000%
2	2	Embedded intervention supports throughout each day	All	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	Ongoing	\$ 332,844	\$ -	\$ 332,844				\$ 332,844	0.000%
2	3	Develop and implement MTSS framework	All	No	School Wide		Albert Einstein Academies Middle School	Ongoing	\$ -	\$ 6,695	\$ 6,695	\$ -	\$ -	\$ -	\$ 6,695	0.000%
2	4	Universal screening of all students new to AEA	All	No	School Wide		Albert Einstein Academies Middle School	Ongoing	\$ -	\$ 4,944	\$ 4,944	\$ -	\$ -	\$ -	\$ 4,944	0.000%
3	1	Targeted English Language Learner (ELL) support	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 298,412	\$ 63,390	\$ 58,086	\$ 78,038	\$ -	\$ 225,678	\$ 361,802	0.000%
3	1	Targeted English Language Learner (ELL) support	EL	Yes	Limited	English Learners	Albert Einstein Academies	Ongoing	\$ 129,600	\$ 50,000	\$ 179,600		\$ -		\$ 179,600	0.000%
3	2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 767,289	\$ 63,794	\$ -	\$ 831,083	\$ -	\$ -	\$ 831,083	0.000%
3	3	Consistent Universal Design for Learning (UDL) implementation	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 1,836,501	\$ 179,716	\$ 477,697	\$ 1,438,278	\$ -	\$ 100,242	\$ 2,016,217	0.000%
3	4	Early Intervention	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 386,781	\$ -	\$ 386,781	\$ -	\$ -	\$ -	\$ 386,781	0.000%
3	4	Early Intervention	All	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	Ongoing	\$ 304,579	\$ -	\$ 304,579	\$ -	\$ -	\$ -	\$ 304,579	0.000%
3	5	Testing accomodations	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 910,524	\$ -	\$ 677,642	\$ 130,404	\$ -	\$ 102,478	\$ 910,524	0.000%
3	6	Multi-Tier Systems of Support (MTSS)	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 202,117	\$ -	\$ 185,012	\$ 17,105	\$ -	\$ -	\$ 202,117	0.000%
4	1	Develop high interest Parent Universities that all families have access to.	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ -	\$ 3,166	\$ 3,166	\$ -	\$ -	\$ -	\$ 3,166	0.000%
4	2	Family outreach and engagement	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 169,198	\$ 5,455	\$ 174,653	\$ -	\$ -	\$ -	\$ 174,653	0.000%
4	3	Support student needs for technology and internet.	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ 340,907	\$ 123,319	\$ 464,226	\$ -	\$ -	\$ -	\$ 464,226	0.000%
5	1	Create positive school culture	All	No	School Wide		Albert Einstein Academies	Ongoing	\$ -	\$ 308,540	\$ 292,221	\$ 16,319	\$ -	\$ -	\$ 308,540	0.000%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$14,986,764	\$1,577,488	10.526%	0.000%	10.526%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,449,755	\$3,160,218	\$-	\$449,187	\$18,059,160.31	\$15,311,933	\$2,747,228

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	2	Socio-emotional supports	All	No	School Wide		Albert Einstein Academies	Ongoing	\$106,907	\$(0)	\$98,841	\$8,066	\$-	\$-	\$106,907	0.000%
5	2	Socio-emotional supports	All	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	Ongoing	\$569,730	\$-	\$569,730		\$-	\$-	\$569,730	0.000%
5	3	Student health and safety	All	No	School Wide		Albert Einstein Academies	Ongoing	\$660,795	\$1,368,352	\$1,955,103	\$74,044	\$-	\$-	\$2,029,147	0.000%
5	4	Attendance Intervention supports for chronically absent students	All	No	School Wide		Albert Einstein Academies	Ongoing	\$102,815	\$-	\$-	\$102,815	\$-	\$-	\$102,815	0.000%
5	5	Survey educational partners	All	No	School Wide		Albert Einstein Academies	Ongoing	\$-	\$2,652	\$2,652	\$-	\$-	\$-	\$2,652	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 14,986,764	\$ 1,577,488	10.526%	0.000%	10.526%	\$ 1,579,905	0.000%	10.542%	Total:	\$ 1,579,905
								LEA-wide Total:	\$ -
								Limited Total:	\$ 179,600
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Universal Design for Learning/Tier I	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	\$ 193,153	0.000%
2	2	Embedded intervention supports throughout	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	\$ 332,844	0.000%
3	1	Targeted English Language Learner (ELL) s	Yes	Limited	English Learners	Albert Einstein Academies	\$ 179,600	0.000%
3	4	Early Intervention	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	\$ 304,579	0.000%
5	2	Socio-emotional supports	Yes	School Wide	English Learners and Low-Income	Albert Einstein Academies	\$ 569,730	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	1577488		0.000%		\$929,046.00	0.000%	0.000 %	Total:	\$929,046.00
								LEA-wide Total:	\$929,046.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Embedded intervention supports throughout each day				All Schools	\$607,216.00	
2	2.4	Universal screening of all students new to AEA			English Learners	Specific Schools: AEACMS 6th	\$4,944.00	
3	3.1	Targeted and designated English Language Learner (ELL) support	Yes	LEA-wide	English Learners	All Schools	\$237,686.00	
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Yes	LEA-wide	Low Income			
3	3.4	Early Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$691,360.00	
5	5.2	Socio-emotional supports			English Learners Foster Youth Low Income		\$668,571.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$17,368,834.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program.	No	\$7,422,505.00	
1	1.2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	No	\$427,287.00	
1	1.3	Provide instructional materials and resources to support all IB initiatives.	No	\$72,450.00	
1	1.4	Survey all educational partners	No		
2	2.1	Embedded intervention supports throughout each day	No	\$1,079,015.00	
2	2.2	Develop and implement MTSS framework	No	\$6,500.00	
2	2.3	Universal screening of all students new to AEA		\$11,300.00	
3	3.1	Targeted and designated English Language Learner (ELL) support	Yes	\$13,000.00	
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	No Yes	\$817,943.00	
3	3.3	Consistent Universal Design for Learning (UDL) implementation	No	\$1,635,693.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Early Intervention	Yes	\$890,971.00	
3	3.5	Testing accomodations	No	\$923,375.00	
3	3.6	Multi-Tier Systems of Support (MTSS)	No	\$186,168.00	
4	4.1	Develop high interest Parent Universities that all families have access to.	No	\$2,678.00	
4	4.2	Family outreach and engagement	No	\$123,466.00	
4	4.3	Support student needs for technology and internet.	No	\$466,359.00	
5	5.1	Create positive school culture	No	\$500,629.00	
5	5.2	Socio-emotional supports		\$1,060,986.00	
5	5.4	Student health and safety	No	\$1,728,509.00	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,019,937.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Targeted and designated English Language Learner (ELL) support	Yes	\$13,000.00			
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Yes	\$115,966.00			
3	3.4	Early Intervention	Yes	\$890,971.00			

2024-25 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025 AEA CA Dashboard Summary of Local Indicators

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Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
 - 0
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
 - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
 - 0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- a. ELA – Common Core State Standards for ELA
 - i. *5 – Full Implementation and Sustainability*
- b. ELD (Aligned to ELA Standards)
 - i. *3 – Initial Implementation*
- c. Mathematics – Common Core State Standards for Mathematics
 - i. *5 – Full Implementation and Sustainability*
- d. Next Generation Science Standards
 - i. *5 – Full Implementation and Sustainability*
- e. History-Social Science
 - i. *5 – Full Implementation and Sustainability*

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- a. ELA – Common Core State Standards for ELA
 - i. *5 – Full Implementation and Sustainability*
- b. ELD (Aligned to ELA Standards)
 - i. *3 – Initial Implementation*
- c. Mathematics – Common Core State Standards for Mathematics
 - i. *5 – Full Implementation and Sustainability*
- d. Next Generation Science Standards
 - i. *5 – Full Implementation and Sustainability*
- e. History-Social Science

- i. *5 – Full Implementation and Sustainability*

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

- a. ELA – Common Core State Standards for ELA
 - i. *5 – Full Implementation and Sustainability*
- b. ELD (Aligned to ELA Standards)
 - i. *3 – Initial Implementation*
- c. Mathematics – Common Core State Standards for Mathematics
 - i. *5 – Full Implementation and Sustainability*
- d. Next Generation Science Standards
 - i. *5 – Full Implementation and Sustainability*
- e. History-Social Science
 - i. *5 – Full Implementation and Sustainability*

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

- a. Career Technical Education
 - i. *5 – Full Implementation and Sustainability*
- b. Health Education Content Standards
 - i. *5 – Full Implementation and Sustainability*
- c. Physical Education Model Content Standards
 - i. *5 – Full Implementation and Sustainability*
- d. Visual and Performing Arts
 - i. *5 – Full Implementation and Sustainability*
- e. World Language
 - i. *5 – Full Implementation and Sustainability*

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- a. Identifying the professional learning needs of groups of teachers or staff as a whole
 - i. 5 – *Full Implementation and Sustainability*
- b. Identifying the professional learning needs of individual teachers
 - i. 5 – *Full Implementation and Sustainability*
- c. Providing support for teachers on the standards they have not yet mastered
 - i. 5 – *Full Implementation and Sustainability*

Parental Involvement and Family Engagement (LCFF Priority 3)

Reflection Tool Key:

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
 - a. *5 – Full Implementation and Sustainability*
2. Rate the LEA's progress in creating welcoming environments for all families in the community.
 - a. *5 – Full Implementation and Sustainability*
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
 - a. *4 – Full Implementation*
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
 - a. *5 – Full Implementation and Sustainability*

Building Relationships Dashboard Narrative Boxes:

Creating home-school relationships is essential to the success of AEA and is a vital component of our school culture. Staff understand expectations around family communication, volunteering, and participation opportunities through an annual review of our mission, norms, and practices at the start of every school year. AEA continues to increase the number of in-person events and volunteer opportunities.

Throughout each summer, both school sites host free AEA student uniform events where every student receives two polo shirts and one sweatshirt for the new school year. At AEACES, kindergarten families are invited to a Kinder Tea event the day before the first day of school, where they meet their kindergarten teachers and explore classrooms. At AEACMS, incoming 6th-grade families are invited to the AEACMS Preview Night in April to learn about the school, ask questions, and meet teachers.

Parent/teacher conferences are held twice a year across our two sites. Although not required, AEA invites all families to volunteer to support their child's learning in the

classroom, running club, middle school athletics, field day, field trips, or other opportunities created to support our IB PYP & MYP Units of Inquiry. Schools work closely with the parent organization, Friends of AEA, to create multiple opportunities for parent engagement, including regular meetings and numerous family events throughout the year. ELAC and SSC groups offer additional opportunities for staff and families to collaborate on meaningful work that impacts the programs supporting our most vulnerable students. AEA is committed to providing live Spanish and, upon request, American Sign Language (ASL) interpretation for all community groups and events. ELAC meetings are hosted in Spanish, with live English interpretation available.

Some areas of improvement include understanding each family's specific needs. A strong connection to every family will improve student attendance. AEA is working to improve how families learn about student-created goals through regular communication with their students' teachers. Additionally, AEA is developing strategies to increase parent participation that reflect our community. These include utilizing Counselors and the Community Liaison to create personal connections and support the needs of families. AEA works to analyze any cultural divide our non-native English-speaking families may feel and provide a plan to ensure they feel supported and included. Families will have more opportunities to visit the campus for student-led events such as IB Units of Inquiry and the annual IB Showcase, where students present their IB projects.

To improve the engagement of underrepresented families, AEA is increasing the frequency and fidelity of parent surveys to collect input and determine critical interests. One example is the ELAC parent surveys, which inform the topics discussed during meetings throughout the school year. Another example is the variety of Parent University offerings that allow parents to engage with the academics and culture of AEA. These Parent University events include "Supporting Your Beginning Reader," "How to Support your Child with German at Home," "Trauma Informed Approach with Your Children," "I Choose My Future (Drug Prevention Education)," "Navigating Immigration Rights," "Wellness Space Q&A and Family Loteria Night!," "Basic German Class for Grown-Ups," and "Screenagers Film Screening." All events provide Spanish interpretation, and American Sign Language (ASL) interpretation is available upon request. Events are available in a hybrid format, offering both in-person and virtual participation via Zoom, which increases access, participation, and accessibility. All information is available on our website for parents to access at any time or from any place. We provide dinner and childcare, as well as wheelchair-accessible locations and special accommodations for families attending in-person events.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
 - a. 5 – Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.
 - a. 5 – Full Implementation and Sustainability
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
 - a. 5 – Full Implementation and Sustainability
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.
 - a. 5 – Full Implementation and Sustainability

Building Partnerships Dashboard Narrative Boxes:

Assessment data and input received from various educational partners help align our school's WASC, LCAP, and IB Self-Study, all of which primarily focus on improving student achievement. AEA provides Professional Development for teachers on intervention strategies and instructional practice for 21st-century learners. Parent-teacher conferences and student-led conferences offer students opportunities to exercise agency and set goals. Benchmark assessments throughout the school year ensure high-quality teaching and learning. Students are monitored in the SST process and through MTSS intervention, contributing to a learning-centered culture. AEA has numerous partnerships, including the SDSU nursing department, which develops grade-appropriate sexual education for our students. Additionally, we partner with the SDCOE for MTSS implementation, as well as with Elizabeth Hospice, Cornerstone, and Logan Heights CDC, to provide free family counseling services on and off school sites. We also collaborate with local community organizations to offer extracurricular activities. AEA has expanded after-school and school break learning opportunities with SummerStein, AfterStein, and SpringStein.

Although AEA has significantly improved event accessibility through live Spanish interpretation and hybrid formats, it remains an area for improvement to ensure that all families feel welcome, supported, and connected. AEA is developing a systematic approach to ELD by incorporating daily designated ELD instruction for all English Language Learner (ELL) students.

AEA's latest initiatives to improve the engagement of underrepresented families include creating staff positions such as the Community Coordinator and Student Advocate, purchasing a Sprinter van to support chronic absenteeism by offering pickup and drop-off of students to and from school, holding ELAC meetings in Spanish with English interpretation available, and having ELAC and SSC meetings on the same evening at the same location to encourage participation.

Section 3: Seeking Input for Decision-Making

1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
 - a. 5 – Full Implementation and Sustainability
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
 - a. 5 – Full Implementation and Sustainability
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
 - a. 4 – Full Implementation
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.
 - a. 4 – Full Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes:

AEA enables input on decision-making through various channels. Families are updated weekly by teachers and monthly by the administration through an email newsletter called the "AEA Monthly Leadership Message," which is provided in three languages (English, Spanish, and German). Monthly board meetings provide public comment opportunities for all stakeholders. ELAC and SSC groups provide additional opportunities for staff and families to collaborate on important work that impacts the programs that support AEA's most vulnerable students. AEA implemented a new survey platform and sends several community-wide surveys to seek feedback on a variety of AEA services and programs.

One growth area is to ensure the School Site Council has a fair representation of members that reflect our diverse community. Although we had representation on the SSC from both campuses this year, it still does not provide a fair representation of our diverse community. The council can actively recruit new members by utilizing the various communication avenues used by our population, including SMS messaging. Another growth area is to continue developing the survey system, allowing progress to be accurately measured.

To improve the engagement of underrepresented families, AEA will need to ensure technology is provided as needed so that all can access school-related content. There

is a need to survey families after events to gather direct feedback on what needs improvement, what works well, and other relevant information. Multiple modes of engagement must be used, such as using phone banks to make personalized, individual phone calls to parents to invite them to events.

School Climate (LCFF Priority 6)

Narrative Summary:

AEA administered a school climate survey to students in third to eighth grade using the Kelvin survey platform, which was made available to California schools through a partnership with CalHOPE.

According to survey data in grades 3-5, 77% of students feel supported in their learning by teachers and staff, and 65% of students feel safe in their school environment. Students were less consistent when it came to peer relationships, with 55% of students feeling that all students respect and care for each other all or most of the time.

Survey data from grades 6-8 indicate that 66% of students have positive relationships with at least one staff member, 64% of students feel safe in their school environment, and 72% have a positive peer relationship.

AEA continues to partner with the San Diego County Office of Education to implement MTSS, ensuring that we have systems and practices in place to meet the needs of every student at their individual level. Training is ongoing for select staff to better meet supervision requirements, especially in unstructured non-classroom areas. AEA established a partnership with the Tariq Khamisa Foundation (TKF) to implement restorative practices across our campuses. To continue building strong classroom communities, all classes will consistently incorporate Responsive Classroom on a daily basis and utilize Restorative Practices as a strategy for resolving conflicts. No Place for Hate and Safe School Ambassadors will teach and empower students to be advocates and upstanders in their classrooms and school.

Access to a Broad Course of Study (LCFF Priority 7)

Narrative Summary:

All students have access to the IB curriculum which includes instruction in literacy, mathematics, science, social studies, physical education, the fine arts, design, and an additional target language.

All students have access to the above-mentioned curriculum and are measured with benchmark, formative, and summative assessments throughout the year. Students with special needs may have modifications and/or accommodations as identified in their individualized education plan.

There are no identified barriers preventing students' access to a broad curriculum.

AEA continues to provide all students with access to the full IB curriculum and will continue to provide the updated technology and resources needed to support it.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2025-26

Date of Board Approval

June 24, 2025

LEA Name

Albert Einstein Academies

CDS Code:

37 68338 0111898

Link to the LCAP:

(optional)

<https://www.aeacs.org/lcap>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA, Albert Einstein Academies, will utilize federal funds from Title I, Title II, Title III and Title IV to enhance its local priorities funded through Local Control Funding Formula (LCFF). Efforts to enhance the LEA's Local Control and Accountability Plan (LCAP) goals will occur primarily in goals two, three, four and five as described below:

Each of these goals is broken down into smaller actions and services, which are supported by and are aligned with federal, state and local programs. The following is a description of the strategies LEA will use to accomplish the goals. The developed LCAP goals, actions and services, and expenditures are used to build on strengths already present in our schools and to address any areas of need. Local Control Funding Formula (LCFF) funds will be used to provide the base program for all students. LCFF Supplemental funds will be used for supplemental services to meet the needs of low income, English Learners, Foster Youth, and Homeless students. Federal funding provides targeted supplemental supports to specific student groups. The services provided by federal funds will align with and supplement the services provided with LCFF funds by offering additional services for the student groups listed above.

2025-26 LCAP Goals:

For Goal 1 - All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning.

The base program ensures that students have equitable access to rigorous, well-rounded, IB standards-aligned curricula and access to, and skill in, applying technology to leverage student learning.

For Goal 2 - Increase overall academic achievement for all students grades K-8:

The base program includes professional development at all levels of the organization. These professional development offerings are expanding over time to truly focus on improving teaching and learning at AEA, with site principals at the lead of site efforts to provide educational opportunities directly related to their students' needs.

For Goal 3 - Create structures that close the achievement gap and support the needs of targeted groups such as English Language Learners (ELL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD).

The base program includes staffing, offering a broad course of study, technology, infrastructure, counseling and health support, standards-aligned instructional materials, services for students with disabilities, and basic operating expenses.

For Goal 4 - Provide resources and services to actively welcome and increase family engagement across demographics:

The base program provides families and our community with the opportunity for offering input and participating on school sites and committees. The supplemental services offered include additional supports for the targeted students groups and families to support them in accessing, understanding, navigating and utilizing the services provided to them.

For Goal 5 - Increase Average Daily Attendance (ADA) to 95%:

The base program includes addressing the safety of students and staff, clean and well-maintained facilities, school crisis and safety plans, and safety drills. The supplemental services support designated staff to assist sites with social-emotional, behavioral and student attendance concerns.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment among LCAP goals, activities funded by state programs, and activities funded by federal programs, the LEA has established actions in its LCAP to meet goals that will be either fully or partially funded by Title I, Title II, Title III and Title IV monies, alongside actions to support goals that are funded through LCFF. These actions are meant to augment services to students within the LEA. The LEA will align federal funds with state and local funds by analyzing the LCAP annually and identifying the needs of our students. This is done through review of the California State Dashboard and educational partner feedback. Since the actions and services for all funding sources are in the LCAP,

the annual review process will include an evaluation of the effectiveness of the federal programs. Revisions will be made based upon this evaluation and the federal funds are then allocated towards any newly identified needs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA is a charter school. This provision requires LEAs to analyze and compare data across school sites and therefore charter schools and single-school districts are not required to provide a substantive response. Charter schools or single-school districts may write N/A

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

N/A - In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and

local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We believe in cultivating relationships that build mutual respect and trust between home and school to foster strong family engagement and increase student success. This shared responsibility is grounded in research-based best practices using multi-tiered outreach systems (phone calls home, emails to families and home visits and/or wellness checks) to keep students, families, and communities connected to their school. The LEA provides Spanish and ASL interpretation services at all of our community events in order to communicate with families who speak languages other than English. This tiered outreach helps to identify the level of support needed and the appropriate resources they may need.

Under sections 1111(d) and 1116, the LEA provides methods to effectively implement parent and family engagement such as:

- * LEA staff regularly collaborate with parent groups such as the District English Learner Advisory Council (DELAC), School Site Council (SSC) and FoAEA (PTO).
- * LEA provides monthly Parent University sessions for family engagement. These serve as meetings to disseminate information, seek input and feedback or to review LEA programs, policies, and or initiatives regarding academics, social emotional learning, anti-bias, anti-racism, Special Education policies and support, campus safety, parent-teacher conferences and mental health and wellness.
- * LEA provides on-site events such as music performances, assemblies, back to school family events, informational nights, school tours and volunteering on campus also allow families to engage in school activities.
 - LEA provides all parent communication, public meetings and community events in English, Spanish and American Sign Language (ASL).
- * LEA's revises its Parent and Family Engagement Policy each school year to be approved by the Board of Trustees. The Parent and Family Engagement Policy will be revised by the School Site Council (SSC) and shared with the District English Language Advisory Committee (DELAC) for further revision. The LEA will distribute the policy to families of students in all grade levels via email and will post it on the LEA's website as part of the LEA's "Annual Parent Notifications"
 - LEA engages in discussions and facilitates feedback sessions with LEA parent advisory groups including School Site Council and the District English Language Advisory Committee throughout the 2025-26 school year and subsequent school years.
 - LEA gathers feedback from family groups and share with the LEA's leadership teams and school personnel responsible for facilitating the revision of school plans and integrates feedback into their development and revision.

LEA's technology department also performs multiple outreach and communication methods to dialogue with families

such as:

- * Auto-call, Email and Short Message Service (SMS) messaging
- * Livestream Zoom sessions for all community meetings and events
- * YouTube recorded events
- * Social media outreach

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA does not have any Targeted Assistance Schools.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA ensures that each student experiencing homelessness is supported per McKinney-Vento Homeless Assistance Act with Title I, Part A funds. The Homeless Education Liaison/School Counselor and Student Advocate/Community Coordinator are assigned to specifically support this population.

Supports include the following:

- Annual training for school site staff on awareness of the rights and needs of youth and families experiencing homelessness
- Ensuring transportation is provided for students in need (AEA shuttle service and/or bus passes)
- Closely monitoring attendance, academics, and social/emotional learning
- Making mental and physical health referrals as needed
- Providing basic needs resources to students to include food, uniforms, hygiene products, jackets, shoes and school supplies such as technology, paper, pencils, and backpacks when needed

Additionally, School Psychologists (2) and School Counselors (2) train staff on trauma-informed practices that best support student mental health and well being.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AEA is currently not holding Title I funds to assist our schools in identifying and serving gifted and talented students or to assist in developing effective school library programs.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The LEA provides professional learning and development on-site for all teaching, classified and administrative staff on a monthly basis. Professional learning is goal-oriented, job-embedded, and conducted globally to facilitate collaboration and encourage innovation and data analysis. Follow up and monitoring of strategies learned during on-site professional learning sessions is conducted through informal walkthroughs, formal observations, and peer-led discussion.

Staff are provided with off-site professional learning through partnerships with the San Diego County Office of Education, El Dorado County Office of Education, International Baccalaureate Organization and through memberships with the California Charter School Association and the Charter School Development Center. Teaching staff, in the beginning of their careers, are offered reimbursement toward their teacher induction program. Staff who have been at the school site for longer, are offered targeted professional learning geared toward their specific needs and subject matter. Staff are also encouraged to seek out professional learning opportunities that will enhance their careers and delivery of services.

The LEA continues its efforts in developing the professional growth system for all of its educators. Throughout the school year, teachers have opportunities to collaborate with other teachers through team meetings, which are small groups focused on particular subject areas or grade levels. The teacher team meetings meet throughout the year and the teachers set topics in advance for each session. LEA staff are also provided a variety of opportunities for professional learning, development and growth. Some examples include International Baccalaureate (IB) training and conferences, Multi-Tiered System of Supports (MTSS) training, new teacher induction program supports, Guided Language Acquisition Design (GLAD) training, Responsive Classroom training, Literacy Framework training, Crisis Prevention Institute (CPI) training and attend other conferences and workshops offered by organizations such as San Diego County Office of Education (SDCOE) and El Dorado County Office of Education (EDCOE) training. Staff accountability and expectation are to report out, share and collaborate with their teams upon completion of trainings and conferences.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

To guarantee educator effectiveness, the LEA provides a myriad of professional learning opportunities for staff throughout each academic year including in-house professional learning (at least monthly) and off-site professional learning (as needed). Prior to the start of each school year, staff are provided a five day period for professional development sessions, team and grade level meetings, back to school roundtable and mandated organizational wide trainings. Additionally, in November of each academic year, all teaching staff attend a full day professional learning session based on educational initiatives set forth by the LEA.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AEA provides professional learning opportunities to develop a deeper understanding of teaching Multilingual English Learners by sharing research-based instructional practices during collaboration at grade-level meetings, team leader meetings, and professional development.

On-going professional learning will:

- *Build a broader repertoire of effective English Learner (EL) instructional strategies, including Guided Language Acquisition Development (GLAD) strategies
- *Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of students who are Multilingual English Learners
- *Provide on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for students who are Multilingual English Language Learners.
- *Identify early, appropriate interventions to help Multilingual English Language Learners learn
- *Improve student engagement strategies
- *Engaging and communicating with families of Multilingual English Learner students in their children's education
- *Understand and leverage assessments to improve classroom practice and student learning

AEA staff will:

- *Analyze assessment data and discuss the implications of Multilingual English Learner student performance in each part of the assessment
- *Discuss specific lessons and strategies
- *Examine Multilingual English Learner student work
- *Examine evidence of learning demonstrated in student work
- *Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- *Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for students who are Multilingual English Learner
- *Plan and implement effective ways of providing language support and accelerating language acquisition for students who are Multilingual English Learners

The frequency of professional development may be adjusted to promote sustained improvement in student outcomes. The effectiveness of professional development is informed by classroom observations, state/local assessment results and educational partner feedback.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AEA's English Learner Program strives that students who are Multilingual English Learners will:

- * Achieve English language proficiency as quickly as possible.
- * Promote the academic success of students who are Multilingual English Learners.
- * Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of multilingualism, and enhance positive self-esteem of students who are Multilingual English Learners.
- * Train instructional personnel to implement effective instructional programs and teaching strategies for students who are Multilingual English Learners.
- * Increase the level of family and community awareness, involvement, and support in meeting the educational needs of students who are Multilingual English Language Learners.

English Learner students are provided with regular support in order to access the core curriculum and overcome language barriers. Our language instruction model varies depending on whether a student attends our middle school or our elementary school:

Language Program Elementary School:

In Elementary, grade levels kindergarten through fifth grade students receive instruction in English and German. GLAD strategies are implemented in first through fifth grades to facilitate both designated and integrated English Language Development (ELD). Small group differentiated literacy instruction is provided in classrooms. Small group, pull out designated ELD instruction is also provided by our Literacy Specialists. Support for newcomers is prioritized.

Structured English Immersion (SEI) at Middle School:

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for students who are learning English. At minimum, students are provided access to grade level academic subject matter content with Integrated English Language Development (ELD).

AEA is committed to providing our Multilingual English Learners with high-quality instruction that adheres to four basic design principles:

- * Instructional programs will incorporate an enrichment, rather than remedial approach, establishing high expectations for all students
- * Program models will reflect the use of research-based practices

- * All instruction is standards-based to include Common Core, Next Generation Science Standards (NGSS), and ELD standards
- * All programs will provide students with a rigorous International Baccalaureate (IB) concept and inquiry based learning experience designed to enhance critical thinking, foster global citizenship, and develop academic English language skills

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The primary purpose of the AEA Multilingual English Learner Program is to provide a clear statement related to the development, implementation, and evaluation of English Learner programs and services. The program also provides procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee; the annual evaluation of English Learner programs; and the use of state and federal funds for EL programs and services.

AEA uses a variety of data sources to monitor the progress of EL students. AEA administers the State summative assessments, i.e. California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessment for California (ELPAC). Goals for these required initial summative assessments are informed by the State's accountability model. AEA may also use disaggregated, normed, formative data from other tests to measure progress in math and reading. EL performance on these normed assessments is monitored as one of the measurable objectives in our LCAP.

Student reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification procedures are aligned with California Department of Education guidelines.

Multiple criteria are utilized to establish that the student is ready to be reclassified:

1. English language proficiency on the ELPAC with an overall score of 4.
2. Comparison of the performance in basic skills against the performance of English proficient students of the same age. This demonstrates whether the student is sufficiently proficient as students of the same age and whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
3. Teacher evaluation of a student's academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
5. Other criteria as determined by the Local Education Agency (LEA).

Once all information is documented, and the student's status is changed to Reclassified Fluent English Proficient (RFEP), notification of such is provided to the teacher(s). Copies are filed in the cum file, the Student Information System (SIS), and in CALPADS. Students who do not meet all criteria remain classified as "EL" (English learner). Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are RFEP.

Reclassified students' progress will be monitored by school- wide assessment data for four years to ensure their academic success. Student progress will be monitored by teaching staff, in conjunction with the ELPAC Coordinator, through analysis of school-wide Language Arts performance (CAASPP). AEA ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted supports and intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Objective 1 (Under section 4108): Provide increased mental health and counseling services to students while promoting an inclusive and supportive school climate with the intended outcome of reducing at-risk behaviors and developing strong relationships between staff and students. To meet this objective, the LEA employs a Board Certified Behavior Analyst (BCBA), a Registered Behavior Technician (RBT), two School Psychologists, two School Counselors and a Student/Community Advocate to monitor the success of all students and target those in need of additional services. The LEA also sends staff to trainings such as responsive classroom training, restorative circle/restorative justice training and professional development in trauma informed approaches and practices. LEA also provides support for safe and healthy students with the following established programs on each campus:

- * Anti-Defamation League (ADL) that supports LEA implementation plan for No Place for Hate content. Through this work, LEA develops strategies and supports for students to increase a positive school environment for all students. In collaboration with students, families and staff, schools develop their No Place for Hate strategies in order to ensure school culture based on equity for all.
- * Safe School Ambassadors in grades 4th through 8th
- * Partnership with San Diego State University (SDSU) School of Nursing providing support in Health Education sessions
- * Partnership with Cornerstone Mental Health to support students
- * Partnership with Elizabeth Hospice for grief counseling

Objective 2 (Under section 4109): Provide a rigorous curricular program, extra-curricular programs, academic support programs, and enrichment programs for students using technology and digital learning platforms through building technological capacity throughout the school, training students on safe and effective use of technology, and training staff on best practices for use of technology. To meet this objective, the LEA purchases technology for use in classrooms and extra-curricular settings including, but not limited to, Promethean Boards, ActivPanels, iPads, Chromebooks, laptops, hotspots, headphones, tablets, software, online programs, and other technology devices to be used for educational purposes. Funds to supplement these efforts are also provided from other sources. The LEA supports teachers in using educational resources and technology appropriately to enhance instruction, increase engagement, and employ formative assessments that guide instruction. Some positions funded in Title IV also use the technology tools as integrated

components of both the professional development and as tools to help students access digital content and demonstrate their understanding of what they have learned.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A - LEA does not receive the minimum amount required to perform needs assessment.

What activities will be included within the support for a well-rounded education?

N/A - LEA does not receive the minimum amount required to perform needs assessment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A - LEA does not receive the minimum amount required to perform needs assessment.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A - LEA does not receive the minimum amount required to perform needs assessment.

What activities will be included within the support for safety and health of students?

N/A - LEA does not receive the minimum amount required to perform needs assessment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A - LEA does not receive the minimum amount required to perform needs assessment.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A - LEA does not receive the minimum amount required to perform needs assessment.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

N/A - LEA does not receive the minimum amount required to perform needs assessment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A - LEA does not receive the minimum amount required to perform needs assessment.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

N/A - LEA does not receive the minimum amount required to perform needs assessment.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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