



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

# Goal 1

## Goal Description

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

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Classroom observations	2024-25: Explicit IB evidence was observed in 80% of all TK-8 classrooms during observations.			2025-26: Explicit IB evidence was observed in 100% of all K-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.			2025-26: Grades Tk-5: 100% of unit planners are updated and completed.  Grades 6-8: 100% of unit planners are updated and completed.	Grades TK-8: 100% of reviewed unit planners and co-construct with students units of inquiry and obtainable 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			2025-26: IB Self Study: 3rd-5th = 68% favorable with a 82% participation rate (330/401)  6th - 8th = 73% favorable with a 42% participation rate (235/558)  Parents = 75% favorable with a 54% participation rate (705/1311)	IB Self Study: 3rd-5th = 70% favorable with a 75% participation rate  6th - 8th = 70% favorable with a 75% participation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.			2025-26: 78% of new staff had access to IB specific trainings within their first two years at AEA (Level 1 IBPYP/IBMYP trainings or higher).  100% of veteran teaching staff (4+ years) 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.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program.</b> Professional development for all teaching staff	No	Partially Implemented	IB Training Data: 75% of new staff had access to IB specific trainings within their first two years at AEA (Level 1 IBPYP/IBMYP trainings or higher).  100% of veteran teaching staff (4+ years) possess at least Level 2 IBPYP/IBMYP trainings or higher.		\$7,149,584.00	\$3457591

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p><b>Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.</b> Teams meet weekly to develop and reflect on IB planners.</p>	No	Fully Implemented	GradesTK-8: 100% of unit planners are updated and completed.		\$816,152.00	\$321540
1.3	<p><b>Provide instructional materials and resources to support all IB initiatives.</b> All grade levels will be provided materials necessary for implementation of all unit planners.</p>	No	Fully Implemented	Grades TK-8: 100% of unit planners are updated and completed.		\$56,866.00	\$69040

## Goal 2

### Goal Description

Increase overall academic achievement for all students grades TK-8

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	CAASPP achievement scores - ELA	2023-24:  50.41% Met or exceeded standard			2024-25:  46.62% Met or exceeded standard	55% Meet or exceed standard
2.2	CAASPP achievement scores - Math	2023-24:  44.67% Met or exceeded standard			2024-25:  35.86% 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 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 (Avant): Baseline to be determined by assessment at end of 2024-25 academic year			2025-26 German: Annual DSD A1 results: To be determined May 2026.  Annual DSD A2 results: To be determined May 2026  Annual DSD B1 results: To be determined June 2026  2024-25 Spanish (baseline): To be determined	100% Student participation rate 55% Passing rate  *German and Spanish utilizing Avant platform for testing.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	CAST Science	2023-24 (5th and 8th): 38.89% Met or exceeded standard			2024-25 (5th and 8th): 35.60% Met or exceeded standard	45% Meet or exceed standard

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Universal Design for Learning/Tier I</b> Full implementation of Universal Design for Learning/Tier I strategies in all classrooms	No	Fully Implemented	Decrease of 3.79% from 2023-24 ELA CAASPP.  Decrease of 8.81% from 2023-24 Math CAASPP.  Decrease of 3.29% from 2023-24 CAST Science.		\$200,020.00	\$654891
2.2	<b>Embedded intervention supports throughout each day</b> Small group intervention supports, differentiated learning within all classrooms and support classes.	No	Fully Implemented	Decrease of 3.79% from 2023-24 ELA CAASPP.  Decrease of 8.81% from 2023-24 Math CAASPP.  Decrease of 3.29% from 2023-24 CAST Science.  Daily offerings through Expanded		\$870,358.00	\$303387

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Learning Opportunity Program (ELOP), Spring offering (ELOP) and Extended School Year			
2.3	<p><b>Develop, implement and maintain MTSS framework</b> 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.</p>	No	Fully Implemented	<p>Decrease of 3.79% from 2023-24 ELA CAASPP.</p> <p>Decrease of 8.81% from 2023-24 Math CAASPP.</p> <p>Decrease of 3.29% from 2023-24 CAST Science.</p> <p>Daily offerings through Expanded Learning Opportunity Program (ELOP), Spring offering (ELOP) and Extended School Year</p>		\$6,695.00	
2.4	<p><b>Universal screening of all students new to AEA</b> 100% of new AEA students will be screened with a universal screener at the start of the school year.</p>	No	Partially Implemented	In progress	<p>Universal Screener: Grades K-2: 408 (as of 2/10/26) Students screened: 371 Students not screened: 37</p> <p>Grade 3 (non-composite scores):</p>	\$4,944.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>Oral Reading Fluency (speed / correct words per minute): Negligible Risk: 29/135 (21%) Minimal Risk: 40/135 (30%) Some Risk: 24/135 (18%) At Risk: 36/135 (27%) Not Tested / Incomplete: 6/135 (4%)</p> <p>Oral Reading Accuracy (word recognition / decoding): Minimal Risk: 102/135 (76%) Some Risk: 15/135 (11%) At Risk: 12/135 (9%) Not Tested / Incomplete: 6/135 (4%)</p> <p>Comprehension: Negligible Risk: 27/135 (20%) Minimal Risk: 42/135 (31%) Some Risk: 18/135 (13%) At Risk: 44/135 (33%) Not Tested / Incomplete: 4/135 (3%)</p> <p>Grade 4 (composite scores): Negligible Risk: 45/131 (34%) Minimal Risk: 33/131 (25%) Some Risk: 17/131 (13%) At Risk: 35/131 (27%)</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Not Tested / Incomplete: 1/131 (< 1%)  Grade 5 (composite scores): Negligible Risk: 43/139 (31%) Minimal Risk: 47/139 (34%) Some Risk: 22/139 (16%) At Risk: 26/139 (19%) Not Tested / Incomplete: 1/139 (< 1%)		

### Goal 3

#### Goal Description

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).

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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>% 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>			<p>2024-25 CAASPP results:</p> <p>English Learners: 62.6% making progress Increased 23.7% from 2023-24 262 students</p> <p>Long-Term English Learners: 65.9% making progress Increased 23.5% from 2023-24 91 students</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> <p>50% of LTEL students reclassified as Fluent English Proficient by year 3.</p>
3.2	CAASPP and ELPAC achievement scores for English Language	2023-24 ELA 10.19% Met or exceeded standard			2024-25 ELA: 16.06% Met or exceeded standard	ELA 15% Meet or exceed standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Learners in ELA and Mathematics Grades 3-8	<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) 38.05% Level 3 (Moderately Developed) 15.15% Level 4 (Well Developed)</p>			<p>2024-25 Math: 8.75% Met or exceeded standard</p> <p>Initial ELPAC: 45.95% Novice English Learner 24.32% Intermediate English Learner 29.73% Proficient</p> <p>Summative ELPAC: 6.64% Level 1 (Beginning to Develop) 25.25% Level 2 (Somewhat Developed) 44.85% Level 3 (Moderately Developed) 23.26% Level 4 (Well Developed)</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 (Well Developed) based on summative ELPAC</p>
3.3	CAASPP achievement scores for Socioeconomically Disadvantaged students Grades 3-8	<p>2023-24 ELA 32.29% Met or exceeded standard</p> <p>2023-24 Math 26.25% Met or exceeded standard</p>			<p>2024-25 ELA: 32.38% Met or exceeded standard</p> <p>2024-25 Math: 21.56% Met or exceeded standard</p>	<p>ELA 35.96% Met or exceeded standard</p> <p>Math 29.53% Met or exceeded standard</p>
3.4	CAASPP achievement scores for Students with Disabilities Grades 3-8	<p>2023-24 ELA 13.01% Met or exceeded standard</p> <p>2023-24 Math 13.01% Met or exceeded standard</p>			<p>2024-25 ELA: 12.75% Met or exceeded standard</p> <p>2024-25 Math: 6.72% Met or exceeded standard</p>	<p>ELA 22.03% Met or exceeded standard</p> <p>Math 21.29% Met or exceeded standard</p>

# Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Targeted and designated English Language Learner (ELL) support</b></p> <p>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.</p>	Yes	Fully Implemented	<p>Increase of 5.87% from 2023-24 ELA CAASPP (ELL).</p> <p>Decrease of 2.79% from 2023-24 Math CAASPP (ELL).</p>	<p>2024-25 CAASPP results:</p> <p>English Learners: 62.6% making progress Increased 23.7% from 2023-24 262 students</p> <p>Long-Term English Learners: 65.9% making progress Increased 23.5% from 2023-24 91 students</p>	\$541,402.00	\$0
3.2	<p><b>Expanded Learning Opportunities for Socioeconomically Disadvantaged students</b></p> <p>Expand extended day learning opportunities to include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.</p>	No Yes	Fully Implemented	<p>Increase of .09% from 2023-24 ELA CAASPP.</p> <p>Decrease of 4.69% from 2023-24 Math CAASPP.</p>		\$831,083.00	\$58725
3.3	<p><b>Consistent Universal Design for Learning (UDL) implementation</b></p> <p>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).</p>	No	Fully Implemented	<p>Decrease of .26% from 2023-24 ELA CAASPP.</p> <p>Decrease of 6.29% from 2023-24 Math CAASPP.</p>		\$2,016,217.00	\$700514

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p><b>Early Intervention</b> 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 teachers and Learning Center Team.</p>	Yes	Fully Implemented	<p>Decrease of 3.79% from 2023-24 ELA CAASPP (all students).</p> <p>Decrease of 8.81% from 2023-24 Math CAASPP (all students).</p>		\$691,360.00	\$536380
3.5	<p><b>Testing accomodations</b> 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.</p>	No	Fully Implemented	<p>Decrease of 3.79% from 2023-24 ELA CAASPP (all students).</p> <p>Decrease of 8.81% from 2023-24 Math CAASPP (all students).</p>		\$910,524.00	\$0
3.6	<p><b>Multi-Tier Systems of Support (MTSS)</b> 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.</p>	No	Fully Implemented	<p>Decrease of 3.79% from 2023-24 ELA CAASPP (all students).</p> <p>Decrease of 8.81% from 2023-24 Math</p>		\$202,117.00	\$432999

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				CAASPP (all students).			

## Goal 4

### Goal Description

Provide resources and services to actively welcome and increase family engagement across demographics.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Percentage of families attending one or more Parent Universities	2024-25: 11.2% of AEA families have participated in one or more Parent Universities as of 1/31/25.			To be determined: 2025-26: ____% of AEA families have participated in one or more Parent Universities as of _____.	15% of AEA families will participate in one or more Parent Universities.
4.2	Number of families completing Parent University surveys and positive recommendations.	2024-25: 14.5% of families attending Parent Universities completed surveys.  100% rated Parent University attended as "Very Good" to "Excellent" as of 1/31/25			To be determined: 2025-26: ____% of families attending Parent Universities have completed surveys. 100% rated Parent University attended as "Very Good" to "Excellent" as of _____.	25% of families attending Parent Universities will complete surveys.  97% rate Parent University 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			Results to date:  AEACES Fall 2025 Student Conferences: 94%  AEACMS Fall 2025 Student Conferences: To be determined  Participation at 5th grade exhibition: 100%  Participation at 8th grade Community Project: 100%	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Baseline to be tracked during 2024-25 )				
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 community events were available in a hybrid format (in-person and virtually), with 100% of those providing Spanish and ASL interpretation to all participants.	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 documents are translated to promote equitable access to information for all families.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Develop high interest Parent Universities that all families have access to.</b> 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.	No	Fully Implemented	To be determined (year end): ____% of AEA families have participated in one or more Parent Universities and ____% of those families attending Parent Universities have completed surveys with 100% rating Parent	Parent University - Loteria Night: * 55 families attended (125 people)	\$3,166.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				University attended as "Very Good" to "Excellent".			
<b>4.2</b>	<b>Family outreach and engagement</b> 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.	No	Fully Implemented	100% of community events were available in a hybrid format (in-person and virtually), with 100% of those providing Spanish and ASL interpretation to all participants.	Back to School - Free Uniform Event: * 1,147 families attended * 3,441 uniform pieces distributed	\$174,653.00	\$47751
<b>4.3</b>	<b>Support student needs for technology and internet.</b> 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.	No	Fully Implemented	24 chrome books have been checked out for at home use, 1 hotspot has been issued for student use.		\$464,226.00	\$220304

## Goal 5

### Goal Description

Increase Average Daily Attendance (ADA) to 95%

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Average Daily Attendance	2024-25 (P3):  Total ADA = 1,366.80 Total ADA % = 94.71%			2025-26 (P1):  Total ADA = 1,314.92 Total ADA % = 94.87%	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  Spring 2025: 3rd-5th = 62% favorable with a 71% participation rate  6th - 8th = 58% favorable with a 26% participation rate			2025-26 Kelvin (IB Self Study - Biannual):  Fall 2025: 3rd-5th = 68% favorable with a 82% participation rate (330/401)  6th - 8th = 42% favorable with a 73% participation rate (235/558)  Spring 2026: To be determined	Kelvin (IB Self Study - Biannual):  3rd-5th = 70% favorable with a 70% participation rate  6th - 8th = 70% favorable with a 70% participation rate

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<b>Create positive school culture</b> Create a positive school culture by implementing programs such as No Place for	No	Fully Implemented	2025-26 (P1 - through 12/31/25):		\$308,540.00	\$281488

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			ADA = 1,314.92 ADA % = 94.87  2025-26 through 2/9/26: ES: 93.47% MS: 95.22%			
<b>5.2</b>	<b>Socio-emotional supports</b> 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.		Fully Implemented	2025-26 (P1 - through 12/31/25): ADA = 1,314.92 ADA % = 94.87  2025-26 through 2/9/26: ES: 93.47% MS: 95.22%		\$676,637.00	\$396984
<b>5.3</b>	<b>Student health and safety</b> 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.	No	Fully Implemented	2025-26 (P1 - through 12/31/25): ADA = 1,314.92 ADA % = 94.87  2025-26 through 2/9/26: ES: 93.47% MS: 95.22%		\$2,029,147.00	
<b>5.4</b>	<b>Attendance Intervention supports for chronically absent students</b> Provide supports such as transportation, counseling, resources, Positive Behavior Intervention Support (PBIS), and attendance incentives for students.		Fully Implemented	2025-26 (P1 - through 12/31/25): ADA = 1,314.92 ADA % = 94.87  2025-26 through 2/9/26: ES: 93.47% MS: 95.22%		\$102,815.00	\$970685

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>Transportation provided to/from campus from student homes for four students.</p> <p>Transportation provided between campuses for fourteen students.</p>			
5.5	<p><b>Biannual Survey</b> Survey students and educational partners twice annually with multiple tools accessible for the community.</p>	No	Partially Implemented	<p>2025-26 Kelvin (IB Self Study - Biannual):</p> <p>Fall 2025: 3rd-5th = 68% favorable with a 82% participation rate (330/401)</p> <p>6th - 8th = 42% favorable with a 73% participation rate (235/558)</p> <p>Spring 2026: To be determined</p>		\$2,652.00	

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	16564253	15945609
LCFF Supplemental/Concentration Grants	1577488	1547684