

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albert Einstein Academies

CDS Code: 37 68338 0111898

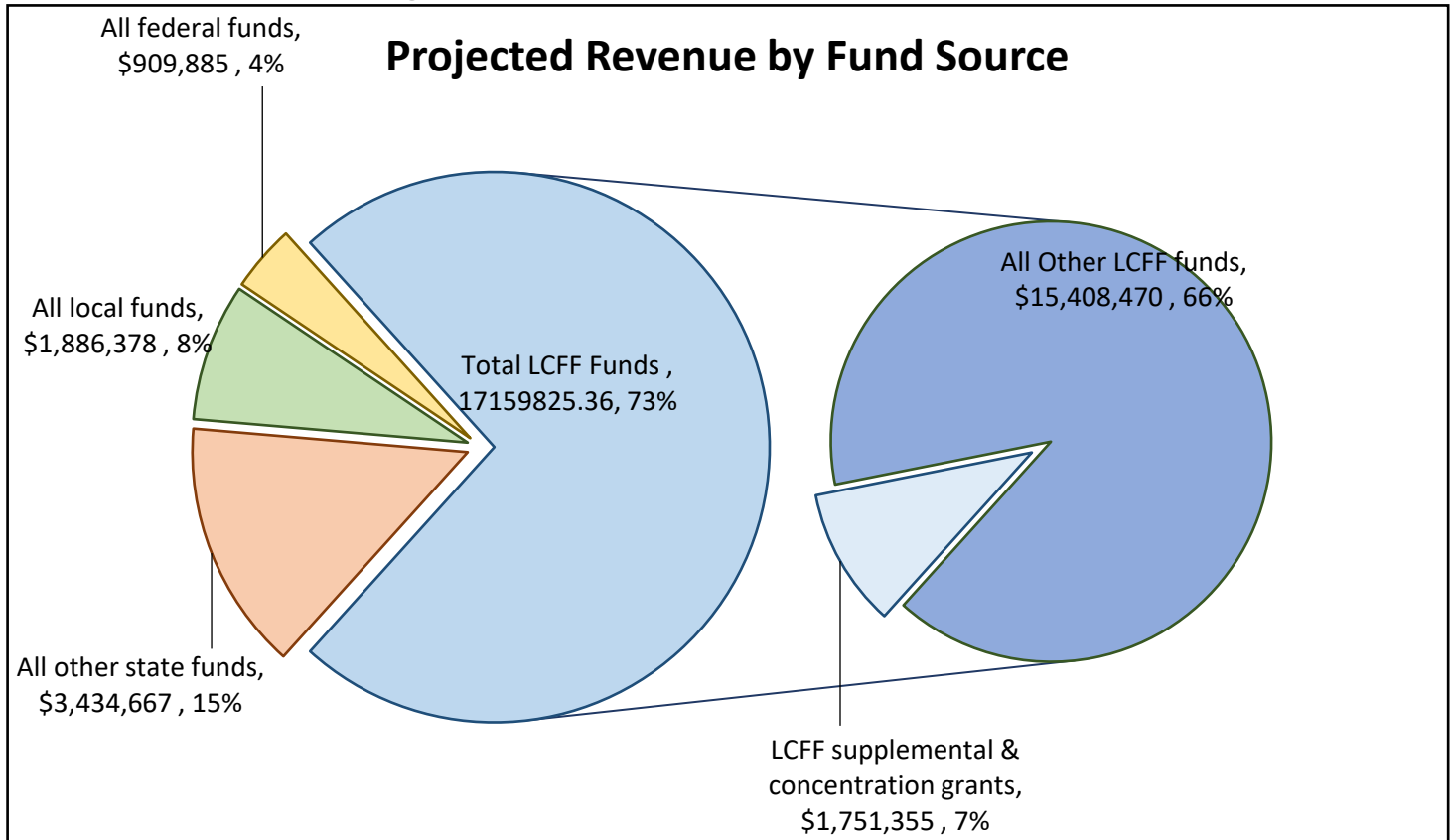
School Year: 2026-27

LEA contact information: Dr. Jose Diaz, (619) 795-1190, jdiaz@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 2026-27 School Year

Projected Revenue by Fund Source

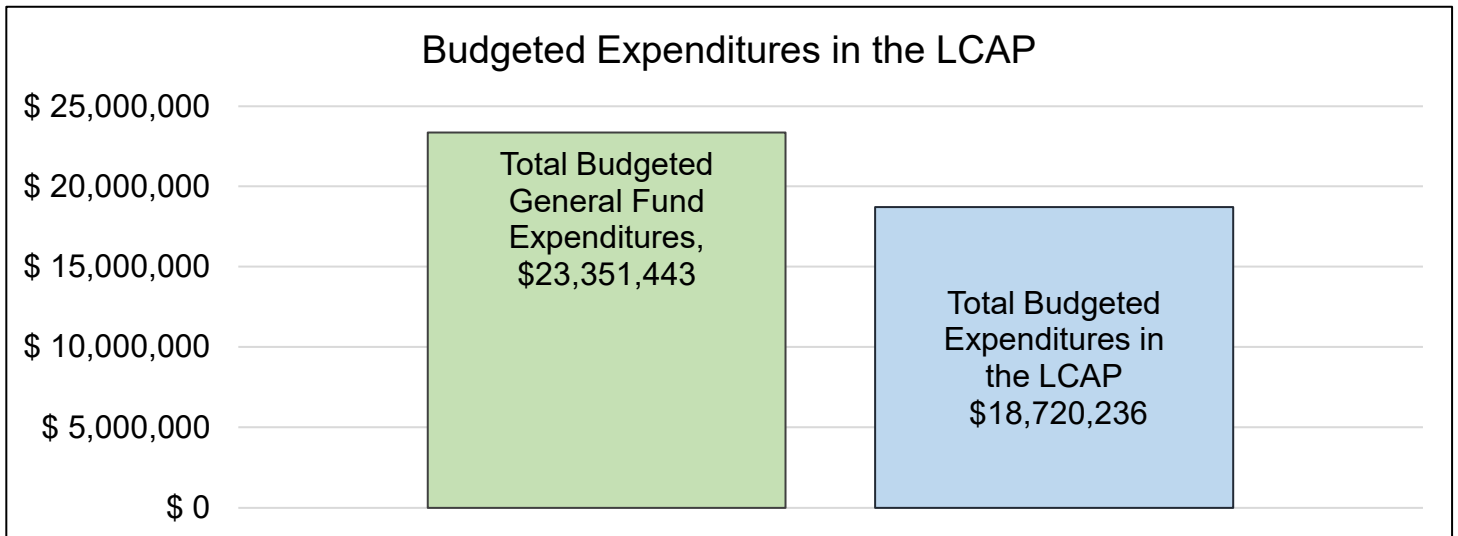


This chart shows the total general purpose revenue Albert Einstein Academies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Albert Einstein Academies is \$23,390,755.28, of which \$17,159,825.36 is Local Control Funding Formula (LCFF), \$3,434,666.53 is other state funds, \$1,886,378.00 is local funds, and \$909,885.39 is federal funds. Of the \$17,159,825.36 in LCFF Funds, \$1,751,354.94 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Albert Einstein Academies plans to spend \$23,351,443.50 for the 2026-27 school year. Of that amount, \$18,720,235.99 is tied to actions/services in the LCAP and \$4,631,207.51 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

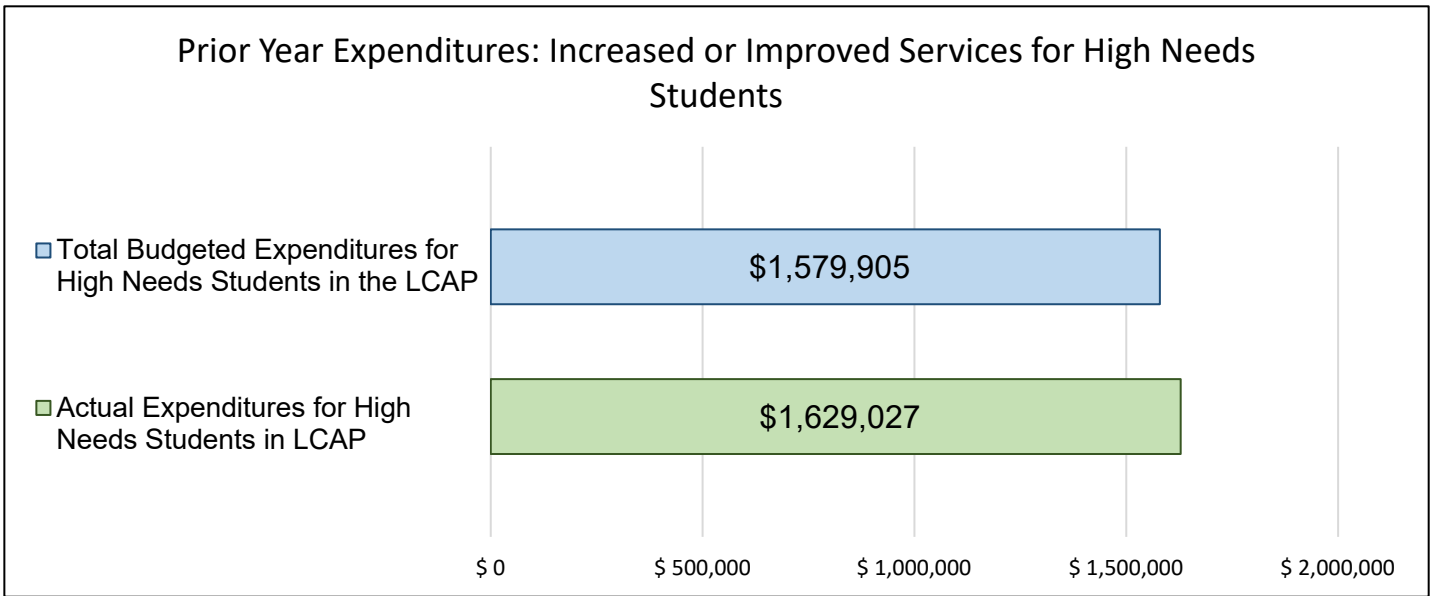
Administrative and operational expenses

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

In 2026-27, Albert Einstein Academies is projecting it will receive \$1,751,354.94 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 \$1,755,121.82 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Albert Einstein Academies's LCAP budgeted \$1,579,905.12 for planned actions to increase or improve services for high needs students. Albert Einstein Academies actually spent \$1,629,026.82 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Albert Einstein Academies	Dr. Jose Diaz Interim Superintendent	jdiaz@aeacs.org (619) 795-1190

Plan Summary [2026-27]

General Information

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

Albert Einstein Academy Charter Elementary School (AEACES) and Albert Einstein Academy Charter Middle School (AEACMS) are International Baccalaureate (IB) World Schools operating under the umbrella of Albert Einstein Academies (AEA), a nonprofit organization.

Founded in 2002, Albert Einstein Academy Charter Elementary School (AEACES) is an authorized International Baccalaureate Primary Years Programme (IBPYP) school serving more than 800 students in Transitional Kindergarten through Grade 5. Located in the South Park community of San Diego, AEACES offers a comprehensive German language program integrated within its academic curriculum.

Established in 2006, Albert Einstein Academy Charter Middle School (AEACMS) is an authorized International Baccalaureate Middle Years Programme (IBMYP) school serving more than 600 students in Grades 6 through 8, located in the Golden Hill community.

Albert Einstein Academies is the first authorized public charter school in San Diego to offer a full TK–8 International Baccalaureate continuum. The organization is dedicated to educating students to thrive academically and contribute meaningfully as active, thoughtful participants in a global society.

AEA's sustained commitment to educational excellence has earned significant external recognition. Both schools hold accreditation from the Western Association of Schools and Colleges (WASC), with AEA's most recent review resulting in a full six-year accreditation term — the highest award granted by WASC and a testament to the strength of the schools' programs, governance, and continuous improvement efforts. Additionally, AEA successfully completed an IB program evaluation visit within the last three years, affirming that both the PYP and MYP implementations meet the rigorous standards set by the International Baccalaureate Organization.

AEA's mission, "Teaching our Children Today to Advance our Shared Humanity Tomorrow," reflects its commitment to an educational program grounded in the IB Primary Years and Middle Years frameworks. As an IB World School, AEA emphasizes the development of well-rounded, internationally minded students prepared for lifelong success. The schools provide a rigorous, standards-aligned academic program supported by targeted interventions and resources designed to address student learning needs and close achievement gaps.

The following core values guide AEA's daily actions and decision-making:

- * Inspire a passion for lifelong learning
- * Model personal responsibility and uphold the highest standards of conduct
- * Foster international-mindedness through the study of world cultures and languages
- * Promote and sustain a healthy global environment
- * Cultivate a commitment to service and caring for others
- * Value collaboration and working toward shared goals

AEA believes that teaching students how to think, rather than what to think, empowers them to become critical thinkers and leaders capable of driving positive change in the 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 2024-25 CA Dashboard & CAASPP Data, the following reflection on annual performance was noted:

Areas of Growth:

- * Chronic absenteeism and suspension rates continued to decline, remaining well below the state average
- * Mathematics for Socioeconomically Disadvantaged (SED) students increased approximately 6.2 percentage points (26.1% to 32.4% met or exceeded)
- * Reclassified Fluent English Proficient (RFEP) students performed strongly in both ELA and Mathematics (55.7% met or exceeded in each), affirming the effectiveness of AEA's reclassification supports

Areas of need:

- * Mathematics for all students declined approximately 8.8 percentage points (44.6% to 35.9% met or exceeded), falling near the state average and reversing prior gains
- * English Language Arts (ELA) for all students declined, with the sharpest drop among Socioeconomically Disadvantaged (SED) students (32.8% to 21.6% met or exceeded, a loss of approximately 11.2 percentage points)
- * Students with Disabilities (SWD) remain the most urgent academic equity concern — only 12.75% met or exceeded in ELA and the majority scored at Level 1 in both ELA and Mathematics across all grade levels
- * English Learner Progress and Long-Term English Learner (LTEL) performance in both ELA and Mathematics continue to reflect significant opportunity gaps requiring sustained, targeted intervention

* AEA will continue to strengthen its multi-tiered response to chronic absenteeism, with focused attention on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities

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, including individual student data, to inform targeted instructional planning
- * Pre and post assessment data using MAP, CAASPP, and ELPAC to monitor growth, determine group placement, and guide instructional focus
- * Tier I referral and progress data reviewed regularly to ensure timely identification and appropriate support for English Learners
- * Academic engagement rubric data and classroom walkthroughs with Teacher Clarity rubric to monitor and strengthen the quality of EL instruction
- * SMART Goal documentation to establish measurable targets for English Learner progress in language acquisition and academic achievement
- * Ongoing progress monitoring of ELA data to determine group placement and adjust instructional focus
- * Evaluate and align mathematics instruction with the new California Math Framework, ensuring Tier I instruction reflects updated standards and equity-centered approaches
- * Partner with the ALMA Project to strengthen culturally and linguistically responsive practices and build LEA-wide capacity to close opportunity gaps for English Learners and Long-Term English Learners

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 SSC will engage in year-long work for 2025-26 through in-person meetings, community surveys, and focus groups. Outcomes and key findings will be presented to the public and Board of Trustees in spring 2026. Website: https://www.aeacs.org/school-site-council-ssc Meeting agendas: https://go.boarddocs.com/ca/aeacs/Board.nsf/goto?open&id=DRPVX882D72C
AEA Community	An AEA Community survey was conducted in the spring of 2026 with community meetings and public Q&A forums with educational partners scheduled throughout the spring.
English Learner Advisory Committee (ELAC)	The ELAC will engage in year-long work for 2025-26 through in-person meetings, community surveys, and focus groups. Outcomes and key findings will be presented to the public and Board of Trustees in spring 2026. Website: https://www.aeacs.org/elac Meeting agendas: https://go.boarddocs.com/ca/aeacs/Board.nsf/goto?open&id=DRNQLV69E386

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

Input from the School Site Council (SSC), English Learner Advisory Committee (ELAC), families, staff, students, and community members helped shape the development of the 2026–27 LCAP. Feedback gathered through surveys, committee meetings, and public forums identified academic achievement, support for English learners, school climate, attendance, and family engagement as key priorities. Educational partner input informed the goals, actions, and services included in the adopted LCAP and helped guide the use of Title I and supplemental funding to support student success.

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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>

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.	2025-26: Explicit IB evidence was observed in 100% of all TK-8 classrooms during observations.		100% evidence will be seen in all classrooms during observations.	
1.2	86	2024-25: Grades TK-8: 80% of reviewed unit planners and co-construct with students units of inquiry and	2025-26: Grades TK-8: 81% of reviewed unit planners and co-construct with students units of inquiry and		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
		obtainable resources necessary.	obtainable resources necessary.		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 6th - 8th: 73% favorable with a 42% 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.	2025-26: 100% of new staff had access to IB specific trainings within their first two years at AEA. 100% of veteran (4+ years) AEA teaching staff 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 [2025-26]

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

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

AEA successfully implemented the actions associated with Goal 1 during the 2025–26 school year. Staff continued to provide students with access to a rigorous International Baccalaureate (IB) program through the use of updated unit planners, instructional resources, and ongoing professional development. Explicit IB evidence was observed in 100% of TK–8 classrooms during observations, exceeding the baseline. All new staff received access to IB-specific training within their first two years, and veteran teaching staff maintained required IB training levels. While implementation was largely consistent with planned actions, continued attention is needed to strengthen the consistency of unit planning and inquiry-based instructional practices across grade levels.

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

There were no material differences between budgeted expenditures and estimated actual expenditures related to Goal 1. Planned resources and professional development activities were implemented substantially as intended, and expenditures remained aligned with the actions and services identified in the LCAP.

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

The actions associated with Goal 1 were effective in supporting implementation of the IB program. Classroom observations showed explicit IB evidence in 100% of TK–8 classrooms, an increase from the 80% baseline. The percentage of reviewed unit planners meeting expectations increased from 80% to 81%, demonstrating modest progress toward the long-term target. Student survey results showed increased favorable responses among students in grades 3–5 and grades 6–8 regarding their understanding of the IB Learner Profile and Approaches to Learning. Additionally, all new staff accessed IB-specific training opportunities, supporting continued program fidelity and instructional capacity.

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.

No significant changes were made to the overall goal or intended outcomes. AEA will continue to focus on strengthening the quality and consistency of IB implementation through ongoing professional development, unit planning, and instructional coaching. Based on reflections from the current year, additional emphasis will be placed on improving inquiry-based instructional practices and increasing consistency in curriculum planning across grade levels while maintaining high levels of staff participation in IB training.

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	\$7,869,420.00	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.	\$500,688.00	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.	\$58,995.00	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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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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.
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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	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.	2025-26: German (Elementary): Annual participation in the A1 is 10% (12/135 students) with a		100% Student participation rate 55% Passing rate *German and Spanish utilizing Avant platform for testing.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Annual participation in the DSD A2 is 100% (124 students) with a 51% passing rate.</p> <p>Annual participation in the DSD B1 is 100% (24 students) with a 50% passing rate.</p> <p>Spanish (2024-25 - Avant): Baseline to be determined by the end of the 2024-25 academic year</p>	<p>41% passing rate (5/12).</p> <p>Annual participation in the A2 is 60% (80/135 students) with a 73% passing rate (59/80).</p> <p>Total of 68.2% participation rate (92/135) and 69.6% passing rate (64/92).</p> <p>German (Middle):</p> <p>Annual participation in the Avant German Assessment is 45.7% (63/138 students) with a 88.9% passing rate (56/83).</p> <p>Spanish (Middle):</p> <p>Annual participation in the Avant Spanish Assessment is 100% (60/60 students) with a 85% passing rate (51/60).</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	CAST Science	2023-24 (5th and 8th): 38.89% Met or exceeded standard	2024-25 (5th and 8th): 35.6% Met or exceeded standard		45% Meet or exceed standard	

Goal Analysis [2025-26]

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

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

AEA implemented the actions associated with Goal 2 to support academic achievement in English Language Arts, Mathematics, Science, and language acquisition programs. Students received standards-aligned instruction, targeted academic interventions, language acquisition opportunities, and progress monitoring throughout the year. While the planned actions were implemented substantially as intended, statewide assessment results indicate continued challenges in recovering student achievement following prior learning disruptions. Successes included strong participation and performance in several language acquisition programs and continued implementation of academic supports across both campuses.

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

There were no material differences between budgeted expenditures and estimated actual expenditures related to Goal 2. Academic programs, intervention supports, instructional materials, and language acquisition services were implemented substantially as planned, and expenditures remained aligned with the actions identified in the LCAP.

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

The actions implemented under Goal 2 produced mixed results. CAASPP outcomes declined from baseline levels in both English Language Arts (50.41% to 46.62% meeting or exceeding standards) and Mathematics (44.67% to 35.86% meeting or exceeding standards). CAST Science results also declined slightly from 38.89% to 35.6% meeting or exceeding standards. However, language acquisition programs continued to demonstrate positive outcomes, including strong passing rates in German and Spanish assessments and high participation rates in several programs. These results indicate that while academic supports remain necessary to improve achievement in core academic subjects, language acquisition programming continues to be a strength of the organization.

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.

No significant changes were made to the overall goal or intended outcomes. AEA will continue to prioritize academic achievement in English Language Arts, Mathematics, Science, and language acquisition. Based on current results, additional emphasis will be placed on strengthening Tier I instruction, targeted interventions, data-driven instructional planning, and support for student groups demonstrating lower academic performance. The goal, metrics, and long-term targets remain appropriate and will continue to guide improvement efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Universal Design for Learning/Tier I	Full implementation of Universal Design for Learning/Tier I strategies in all classrooms	\$232,716.00	
2.2	Embedded intervention supports throughout each day	Small group intervention supports, differentiated learning within all classrooms and support classes.	\$1,248,514.00	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.	\$15,000.00	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.	\$15,562.00	

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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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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>Year 1 Outcome (Baseline): 2024–25 Summative ELPAC results for 66 LTEL students (Grades 6–8):</p> <p>-Level 4: 13.64%</p> <p>-Level 3: 51.52%</p> <p>-Level 2: 28.79%</p> <p>-Level 1: 6.06%</p> <p>-65.16% of LTEL students scored at Level 3 or above</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>All English Learners (EL) - CAASPP 2024-25</p> <p>(218 students tested, Grades 3-8)</p> <p>ELA: -16.06% met or exceeded standard (0% Exceeded, 16.06% Met) -57.34% scored at Standard Not Met (Level 1) -Strongest grade: Grade 7 at 30.91% Met</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 (Well Developed)</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)	Mathematics: -8.75% met or exceeded standard (2.76% Exceeded, 5.99% Met) -65.90% scored at Standard Not Met (Level 1) -Performance below 10% Met or Exceeded in all middle school grades -Grade 4 was the strongest at 27.59% Met or Exceeded Initial ELPAC: 45.95% Novice English Learner 24.32% Intermediate English Learner 29.73% Proficient Summative ELPAC - All ELs (301 students, K-8): -Level 4: 23.26% -Level 3: 44.85% -Combined Levels 3+4: 68.11% -Level 2: 25.25%		based on summative ELPAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Level 1: 6.64%			
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>Socioeconomically Disadvantaged (SED) Students - CAASPP 2024-25</p> <p>(488 students enrolled, Grades 3-8)</p> <p>ELA:</p> <p>-32.38% met or exceeded standard (10.25% Exceeded, 22.13% Met)</p> <p>-42.21% scored at Standard Not Met</p> <p>-Strongest grade: Grade 7 at 46.37% Met or Exceeded</p> <p>-Lowest grade: Grade 3 at 20.76% Met or Exceeded</p> <p>Mathematics:</p> <p>-21.56% met or exceeded standard (8.01% Exceeded, 13.55% Met)</p> <p>-48.67% scored at Standard Not Met</p> <p>-Strongest grade: Grade 4 at 25.45% Met or Exceeded</p>		<p>ELA 35.96% Met or exceeded standard</p> <p>Math 29.53% Met or exceeded standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Lowest grade: Grade 8 at 21.42% Met or Exceeded			
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	Students with Disabilities (SWD) - CAASPP 2024-25 (149 students with scores, Grades 3–8) ELA: -12.75% met or exceeded standard (1.34% Exceeded, 11.41% Met) -67.11% scored at Standard Not Met -Grade 5 strongest at 18.75% Met or Exceeded Mathematics: -6.72% met or exceeded standard (3.36% Exceeded, 3.36% Met) -78.52% scored at Standard Not Met -Grade 5 strongest at 6.25% Met or Exceeded		ELA 22.03% Met or exceeded standard Math 21.29% Met or exceeded standard	

Goal Analysis [2025-26]

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

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

AEA implemented the actions associated with Goal 3 to provide targeted academic and language supports for English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). Students received designated and integrated English Language Development instruction, intervention services, progress monitoring, and access to specialized supports through the Multi-Tiered System of Supports (MTSS). Planned actions were implemented substantially as intended. Successes included continued progress in English language proficiency for many English Learners and maintenance of targeted intervention structures. Challenges remain in closing achievement gaps for targeted student groups, particularly in Mathematics and English Language Arts for Students with Disabilities.

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

There were no material differences between budgeted expenditures and estimated actual expenditures related to Goal 3. Supplemental and concentration-funded services, intervention supports, English learner services, and specialized student supports were implemented substantially as planned and remained aligned with the actions identified in the LCAP.

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

The actions associated with Goal 3 produced mixed results. English Learners demonstrated continued progress in English language acquisition, with 46.81% of students scoring at ELPAC Levels 3 or 4 and 6.64% achieving Level 4. Long-Term English Learners also demonstrated growth in language proficiency, with 65.11% scoring at Level 3 or above on the Summative ELPAC. However, achievement gaps remain evident in academic outcomes. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continued to perform below schoolwide averages in both English Language Arts and Mathematics on the CAASPP assessments. These results indicate that existing supports are helping students develop language proficiency, but additional efforts are needed to accelerate academic achievement and close performance gaps among targeted student groups.

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.

No significant changes were made to the overall goal or intended outcomes. AEA will continue to prioritize supports for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities through targeted interventions, designated and integrated ELD instruction, progress monitoring, and MTSS supports. Based on current results, additional emphasis will be placed on improving academic achievement outcomes in English Language Arts and Mathematics while continuing efforts to increase English language proficiency and reclassification rates. The goal, metrics, and long-term targets remain appropriate and will continue to guide improvement efforts.

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.	\$467,662.00	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.	\$788,673.00	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).	\$1,905,451.00	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 3rd Year School Psychology Students, and ongoing collaboration between teachers and Learning Center Team.	\$669,607.00	Yes
3.5	Testing accommodations	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	\$888,788.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
3.6	Multi-Tier Systems of Support (MTSS)	Implement and monitor effectiveness of Tier 2 and Tier 3 interventions through a common data source/platform (PowerSchool). Support with appropriate professional development and additional staffing including Reading Interventionist/ELD Specialist(s) in TK-8.	\$249,934.00	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.	2025-26: 17% 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	2025-26: 8% of families attending Parent Universities completed surveys. 100% rated Parent University		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"		attended as "Very Good" to "Excellent"	
4.3	Measurement of participation rates for student and community events	<p>*Participation at new family events</p> <p>*Participation at Student conferences (Fall/Spring)</p> <p>*Participation at 5th grade exhibition and 8th grade community projects</p> <p>*Participation at community wellness events</p> <p>(Baseline to be tracked during 2024-25)</p>	<p>2025-26:</p> <p>New family Events: 74.4% participation rate</p> <p>Student Conferences (Elementary): 92% participation rate</p> <p>Student Conferences (Middle School): 95% participation rate</p> <p>5th Grade Exhibition: 54% participation rate</p> <p>8th Grade Community Project: 85% participation rate</p> <p>Wellness Events: 7.7% participation rate</p>		<p>70% Participation at new family events</p> <p>75% Participation at Student conferences (Fall/Spring)</p> <p>60% Participation at 5th grade exhibition and 8th grade community projects</p> <p>30% Participation at community wellness events</p>	
4.4	Interpretation services for school-wide monthly events provided with interpretation in Spanish and American Sign	100% of interpretation services are provided at all community events to support full participation	100% of community events provide Spanish interpretation services		100% of interpretation services are provided at all community events	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language (when requested).	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.	88% of AEA written communications and school-wide documents are translated into Spanish		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.	

Goal Analysis [2025-26]

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

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

AEA implemented the actions associated with Goal 4 to strengthen family engagement, improve communication, and increase opportunities for participation in school activities. Parent Universities, student conferences, community events, wellness activities, and multilingual communications were offered throughout the year. Interpretation services continued to be available for community events, and the majority of schoolwide communications were translated into Spanish. Successes included strong participation in student conferences and positive feedback from Parent University participants. Challenges remain in increasing participation rates across all family engagement opportunities.

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

There were no material differences between budgeted expenditures and estimated actual expenditures related to Goal 4. Family engagement activities, communication supports, interpretation services, and outreach efforts were implemented substantially as planned, and expenditures remained aligned with the actions identified in the LCAP.

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

The actions associated with Goal 4 were effective in maintaining and expanding opportunities for family engagement. Parent University participation increased from 11.6% to 17% of AEA families, exceeding the Year 3 target. Survey results remained highly positive, with 100%

of responding participants rating Parent Universities as "Very Good" to "Excellent." Participation in student conferences was strong, with 92% participation at the elementary school and 95% participation at the middle school. New family events achieved a 74.4% participation rate and the 8th Grade Community Project achieved an 85% participation rate, both exceeding target outcomes. Interpretation services continued to be provided at community events, and 88% of AEA communications and schoolwide documents were translated into Spanish. Areas for continued improvement include increasing participation in community wellness events and expanding participation in the 5th Grade Exhibition.

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.

No significant changes were made to the overall goal or intended outcomes. AEA will continue to expand family engagement opportunities, strengthen communication systems, and provide language access supports for families. Based on participation data from the current year, the organization will focus on increasing participation in community wellness events and strengthening family engagement opportunities connected to the 5th Grade Exhibition while maintaining strong participation in Parent Universities, student conferences, and community events. The goal, metrics, and target outcomes remain appropriate and will continue to guide improvement efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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 (when applicable)	\$3,285.00	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	\$139,983.00	No

Action #	Title	Description	Total Funds	Contributing
		viewing on the website. Combine events on the same evening for ease of attendance.		
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 school and at home based on need. AEA has a 24 hour hotline number for voice and text to ensure all families have their technology needs met.	\$529,638.00	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%	2025-26 (P3): Total ADA = 1,310.68 Total ADA % = 94.34%		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	2025-26: IB Self Study: 3rd - 5th = 68% favorable with an 82% participation rate 6th - 8th = 73% favorable with a		Kelvin (IB Self Study - Biannual): 3rd-5th = 70% favorable with a 70% participation rate 6th - 8th = 70% favorable with a	

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	42% participation rate		70% participation rate	

Goal Analysis [2025-26]

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

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

AEA implemented the actions associated with Goal 5 to improve student attendance and strengthen student engagement. Attendance monitoring, family outreach, attendance interventions, and student engagement activities were provided throughout the school year. Student climate and engagement data continued to be collected through the IB Self Study survey process. Planned actions were implemented substantially as intended. Successes included improved student engagement survey results at both grade spans and maintaining ADA above 94%. Challenges remain in increasing attendance to the long-term target of 95% and continuing efforts to reduce chronic absenteeism.

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

There were no material differences between budgeted expenditures and estimated actual expenditures related to Goal 5. Attendance improvement efforts, student engagement activities, and related supports were implemented substantially as planned and expenditures remained aligned with the actions identified in the LCAP.

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

The actions associated with Goal 5 were effective in maintaining strong attendance and improving student engagement. Average Daily Attendance remained stable at 94.34%, compared to the baseline of 94.71%. Student survey results exceeded target outcomes at both grade spans, with favorable responses increasing from 64% to 86% among students in grades 3–5 and from 69% to 73% among students in grades 6–8. Participation rates also improved for both groups. These results indicate that students continue to feel connected to their school experience and that engagement-focused actions are having a positive impact, although additional efforts are needed to reach the attendance target.

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.

No significant changes were made to the overall goal or intended outcomes. AEA will continue to implement attendance monitoring, family outreach, student engagement activities, and attendance intervention strategies. Based on current results, the organization will maintain a focus on improving attendance rates while continuing to strengthen student connectedness, belonging, and engagement through schoolwide programs and supports. The goal, metrics, and target outcomes remain appropriate and will continue to guide improvement efforts.

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.	\$359,749.00	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.	\$674,476.00	
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.	\$2,013,287.00	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.	\$80,555.00	

Action #	Title	Description	Total Funds	Contributing
5.5	Biannual Survey	Survey students and educational partners twice annually with multiple tools accessible for the community.	\$8,255.00	

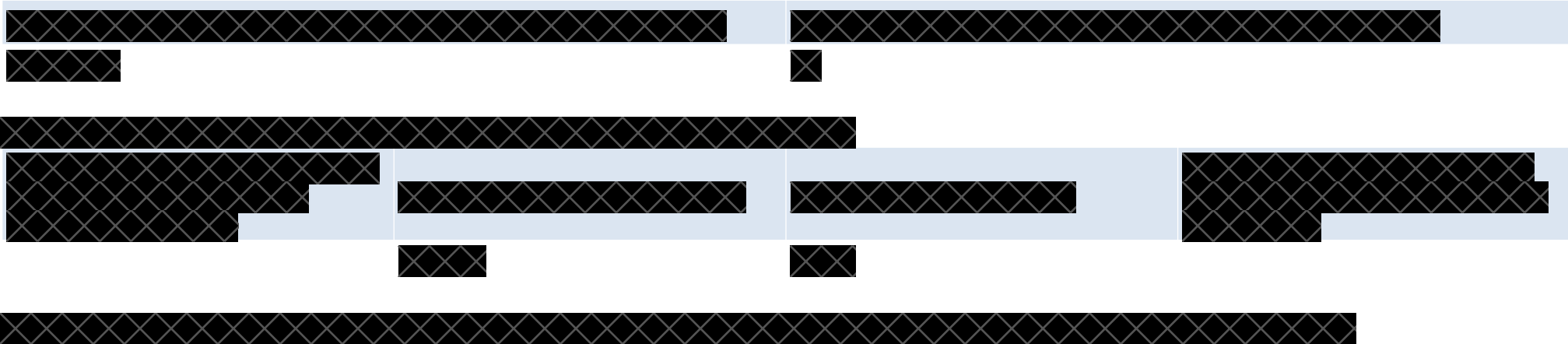
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,751,355	\$18,416

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
11.37%	0%	\$0	11.37%

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



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
	<p>Scope: LEA-wide</p>		
<p>3.2</p>	<p>Action: Expanded Learning Opportunities for Socioeconomically Disadvantaged students</p> <p>Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p> <p>Scope: LEA-wide</p>	<p>Expand extended day learning opportunities will include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.</p>	<p>3.1, 3.2, 3.3</p>
<p>3.4</p>	<p>Action: Early Intervention</p> <p>Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>3.1, 3.2, 3.3</p>

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

2026-27 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 %)
2026-27	\$ 15,408,470	\$ 1,751,355	11.366%	0.000%	11.366%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 13,576,549	\$ 4,546,465	\$ -	\$ 597,222	\$ 18,720,235.99	\$ 15,892,215	\$ 2,828,021

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	LEA-wide		Albert Einstein Academies	Ongoing	\$ 7,595,606	\$ 273,814	\$ 7,103,945	\$ 765,474	\$ -	\$ -	\$ 7,869,420	0.000%
1	2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 500,688	\$ -	\$ 500,688	\$ -	\$ -	\$ -	\$ 500,688	0.000%
1	3	Provide instructional materials and resources to support all IB initiatives.	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ -	\$ 58,995	\$ 7,704	\$ 51,291	\$ -	\$ -	\$ 58,995	0.000%
2	1	Universal Design for Learning/Tier I	All	Yes	LEA-wide	All	Albert Einstein Academies	Ongoing	\$ 232,716	\$ -	\$ 232,716				\$ 232,716	0.000%
2	2	Embedded intervention supports throughout each day	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 507,094	\$ 171,992	\$ 373,087	\$ 249,885	\$ -	\$ 56,114	\$ 679,086	0.000%
2	2	Embedded intervention supports throughout each day	All	Yes	LEA-wide	All	Albert Einstein Academies	Ongoing	\$ 569,428	\$ -	\$ 569,428				\$ 569,428	0.000%
2	3	Develop and implement MTSS framework	All	No	LEA-wide		Albert Einstein Academies Middle School	Ongoing	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.000%
2	4	Universal screening of all students new to AEA	All	No	LEA-wide		Albert Einstein Academies Middle School	Ongoing	\$ -	\$ 15,562	\$ 15,562	\$ -	\$ -	\$ -	\$ 15,562	0.000%
3	1	Targeted English Language Learner (ELL) support	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 314,765	\$ 68,917	\$ 127,174	\$ 20,859	\$ -	\$ 235,650	\$ 383,682	0.000%
3	1	Targeted English Language Learner (ELL) support	EL	Yes	LEA-wide	All	Albert Einstein Academies	Ongoing	\$ 83,979	\$ -	\$ 83,979				\$ 83,979	0.000%
3	2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 711,117	\$ 77,556	\$ 7,544	\$ 781,129	\$ -	\$ -	\$ 788,673	0.000%
3	3	Consistent Universal Design for Learning (UDL) implementation	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 1,678,963	\$ 226,488	\$ 389,115	\$ 1,314,206	\$ -	\$ 202,130	\$ 1,905,451	0.000%
3	4	Early Intervention	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 353,805	\$ (0)	\$ 250,476	\$ -	\$ -	\$ 103,329	\$ 353,805	0.000%
3	4	Early Intervention	All	Yes	LEA-wide	All	Albert Einstein Academies	Ongoing	\$ 315,802	\$ -	\$ 315,802				\$ 315,802	0.000%
3	5	Testing accomodations	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 888,787	\$ -	\$ 235,528	\$ 653,260	\$ -	\$ -	\$ 888,787	0.000%
3	6	Multi-Tier Systems of Support (MTSS)	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 249,934	\$ -	\$ 249,934	\$ -	\$ -	\$ -	\$ 249,934	0.000%
4	1	Develop high interest Parent Universities that all families have access to.	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ -	\$ 3,285	\$ 3,285	\$ -	\$ -	\$ -	\$ 3,285	0.000%
4	2	Family outreach and engagement	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 84,703	\$ 55,280	\$ 139,983	\$ -	\$ -	\$ -	\$ 139,983	0.000%
4	3	Support student needs for technology and internet.	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 392,476	\$ 137,162	\$ 529,639	\$ -	\$ -	\$ -	\$ 529,639	0.000%
5	1	Create positive school culture	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ -	\$ 359,749	\$ 359,749	\$ -	\$ -	\$ -	\$ 359,749	0.000%
5	2	Socio-emotional supports	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 121,278	\$ -	\$ 9,426	\$ 111,852	\$ -	\$ -	\$ 121,278	0.000%
5	2	Socio-emotional supports	All	Yes	LEA-wide	All	Albert Einstein Academies	Ongoing	\$ 553,197	\$ -	\$ 553,197				\$ 553,197	0.000%

2026-27 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 %)
2026-27	\$ 15,408,470	\$ 1,751,355	11.366%	0.000%	11.366%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 13,576,549	\$ 4,546,465	\$ -	\$ 597,222	\$ 18,720,235.99	\$ 15,892,215	\$ 2,828,021

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	3	Student health and safety	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 657,320	\$ 1,355,967	\$ 1,414,778	\$ 598,509	\$ -	\$ -	\$ 2,013,287	0.000%
5	4	Attendance Intervention supports for chronically absent students	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ 80,555	\$ -	\$ 80,555	\$ -	\$ -	\$ -	\$ 80,555	0.000%
5	5	Survey educational partners	All	No	LEA-wide		Albert Einstein Academies	Ongoing	\$ -	\$ 8,255	\$ 8,255	\$ -	\$ -	\$ -	\$ 8,255	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 15,408,470	\$ 1,751,355	11.366%	0.000%	11.366%	\$ 1,755,122	0.000%	11.391%	Total:	\$ 1,755,122
								LEA-wide Total:	\$ 1,755,122
								Limited Total:	\$ -
								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	LEA-wide	All	Albert Einstein Academies	\$ 232,716	0.000%
2	2	Embedded intervention supports throughout	Yes	LEA-wide	All	Albert Einstein Academies	\$ 569,428	0.000%
3	1	Targeted English Language Learner (ELL) s	Yes	LEA-wide	All	Albert Einstein Academies	\$ 83,979	0.000%
3	4	Early Intervention	Yes	LEA-wide	All	Albert Einstein Academies	\$ 315,802	0.000%
5	2	Socio-emotional supports	Yes	LEA-wide	All	Albert Einstein Academies	\$ 553,197	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 18,059,160.31	\$ 18,924,484.05

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	Provide IBPYP and IBMYP Level I, II and higher training	No	\$ 7,149,584	\$ 7,792,629
1	2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	No	\$ 816,152	\$ 670,579
1	3	Provide instructional materials and resources to support all IB initiatives.	No	\$ 56,866	\$ 57,625
2	1	Universal Design for Learning/Tier I	No	\$ 6,867	\$ 10,273
2	1	Universal Design for Learning/Tier I	Yes	\$ 193,153	\$ 215,252
2	2	Embedded intervention supports throughout each day	No	\$ 537,514	\$ 985,318
2	2	Embedded intervention supports throughout each day	Yes	\$ 332,844	\$ 255,573
2	3	Develop and implement MTSS framework	No	\$ 6,695	\$ 6,695
2	4	Universal screening of all students new to AEA	No	\$ 4,944	\$ 15,000
3	1	Targeted English Language Learner (ELL) support	No	\$ 361,802	\$ 374,470
3	1	Targeted English Language Learner (ELL) support	Yes	\$ 179,600	\$ 202,681
3	2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	No	\$ 831,083	\$ 818,459

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 18,059,160.31	\$ 18,924,484.05

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	Consistent Universal Design for Learning (UDL) implementation	No	\$ 2,016,217	\$ 1,960,968
3	4	Early Intervention	No	\$ 386,781	\$ 447,289
3	4	Early Intervention	Yes	\$ 304,579	\$ 459,896
3	5	Testing accommodations	No	\$ 910,524	\$ 791,585
3	6	Multi-Tier Systems of Support (MTSS)	No	\$ 202,117	\$ 298,656
4	1	Develop high interest Parent Universities that all families have access to.	No	\$ 3,166	\$ 3,166
4	2	Family outreach and engagement	No	\$ 174,653	\$ 191,853
4	3	Support student needs for technology and internet.	No	\$ 464,226	\$ 426,874
5	1	Create positive school culture	No	\$ 308,540	\$ 347,074
5	2	Socio-emotional supports	No	\$ 106,907	\$ 158,013
5	2	Socio-emotional supports	Yes	\$ 569,730	\$ 495,624
5	3	Student health and safety	No	\$ 2,029,147	\$ 1,868,920

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,552,307	\$ 1,579,905	\$ 1,629,027	\$ (49,122)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Universal Design for Learning/Tier I	Yes	\$ 193,153	\$ 215,252.37	0.000%	0.000%
2	2	Embedded intervention supports throughout each day	Yes	\$ 332,844	\$ 255,572.58	0.000%	0.000%
3	1	Targeted English Language Learner (ELL) support	Yes	\$ 179,600	\$ 202,681.39	0.000%	0.000%
3	4	Early Intervention	Yes	\$ 304,579	\$ 459,896.21	0.000%	0.000%
5	2	Socio-emotional supports	Yes	\$ 569,730	\$ 495,624.27	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 14,579,996	\$ 1,552,307	0.000%	10.647%	\$ 1,629,027	0.000%	11.173%	\$0.00 - No Carryover	0.00% - No Carryover

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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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