



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academy of Careers and Exploration

CDS Code: 36677360116723

School Year: 2026-27

LEA contact information:

Scott Bates

Principal

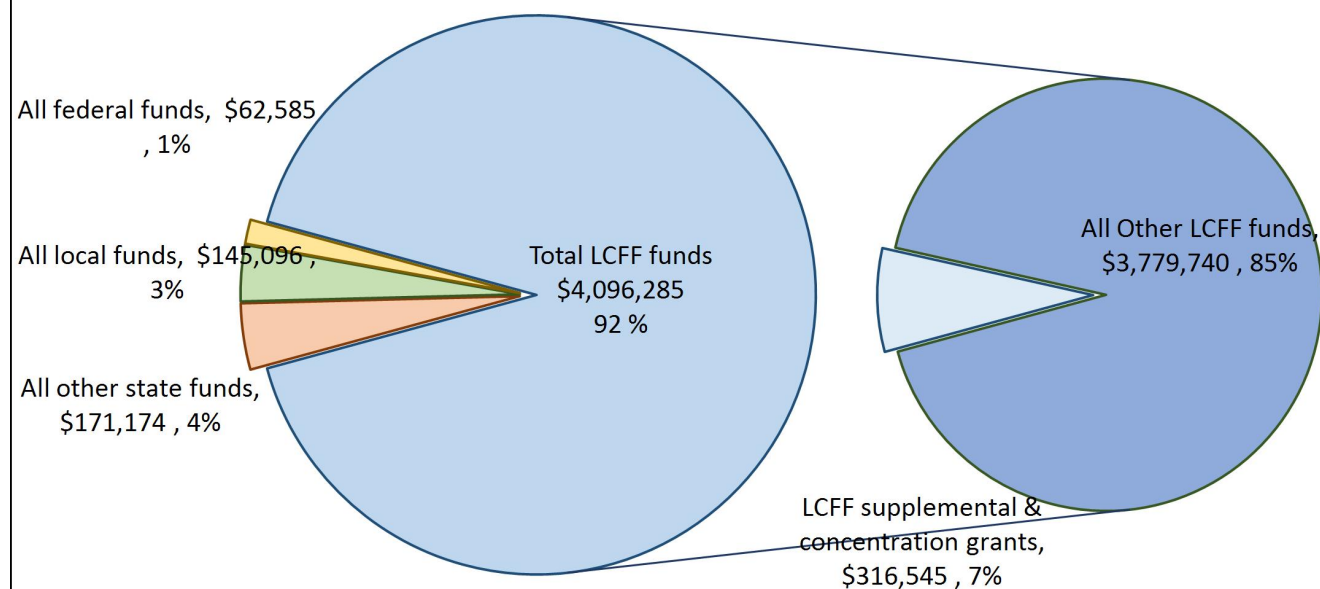
sbates@helendalesd.com

760-952-1266

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

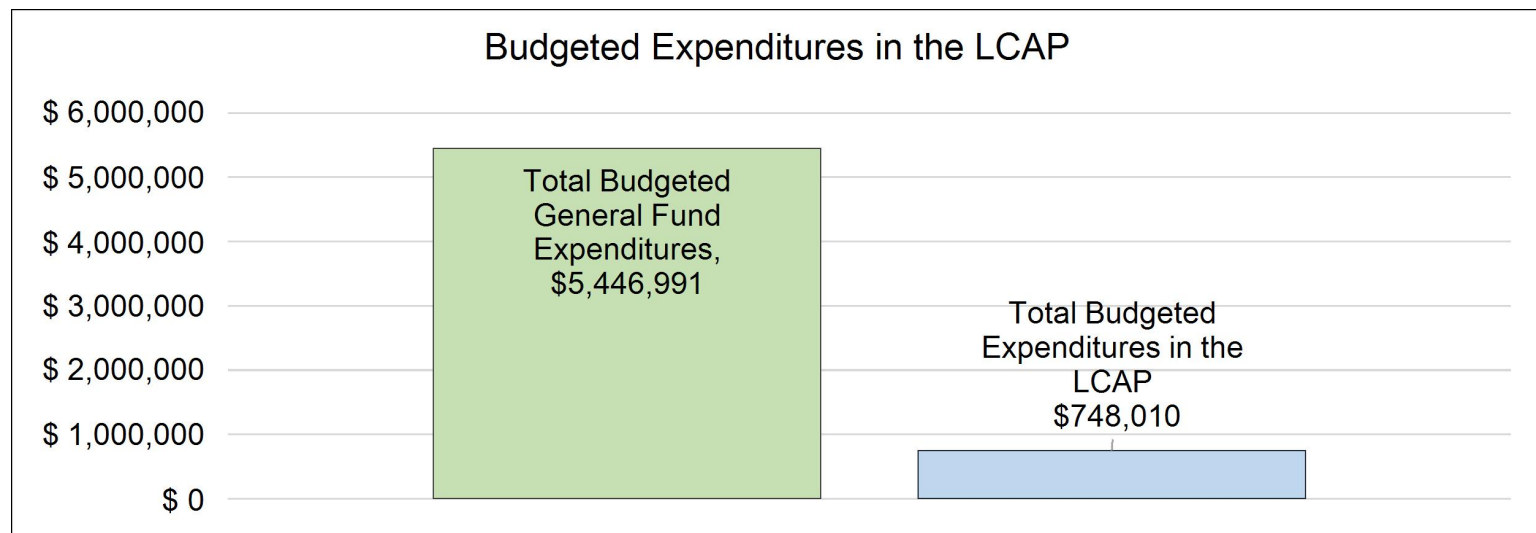


This chart shows the total general purpose revenue Academy of Careers and Exploration expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy of Careers and Exploration is \$4,475,140, of which \$4096285 is Local Control Funding Formula (LCFF), \$171174 is other state funds, \$145096 is local funds, and \$62585 is federal funds. Of the \$4096285 in LCFF Funds, \$316545 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 Academy of Careers and Exploration 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: Academy of Careers and Exploration plans to spend \$5446991 for the 2026-27 school year. Of that amount, \$748010 is tied to actions/services in the LCAP and \$4,698,981 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Academy of Careers and Exploration's General Fund Budget includes essential operational and instructional expenditures that fall outside the scope of the LCAP, such as salaries and benefits for certificated and classified staff, facilities maintenance and operations, core curriculum instructional materials, health services, and district-wide administrative functions including payroll, special education, and assessment. These investments are critical to maintaining a safe, functional, and effective learning environment across all sites, even when not directly aligned with specific LCAP goals.

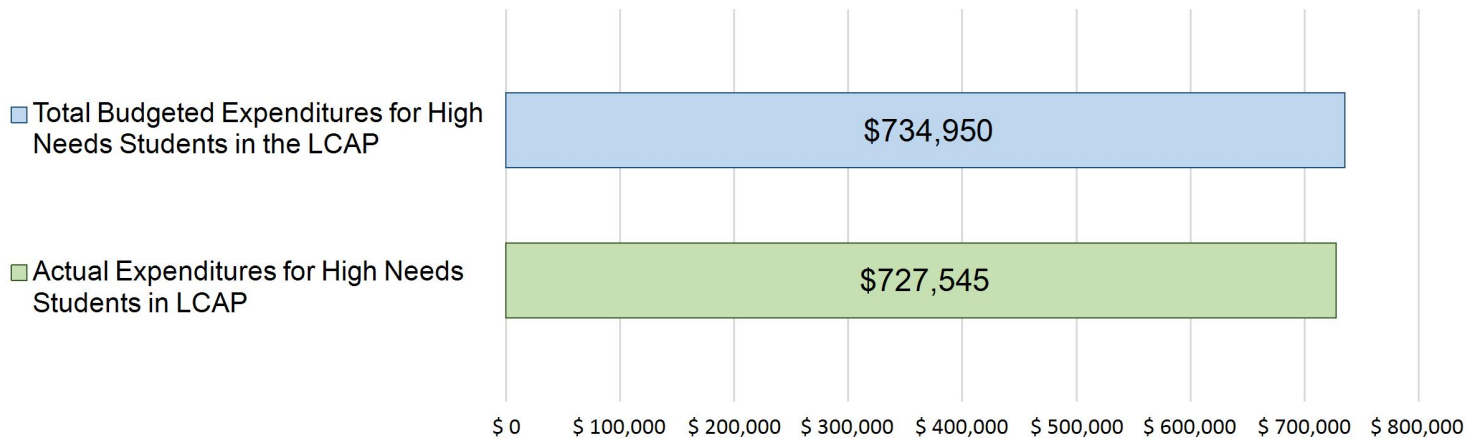
## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Academy of Careers and Exploration is projecting it will receive \$316545 based on the enrollment of Foster Youth, English learner, and low-income students. Academy of Careers and Exploration must describe how it intends to increase or improve services for high needs students in the LCAP. Academy of Careers and Exploration plans to spend \$734367 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Academy of Careers and Exploration budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Academy of Careers and Exploration 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, Academy of Careers and Exploration's LCAP budgeted \$734,950 for planned actions to increase or improve services for high needs students. Academy of Careers and Exploration actually spent \$727,545 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$7,405 had the following impact on Academy of Careers and Exploration's ability to increase or improve services for high needs students:

In 2025-26, ACE's actual expenditures for actions and services to increase or improve services for high needs students totaled \$727,545.32, compared to a budgeted amount of \$734,950. Despite this difference, the overall increased or improved services for foster youth, English learners, and low-income students were not adversely impacted. All contributing actions were fully implemented as planned, and high needs students continued to receive the full scope of supports and services intended, including reduced class sizes, supplemental curriculum, transportation, bilingual aide support, school counseling, tutoring, and career and technical education opportunities. The minor variance in expenditures reflects savings realized across select actions, such as through multi-licensing agreements, utilization of other funding sources, etc., and did not result in any reduction or elimination of services for unduplicated student populations.



# 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                        |
|-------------------------------------|--------------------------|----------------------------------------|
| Academy of Careers and Exploration  | Scott Bates<br>Principal | sbates@helendalesd.com<br>760-952-1266 |

## 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.

ACE is dedicated to providing a comprehensive and personalized educational experience for students in grades 7-12 with enrollment of 282. Our mission is to empower students to achieve academic excellence, develop essential life skills, and prepare for postsecondary success. ACE is part of the Helendale School District (HSD), a small, tight-knit community located in the high desert on historic Route 66. With just over 5,000 residents, Helendale School District serves the community with one elementary school (grades TK – 6) and one middle school (grades 7 – 8). With an enrollment of 723 students in both schools, the demographics represented in the district include White (33.4%), Hispanic (54.8%), African American (7%), American Indian (0.14%), Asian (0.55%), Filipino (0.41%%), Pacific Islander (0.28%), and Two or More Races (2.9%). The unduplicated student population (one or more of the following) for ACE comprises Low Income (46%), English Learners (4.6%), and Foster Youth (0.4%). While HSD does not meet the threshold to establish a District English Learner Advisory Committee (DELAC) or English Learner Advisory Committee (ELAC), the district prioritizes regular engagement with parents and students to support the needs of its English Learner population.

Pursuant to California Education Code Section 64001(i), Academy of Careers and Exploration (ACE) Charter qualifies to use the Local Control and Accountability Plan (LCAP) to meet the federal requirements of the School Plan for Student Achievement (SPSA). As a single-school district not currently identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under the federal Every Student Succeeds Act (ESSA), Helendale School District authorized ACE to consolidate the planning, budgeting, and monitoring processes into one comprehensive LCAP.

The LCAP includes all required elements of a compliant SPSA, including educational partner engagement, strategies to improve student outcomes, and planned expenditures aligned to state and federal funding, including Title I. This integration ensures alignment of goals, metrics, and resource allocation in support of improved academic achievement and continuous school improvement.

## Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Any Student Group within any School with Lowest Performance Outcomes:

Math: Socioeconomically Disadvantaged

ELA: Socioeconomically Disadvantaged

School Climate:

Suspension Rate: Hispanic, Students with Disabilities (SWD)

Pupil Engagement

Chronic Absenteeism: 15 Students due to the small number the student groups were not identified for student privacy.

School Sites - All Student Groups showing the lowest performance levels

Riverview Middle School:

Pupil Engagement: Chronic Absenteeism

Local Data (2023/2024):

ELA

Secondary Edmentum

All Students - 28%

Low Income - 20%

Math

Secondary Edmentum

All Students - 18%

Low Income - 16%

The 2025 California School Dashboard for ACE shows that the following student groups are performing at the lowest performance level (Red):

\*Any Student Group within any School with Lowest Performance Outcomes:

ACE  
School Climate  
Suspension Rate - Socioeconomically Disadvantaged

The Academy of Careers and Exploration's 2025 California School Dashboard results reflect meaningful strengths alongside persistent areas that require focused, strategic attention. ACE demonstrated a decline in graduation outcomes, with a graduation rate of 96.7%—a decrease of 1.6 percentage points from the prior year. Suspension rates increased by 0.3 percentage points to 6%, reflecting a need to reintroduce the positive impact of PBIS implementation and restorative behavioral supports. Building on prior year gains, ACE saw improvement in Mathematics, with an increase of 16.5 points, and College/Career, where ACE increased preparedness by 7.5%.

However, the 2025 Dashboard also reveals significant challenges that demand continued attention. Chronic absenteeism stands at 35.3%, representing ACE's most pressing concern and one with direct implications for student engagement and academic achievement. Academically, ACE continues to perform below standard in both ELA (-35.7 DFS) and Mathematics (-83 DFS). English Learner progress on the ELPI remains a critical concern at 7.7%, reflecting significant challenges in language acquisition. The College and Career Indicator shows that only 33.3% of students are prepared, underscoring the need to expand access to pathways and A-G coursework. At the subgroup level, Hispanic students increased in Mathematics, Socioeconomically Disadvantaged students reached a red-level indicator for suspension rate, and Socioeconomically Disadvantaged students saw declines in graduation rate by -0.7%. To address these priorities, ACE will strengthen chronic absenteeism interventions through re-engagement strategies, mentorship, and family outreach (Goal 1, Action 8; Goal 2, Actions 1 and 3), expand college and career readiness pathways and A-G access (Goal 1, Action 9), and deepen professional development in EL instructional strategies and differentiated instruction to improve outcomes for English Learners and Students with Disabilities (Goal 1, Action 4).

\*Local Data (2025/26):

\*ACE Results

Reading

Window 1 8/12/25 to 10/10/25

Edmentum

All Students – 29%

Window 2 10/11/25 to 12/20/25

Edmentum  
All Students – 48%

Window 3 12/21/25 to 3/13/26

Edmentum  
All Students – 48%

Window 4 3/14/26 to 5/27/26

Edmentum  
All Students – Data reflects fewer than 11 students tested; not representative for reporting purposes.

Math

Window 1 8/12/25 to 10/10/25

Edmentum  
All Students – 37%

Window 2 10/11/25 to 12/20/25

Edmentum  
All Students – 54%

Window 3 12/21/25 to 3/13/26

Edmentum  
All Students – 56%

Window 4 3/14/26 to 5/27/26

Edmentum  
All Students – 55%

ACE is working to decrease inconsistencies and create uniformity with regard to testing and benchmarks to truly reflect student achievement. For the 2025-26 school year, ACE has increased the number of resources and supports available to help students engage with social-emotional learning and improve their mental health. Local benchmark data reflect encouraging improvement in mathematics across all testing windows, with students showing consistent growth from fall through spring. Reading data similarly reflects meaningful growth from Window 1 through Window 3, demonstrating that instructional supports and interventions are positively impacting student literacy outcomes.

\*LCAP Survey

ACE survey results were combined with Riverview Middle School to represent Helendale Secondary School (HSS). Therefore, HSS had 502 participants take the LCAP survey this year. There were 360 students, 118 parents/community members, and 24 staff members. The results indicated the following:

Percentage of Students who Agree/Yes with the following statements:

96.87% I am safe in my classroom.

64.39% I feel safer in the bathroom this year than in previous years.

96.25% I feel safe when I ride the bus. (75.28% noted that they do not ride the bus.)

95.09% I consistently follow the school rules and expectations.

92.49% When in class, students (including me) are held accountable for school rules and expectations.

83.24% There is at least one staff member I feel comfortable going to when I need help.

Percentage of Parents/Community Members who Agree/Yes with the following statements:

88.07% I am confident that my child will get a high-quality education at school.

86.24% My child is safe when attending school.

94.50% As a parent, I feel welcomed at my child's school.

87.16% I am aware of the volunteer opportunities at my child's school (e.g., in the classroom, Parent Teacher Committee [PTC], School Site Council [SSC], field trips, etc.)

21.10% I have attended school/district meetings or events held this year (in-person or virtually).

88.99% There is effective communication between my child's school (teachers, staff, etc.) and parents.

87.16% My child feels included, supported, and accepted as a valuable member of their school community.

Percentage of Classified/Certificated Staff Members who Strongly Agree/Agree with the following statements:

87.50% There is a strong sense of purpose and vision where I work.

59.09% PBIS is consistently implemented at my school site.

83.33% I have the training and support to do my job effectively.

87.50% I have the resources I need to do my job effectively.

95.83% I have opportunities to attend professional development (PD).

95.24% Achievement data is the primary indicator that we use to drive instruction at our school.

86.96% Our site works as a team to improve student achievement.

87.50% Our site is operationally well-managed.

54.17% Our district is operationally well-managed.

66.67% Staff efforts are recognized.

95.83% I would recommend our school to parents.

Overall, the LCAP survey results reflect strong positive perceptions across all three groups in several key areas. Students reported high levels of classroom safety at 96.87%, consistent adherence to school rules and expectations at 95.09%, and strong peer accountability in the classroom at 92.49%. Parents expressed high confidence in education quality at 88.07%, school safety at 86.24%, and communication with school staff at 88.99%, with 94.50% reporting that they feel welcomed at ACE. Staff reported a strong sense of purpose and vision at 87.50%, high access to professional development at 95.83%, and strong use of achievement data to drive instruction at 95.24%, reflecting a data-informed instructional culture. These results affirm meaningful progress in school climate, adult-student relationships, and the sense of belonging that is foundational to student engagement (Goal 2, Actions 1, 2, and 3; Goal 3, Action 2).

Despite these strengths, several survey results highlight areas that will be directly addressed through LCAP actions. Parent attendance at school and district meetings was notably low at 21.10%, signaling that logistical barriers — including meeting times, awareness, and accessibility — continue to limit family participation. The District will respond by diversifying meeting times, strengthening outreach and communication about upcoming events, and expanding virtual engagement options (Goal 3, Actions 1 and 2). Student perceptions of bathroom safety at 64.39% warrant a targeted review of supervision and safety protocols (Goal 2, Actions 1 and 3). Additionally, PBIS consistency among staff was reported at 59.09%, indicating that implementation fidelity varies and that more sustained professional development and coaching are needed to ensure cohesive application of positive behavior expectations across the site (Goal 2, Action 1). Staff recognition also showed room for growth at 66.67%, and the district will continue to prioritize efforts to acknowledge and celebrate staff contributions. By addressing these areas through targeted, equity-focused actions, ACE remains committed to deepening the partnerships and systems needed to improve outcomes for all students.

#### \*Learning Recovery Emergency Block Grant (LREBG) Funds

Academy of Careers and Exploration has \$15,787 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be allocated to support LCAP goals and actions.

To ensure these funds are effectively targeted, the district conducted a comprehensive needs assessment, incorporating 2025 California Dashboard data for English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate, along with input from educational partners and local assessments. This thorough analysis identified key areas of need and informed the selection of one strategic action funded, in whole or in part, by the LREBG.

This action aligns with the requirements of EC Section 32526(c)(2) and is designed to enhance both the academic and socio-emotional well-being of all students, with a particular emphasis on those facing the greatest challenges.

**Action 1.3 Class size reduction:** Partially funded by LREBG funds, this action aims to lower student-to-teacher ratios in targeted grade levels and subject areas, enabling more individualized instruction, fostering improved classroom management, and promoting increased academic engagement and achievement. By reducing class sizes, teachers can implement evidence-based instructional strategies that accelerate learning progress for all students, particularly those who have been disproportionately impacted by learning loss.

This initiative is primarily focused on meeting the needs of underrepresented student groups, who often require additional support to bridge achievement gaps. By creating smaller and more focused learning environments, this action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing students with more targeted and intensive academic interventions. Research indicates that students in smaller classes show faster gains in ELA and mathematics, leading to improved overall academic performance. As a result, this strategy is expected to yield measurable improvements in student achievement, directly addressing areas of need identified through the comprehensive needs assessment.

# Reflections: Technical Assistance

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

The San Bernardino County Superintendent of Schools (SBCSS) provides technical assistance to the district by assigning a Program Manager to support small school districts in addressing their unique challenges and needs. ACE receives additional technical assistance from the district through this process.

## 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.

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers, principals, administrators, classified staff, certificated staff, CSEA, HPTA, parents, community members, Board of Education, and students                                                            | Beginning January 12, 2026, an LCAP survey was distributed to all teachers, principals, classified staff members, members of CSEA and HPTA (our local bargaining units), parents, community members, and students from 3rd to 12th grade. The survey was created via Survey Monkey and had 15 questions for students, 10 questions for parents/community members, and 16 questions for staff. A survey link was emailed district wide as well as posted to social media and our district's website. The survey was also sent out via Aeries communication. Three separate surveys were created and staff needed to select their role and school site, students to select their site and grade level, and parents/community members to select the site they are associated with, if any. The survey had Agree/Disagree questions and Yes/No questions. The survey closed on February 13, 2026. |
| Parent Advisory Committee - Parents representing all students at all school sites (English Learners, Long-term English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities) | LCAP development and input meetings were held in person on March 3, 2026. One session for parents/community members in the morning , and one session for the parents/community members was held in the evening. During the meeting, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2025 California Dashboard along with data from the LCAP survey. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the parents regarding goals, actions and metrics that should be kept, revised or removed when                                                                                                                                                                                                    |

| Educational Partner(s)                                                            | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <p>developing the 2026/2027 LCAP. Parents were encouraged to discuss concerns and way the district can provide support.</p> <p>The 2026-27 LCAP draft was presented to the PAC on May 18, 2026. As no comments were submitted from the PAC, there was not a written response from the superintendent.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Administration, Certificated, Classified Staff Members, and Union Representatives | <p>LCAP development and input meetings were held in person on March 4 and 6, 2026, and on April 24 and 27, 2026. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2025 California Dashboard. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. Staff participated in the Stop, Start, Continue activity where staff discussed in small groups what they thought should continue to be implemented throughout the district and their school site, as well as what should stop completely or start for the following school year. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Staff members were encouraged to discuss concerns and way the district can provide support.</p> <p>Both Unions had their local representatives present at the meetings and were active in the discussion and provided feedback on the goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP.</p> |
| Student Advisory Committee (SAC) - 5th-11th-Grade Students                        | <p>The Student Advisory Council, consists of student representatives from each grade level 5th-11th. LCAP development and input meetings were held in person on February 26, 2026 for 5th and 6th graders, and on March 5, 2026 for 7th to 11th-graders. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the goals and had the discussion focus on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Students were encouraged to discuss concerns and ways the district can provide support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Educational Partner(s)           | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | The 2026-27 LCAP draft was presented to the SAC on April 30, 2026. As no comments were submitted from the SAC, there was not a written response provided from the superintendent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Leadership Team - Administration | The leadership team met on December 8, 2025 and December 18, 2025 to discuss the strategic planning and revising the LCAP survey. Prior practices were discussed on LCAP development and educational partner meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Desert Mountain SELPA            | On March 20, 2026, ACE met with DM SELPA to consult with the DM SELPA Program Specialist to ensure needs of our students with disabilities are being met. ACE discussed the LCAP cycle, how SWD are represented in the goals, actions, and metrics, and how the LCAP is related to the CIM process. On May 15, 2026, an LCAP draft was shared with DM SELPA for consultation and feedback.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Board of Education               | The Mid-Year Report was presented to the Board of Education (BOE) at a regularly scheduled meeting on February 11, 2026. The BOE asked two questions concerning the budget and spent LCFF funds with regard to some actions that showed unspent funds. The Director of Educational Services and Academy of Careers and Exploration/Riverview Middle School Principal explained that some funds are encumbered and have yet to be spent as well as other funding sources take priority due to a more strict deadline that releases LCFF funds from being spent, allowing those funds to be spent on other materials, staff, etc. Later in the school year, ACE presented to the BOE the LCAP draft during a public hearing on June 22, 2026. The LCAP draft was provided to community members of the Helendale/Silver Lakes community 72 hours in advance of the public hearing meeting, along with the agenda and previous meeting minutes. The LCAP was available online, and a physical copy of the draft was supplied upon request. Afterward, the ACE LCAP was presented and adopted on June 24, 2026, by the district's local governing board. |

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

**\*Educational Partner Engagement and Influence on the 2026-27 LCAP**

The development of the Academy of Careers and Exploration's (ACE) 2026-27 LCAP was shaped by extensive engagement with educational

partners, including teachers, administrators, classified staff, parents, students, and community members. Feedback was gathered through PAC meetings, School Site Council (SSC) meetings, staff Start-Stop-Continue activities, student engagement sessions, and the annual LCAP survey. Partners affirmed areas of progress while identifying key needs that guided the refinement of 2026-27 goals and actions. The major themes and influences are summarized below.

#### Academic Support and Instructional Improvement

Actions Influenced: Goal 1, Actions 1, 2, 3, 4, 8, and 9

Who Provided Feedback: Certificated and classified staff, secondary students via engagement activity, parents via LCAP survey, and PAC meetings

- Reduce technology reliance in the classroom and more intentional integration of pathways to support student learning
- Desire for stronger student accountability systems and expanded recognition opportunities for academic achievement, including honor roll and athletics
- More after-school academic support and tutoring, with dedicated after-school transportation to support access
- Additional classroom support and smaller class sizes to allow teachers more individualized time with students
- Expanded course offerings, including elective options
- More hands-on, real-world, and cross-curricular learning opportunities
- Greater access to concurrent enrollment and college and career readiness pathways
- Only 12.5% of students agreed their teacher has enough time to help them when needed, reinforcing the need for class size reduction and additional instructional support

#### School Climate, Safety, and Student Well-Being

Actions Influenced: Goal 2, Actions 1, 2, and 3

Who Provided Feedback: Certificated and classified staff, secondary students via engagement activity, parents via LCAP survey, and PAC meetings

- Greater consistency in behavioral consequences and follow-through, with inconsistency in consequences
- Radios for all staff members and functioning water fountains
- More robust and consistent school-wide recognition systems
- Expanded clubs, sports, and school spirit opportunities to strengthen campus culture
- Need for additional campus supervision and stronger behavioral interventions
- Students reported 0% awareness of other adults available to help with schoolwork beyond their classroom teacher, and 0% utilization of tutoring services, reinforcing the need for stronger communication about available supports
- Student familiarity with Class Dojo and PBIS expectations was low, with 0% of students expressing understanding of the points system, signaling the need for more consistent PBIS implementation

#### Family and Community Engagement

Actions Influenced: Goal 3, Actions 1 and 2

Who Provided Feedback: Certificated and classified staff, parents via LCAP survey and PAC meetings, secondary students via engagement activity

- Parent attendance at school and district meetings was reported at 21.10%, with logistical barriers including scheduling conflicts, lack of awareness of meeting times and locations, and time constraints identified as primary factors

- Only 12.5% of students reported that their parents or guardians are aware of school events, underscoring the need for strengthened and more accessible family communication
- Promoting student achievements through the school website and dedicated social media presence
- Interest in expanded community events, local business partnerships, and alumni and signing day celebrations to strengthen the school-community connection
- Parents requested more consistent updates on school events, student progress, and important announcements

Leadership Stability, Communication, and Community Visibility

Actions Influenced: Goal 3, Actions 1 and 2

Who Provided Feedback: Certificated and classified staff, parents via LCAP survey, and PAC meetings

- Identified administrative turnover and governance instability as the most critical barriers to building and sustaining strong family and community relationships
- Promote student achievements through the school website and dedicated social media channels
- Prioritize consistent and proactive communication with families about school activities, student progress, and community events

In accordance with Education Code Section 64001(j), ACE utilizes its Local Control and Accountability Plan (LCAP) in place of a School Plan for Student Achievement (SPSA), as it operates as a dependent charter. The LCAP includes all required components to support continuous improvement, educational partner engagement, and alignment of goals and actions with identified student needs.

# Goals and Actions

## Goal

| Goal # | Description                                                                                                            | Type of Goal |
|--------|------------------------------------------------------------------------------------------------------------------------|--------------|
| 1      | Excel in Learning: Drive students' academic success with engaging, challenging curriculum and effective interventions. | Broad Goal   |

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Helendale School District, ACE, and their educational partners believe that educating the youth of the community is our most important task. During the LCAP development process, it was clear that Quality Learning and Instruction for All Students was the priority for all members of the community who were involved in the LCAP development. The California School Dashboard showed our 2023 ELA CAASPP scores for all students at -27.5 Difference From Standard (DFS), Socio-economically Disadvantaged at -40 DFS, English Learners at -16.2 DFS, Students with Disabilities -78 DFS, and our Hispanic students group 26.2 DFS. The California School Dashboard showed our 2023 Math CAASPP scores for All Students at -44.3 DFS, Socioeconomically Disadvantages at -57.6 DFS, English Learners at -32 DFS, Students with Disabilities -95.6 DFS, and our Hispanic student group -47.6 DFS. The 2022-23 CAASPP outcomes also showed 45.65% of all students met or exceeded proficiency in English Language Arts, and 35.38% of all students met or exceeded proficiency in Math. The District is implementing comprehensive actions to improve student engagement and academic performance. These actions include providing and maintaining devices for each student, reduced teacher to student ratio classrooms, provide professional development for our staff, and student transportation. These actions will all work toward a positive outcome for our students to increase their academic achievement.

ACE also recognizes the importance of ensuring that all classrooms are led by appropriately credentialed teachers (Metric 1.7) and are supported with state standards-aligned instructional materials (Metric 1.4) and a broad course of study (Metric 1.15). The district continues to implement State Board-adopted content standards (Metric 1.14) with fidelity across all schools. By supporting teacher growth, promoting high-quality instruction, and maintaining equitable access to resources, the district is committed to closing achievement gaps and creating a learning environment where every student can thrive. Metric 1.12 (CAST) The California science Test (CAST) is included as a current metric in our LCAP to monitor students progress in science; however, it is not currently tied to a specific goal, as ACE is in the process of analyzing data to identify trends and determine appropriate actions for future goal development.

# Measuring and Reporting Results

| Metric # | Metric                                                                                                                        | Baseline                                                                                              | Year 1 Outcome                                                                                           | Year 2 Outcome                                                                                             | Target for Year 3 Outcome                                                 | Current Difference from Baseline                                              |
|----------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1.1      | CAASPP MATH<br><br>Difference From Standard (DFS)<br><br>Source: California School Dashboard                                  | 2023 CA Dashboard<br><br>All : -44.3 DFS<br>EL: -32 DFS<br>SED: -57.6 DFS<br>SWD: -95.6 DFS           | 2024 CA Dashboard<br><br>District<br>All : -39.1 DFS<br>EL: -56.2DFS<br>SED: -58.1 DFS<br>SWD: -86.6 DFS | 2025 CA Dashboard<br><br>District<br>All : -43.4 DFS<br>EL: -81.4DFS<br>SED: -52 DFS<br>SWD: -85.7 DFS     | District<br>All : -40 DFS<br>EL: -27 DFS<br>SED: -48 DFS<br>SWD: -75 DFS  | District<br>All : +1.0 DFS<br>EL: -49.4 DFS<br>SED: +5.6 DFS<br>SWD: +9.9 DFS |
| 1.2      | CAASPP ELA<br><br>Difference From Standard (DFS)<br><br>Source: California School Dashboard                                   | 2023 CA Dashboard<br><br>All : -27.5 DFS<br>EL: -16.2 DFS<br>SED: -40 DFS<br>SWD: -78 DFS             | 2024CA Dashboard<br><br>District<br>All : -12.4 DFS<br>EL: -43.7 DFS<br>SED: - 30 DFS<br>SWD: -76.9 DFS  | 2025 CA Dashboard<br><br>District<br>All : -23.7 DFS<br>EL: -58.1 DFS<br>SED: - 37.9 DFS<br>SWD: -82.1 DFS | District<br>All : -20 DFS<br>EL: -10 DFS<br>SED: - 28 DFS<br>SWD: -58 DFS | District<br>All : +3.8 DFS<br>EL: -41.9 DFS<br>SED: +2.1 DFS<br>SWD: -4.1 DFS |
| 1.3      | Class size ratio grades K-3<br><br>Number of students per class<br><br>Source: Local Data                                     | 23:1 student to class ratio<br><br>Local Data 2022/23                                                 | ACE does not have students in grades K-3 enrolled.                                                       | ACE does not have students in grades K-3 enrolled.                                                         | maintain lower than 24:1 student to class ratio                           | ACE does not have students in grades K-3 enrolled.                            |
| 1.4      | Access to aligned instructional material<br><br>Percentage Rate<br><br>Source: California School Dashboard (local indicators) | 100% of students have access to standard aligned instructional materials.<br><br>(Local Data 2022-23) | 100% of students have access to standard aligned instructional materials.<br><br>(Local Data 2023-24)    | 100% of students have access to standard aligned instructional materials.<br><br>(Local Data 2024-25)      | 100% of students have access to standard aligned instructional materials. | No change                                                                     |
| 1.5      | English Learner Reclassification                                                                                              | 15% of ELL students were reclassified                                                                 | 22% of EL students were reclassified.                                                                    | District 15.9% of ELL students were reclassified.                                                          | 18% of ELL students were reclassified to                                  | +0.9%                                                                         |

| Metric # | Metric                                                                                 | Baseline                                                                                                                                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                          | Year 2 Outcome                                                                                                                                                                                                                                    | Target for Year 3 Outcome                                                                                                                                                                                                                                             | Current Difference from Baseline                                                                                                                                                                                                                                            |
|----------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Percentage Rate<br>Source: Local Data                                                  | (Local Data 2022-23)                                                                                                                                                                                                                                                                                                      | (Local Data 2023-24)                                                                                                                                    | (Local Data 2024-25)                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                             |
| 1.6      | State implemented ELPAC Test<br>Percentage Rate<br>Source: California School Dashboard | 72.13% of EL students were proficient on ELPAC<br>(ELPAC 2022-23)                                                                                                                                                                                                                                                         | 41.2% of EL students were proficient on ELPAC<br>(ELPAC 2023-24)                                                                                        | 26.09% of EL students were proficient on ELPAC<br>(ELPAC 2024-25)                                                                                                                                                                                 | 75% of EL students were proficient on ELPAC                                                                                                                                                                                                                           | -46.04%                                                                                                                                                                                                                                                                     |
| 1.7      | Teacher Misassignment<br>Percentage Rate<br>Source: California School Dashboard        | District maintained a 0% teacher misassignment.<br>(Local Data 2023-24)                                                                                                                                                                                                                                                   | District maintained a 5.4% teacher misassignment.<br>California School Dashboard                                                                        | District maintained a 0% teacher misassignment.<br>(Local Data 2024-25)                                                                                                                                                                           | 0% teacher misassignment                                                                                                                                                                                                                                              | No change                                                                                                                                                                                                                                                                   |
| 1.8      | English Language Arts Benchmark Assessments<br>Percentage Rate<br>Source: Local Data   | Elementary iReady<br>All Students - 33%<br>Low Income - 30%<br><br>Elementary Renaissance STAR<br>All Students - 45.5%<br>Low Income - 39%<br>SWD - 10%<br>EL - 4.8% (2025-26)<br><br>Secondary Edmentum (In progress)<br>All Students - 28%<br>Low Income - 20%<br>SWD - 0% (2025-26)<br>EL - N-size too small (2025-26) | Elementary iReady<br>All Students - 38%<br>Low Income - 35%<br><br>Secondary Edmentum<br>All students - 72%<br>Low Income - 73%<br>(Local Data 2024-25) | Elementary Renaissance STAR<br>All Students - 45.5%<br>Low Income - 39%<br>SWD - 10%<br>EL - 4.8%<br><br>Secondary Edmentum (in progress)<br>All Students - 55%<br>Low Income - 8.2%<br>SWD - 0%<br>EL - N-size too small<br>(Local Data 2025-26) | Elementary iReady<br>All Students - 45%<br>Low Income - 45%<br>(Discontinued at the end of 2024-25)<br><br>Elementary Renaissance STAR<br>All Students - 45%<br>Low Income - 45%<br>SWD - 12%<br>EL - 5.5%<br><br>Secondary Edmentum (In progress) All Students - 40% | Elementary iReady (Discontinued at the end of 2024-25)<br>All Students - N/A<br>Low Income - N/A<br><br>Elementary Renaissance STAR<br>All Students - N/A<br>Low Income - N/A<br>SWD - N/A<br>EL - N/A<br><br>Secondary Edmentum<br>All Students +27%<br>Low Income - 11.8% |

| Metric # | Metric                                                                      | Baseline                                                                                                                                                                                                                                                                                                                                 | Year 1 Outcome                                                                                                                                              | Year 2 Outcome                                                                                                                                                                                                                                       | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                         | Current Difference from Baseline                                                                                                                                                                                                                                                                                 |
|----------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                             | (Local Data 2023-24)                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                                                                                                                      | Low Income - 40%<br>SWD - 2%<br>EL - 2%                                                                                                                                                                                                                                                                           | SWD: N/A<br>EL: N-size too small                                                                                                                                                                                                                                                                                 |
| 1.9      | Math Benchmark Assessments<br><br>Percentage Rate<br><br>Source: Local Data | Elementary iReady<br>All Students - 21%<br>Low Income - 19%<br><br>Elementary Renaissance STAR<br>All Students - 41%<br>Low Income - 31%<br>SWD - 15%<br>EL - 9.5%<br>(2025-26)<br><br>Secondary Edmentum<br>All Students - 18%<br>Low Income - 16%<br>SWD - 0% (2025-26)<br>EL - N-size too small (2025-26)<br><br>(Local Data 2023-24) | Elementary iReady<br>All Students - 38%<br>Low Income - 38%<br><br>Secondary Edmentum<br>All Students - 68%<br>Low Income - 62%<br><br>(Local Data 2024-25) | Elementary Renaissance STAR<br>All Students - 41%<br>Low Income - 31%<br>SWD - 15%<br>EL - 9.5%<br><br>Secondary Edmentum (In progress)<br>All Students - 58%<br>Low Income - 29.4%<br>SWD - 0%<br>EL - N-size too small<br><br>(Local Data 2025-26) | Elementary iReady (Discontinued at the end of 2024-25)<br>All Students - 30%<br>Low Income - 30%<br><br>Elementary Renaissance STAR<br>All Students - 30%<br>Low Income - 30%<br>SWD - 17%<br>EL - 10.5%<br><br>Secondary Edmentum (In Progress)<br>All Students - 30%<br>Low Income - 30%<br>SWD - 2%<br>EL - 2% | Elementary iReady (Discontinued at the end of 2024-25)<br>All Students - N/A<br>Low Income - N/A<br><br>Elementary Renaissance STAR<br>All Students - N/A<br>Low Income - N/A<br>SWD - N/A<br>EL - N/A<br><br>Secondary Edmentum<br>All Students +40%<br>Low Income +13.4%<br>SWD - N/A<br>EL - N-size too small |
| 1.10     | Attendance Rate<br><br>Percentage Rate<br><br>Source: Local Data            | 92.68% Daily Attendance Rate<br><br>(Local Data 2022-23)                                                                                                                                                                                                                                                                                 | 93.97% Daily Attendance Rate<br><br>(Local Data 2023-24)                                                                                                    | 98.40% Daily Attendance Rate<br><br>(Local Data 2024-25)                                                                                                                                                                                             | 95% Daily Attendance Rate                                                                                                                                                                                                                                                                                         | +1.29%                                                                                                                                                                                                                                                                                                           |
| 1.11     | Chronic Absenteeism Rate<br><br>Percentage Rate                             | All Students – 25.3%<br>Low-Income – 29.4%<br><br>(2023 CA School Dashboard)                                                                                                                                                                                                                                                             | All Students – 15.4%<br>Low-Income – Data not available, fewer than 11 students                                                                             | All Students - 35.3%<br>Low Income - 23.1%                                                                                                                                                                                                           | All Students – 18%<br>Low-Income – 18%                                                                                                                                                                                                                                                                            | All Students – +10%<br>Low-Income – -6.3%                                                                                                                                                                                                                                                                        |

| Metric # | Metric                                                                                                        | Baseline                                                                                                                                                                                                                                                                               | Year 1 Outcome                                                                                                                                                                                                                                  | Year 2 Outcome                                                                                                                                                                                                                                  | Target for Year 3 Outcome                                                                                                                                                                                                     | Current Difference from Baseline                                                                                                                                                                                                        |
|----------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Source: California School Dashboard                                                                           |                                                                                                                                                                                                                                                                                        | (2024 CA School Dashboard)                                                                                                                                                                                                                      | (2025 CA School Dashboard)                                                                                                                                                                                                                      |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                         |
| 1.12     | California Science Test (CAST) Results<br><br>Percentage Rate<br><br>Source: California School Dashboard      | Met or Exceeded Standard on CAST<br><br>All Students - 18.07%<br>Socioeconomically Disadvantaged - 12.82%<br><br>(CAASPP 2022/23)                                                                                                                                                      | Met or Exceeded Standard on CAST<br><br>All Students - 22.85%<br>Socioeconomically Disadvantaged - 16.67%<br><br>(CAASPP 2023/24)                                                                                                               | Met or Exceeded Standard on CAST<br><br>All Students - 21.54%<br>Socioeconomically Disadvantaged - 7.14%<br><br>(CAASPP 2024/25)                                                                                                                | All Students - 22%<br>Socioeconomically Disadvantaged - 22%                                                                                                                                                                   | All Students: +3.47%<br>Socioeconomically Disadvantaged: - 5.68%                                                                                                                                                                        |
| 1.13     | Increase student technology devices<br><br>Student to Device Ratio<br><br>Source: Local Data                  | SY 2023/2024<br>Students to device ratio is 1:1                                                                                                                                                                                                                                        | SY 2024/2025<br>Students to device ratio is 1:1                                                                                                                                                                                                 | SY 2025/26<br>Device to student ratio is 1.98:1                                                                                                                                                                                                 | Device to student ratio is 2:1                                                                                                                                                                                                | +0.98 device to student                                                                                                                                                                                                                 |
| 1.14     | Implementation of state board adopted academic content and performance standards<br><br>implementation Status | 2022/23 SY<br><br>English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability<br><br>English Language Development (Aligned to English Language Arts Standards) - Full Implementation<br><br>Mathematics – Common Core State | 2023/24 SY<br><br>English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability<br><br>English Language Development (Aligned to English Language Arts Standards) - Full Implementation | 2024/25 SY<br><br>English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability<br><br>English Language Development (Aligned to English Language Arts Standards) - Full Implementation | English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability<br><br>English Language Development (Aligned to English Language Arts Standards) - Full Implementation | English Language Arts – Common Core State Standards for English Language Arts - No change<br><br>English Language Development (Aligned to English Language Arts Standards) - No change<br><br>Mathematics – Common Core State Standards |

| Metric # | Metric                                                                          | Baseline                                                                                                                                                                                                   | Year 1 Outcome                                                                                                                                                                       | Year 2 Outcome                                                                                                                                                                                                          | Target for Year 3 Outcome                                                                                                                                                                                                                     | Current Difference from Baseline                                                                                                                                                      |
|----------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                 | Standards for Mathematics - Full Implementation And Sustainability<br><br>Next Generation Science Standards - Full Implementation And Sustainability<br><br>History - Social Science - Full Implementation | Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability<br><br>Next Generation Science Standards - Full Implementation And Sustainability | Mathematics – Common Core State Standards for Mathematics - Full Implementation<br><br>Next Generation Science Standards - Full Implementation And Sustainability<br><br>History - Social Science - Full Implementation | Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability<br><br>Next Generation Science Standards - Full Implementation And Sustainability<br><br>History - Social Science - Initial Implementation | for Mathematics - from full implementation and sustainability to full implementation<br><br>Next Generation Science Standards - No change<br><br>History - Social Science - no change |
| 1.15     | Access to a Broad Course of Study<br><br>Percentage Rate<br><br>Local Indicator | 2022/23<br><br>100% of student have access to a broad course of study                                                                                                                                      | 2023/24<br><br>100% of student have access to a broad course of study                                                                                                                | 2024/25<br><br>100% of student have access to a broad course of study<br><br>Local Indicator                                                                                                                            | 100% of student have access to a broad course of study                                                                                                                                                                                        | No change                                                                                                                                                                             |

## 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.

ACE demonstrated a strong commitment to driving students' academic success through the implementation of Goal 1 during the 2025-26 school year. Of the nine actions within this goal, eight were fully implemented (Actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9) and one was partially implemented (Action 1.1). No actions were left unimplemented.

Action 1.1 – Technology was partially implemented. The district successfully purchased additional student devices, bringing the student-to-device ratio to approximately 1:1.98. However, the Pilot X interactive podiums and Active Floor systems were not purchased or implemented.

A key challenge was the lack of an existing device inventory or a system for allocating devices by site and funding source, which was compounded by administrative transitions. The new Director of Technology addressed this by conducting a comprehensive inventory early in the year, which enabled the district to determine how many additional devices were needed. The district also proactively purchased warranties to address the ongoing issue of device breakage and turnover.

Action 1.2 – Grade Level Curriculum, Assessment, and Supplemental Curriculum was fully implemented, with supplementary online materials provided for all grade levels through Edmentum. A substantive difference was that due to administrative changes, school sites took the lead on purchasing additional curriculum, some of which the technology department was not yet ready to integrate.

Action 1.3 – Lower Class Size in All Schools was fully implemented. With increasing enrollment at the elementary level, an additional teacher was needed for the students with disabilities population, which shifted caseloads while maintaining reduced class sizes across all sites. A key success was the ability to open a new SAI class at the elementary level, providing priority attention and specialized support to students with disabilities.

Action 1.4 – Professional Development was fully implemented. A substantive difference was that, due to the upcoming math curriculum adoption, some presentations focused on materials that had not yet been purchased. Professional development topics ranged from county- and SELPA-led trainings to literacy screener use and new program applications. A challenge was maintaining teacher participation and active involvement throughout the various professional development sessions, particularly when topics focused on future curriculum materials that were not yet available for classroom implementation.

Action 1.5 – Transportation was fully implemented as planned with no substantive differences, challenges, or successes to report.

Action 1.6 – Bilingual Aides was fully implemented with bilingual aides placed at both the elementary and middle school sites. A success was that the aides provided direct, designated ELD instruction. However, a challenge emerged around integrated ELD, as some general education teachers expected the bilingual aides to cover all aspects of ELD instruction rather than sharing that responsibility.

Action 1.7 – Teacher Induction Program was fully implemented with no substantive differences. A success was that approximately ten teachers participated in the program, with some in year one and others in year two, working toward clearing their credentials.

Action 1.8 – After-school tutoring was fully implemented at ACE. A substantive difference occurred due to low student participation in after-school tutoring services, resulting in the district shifting academic intervention support to within the instructional day in order to increase student access and participation in targeted academic support services. A challenge identified through implementation was that some students reported tutoring was not always effective because they were unsure what questions to ask tutors and teachers, which at times led to frustration and limited engagement with the support being provided.

Action 1.9 - Career Technical Education and College and Career Readiness was fully implemented. A substantive difference was due to changes in technology and administrative turnover; an Aeries audit was conducted to identify discrepancies in course codes that affected the CCI and A-G indicators. Opportunities for students were still provided as the input errors were addressed.

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.

The district considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount.

Action 1.1 – Technology

This action was overspent compared to the planned budget. The variance reflects the purchase of additional student devices beyond the original projection, driven by higher-than-anticipated device breakage and turnover identified through a comprehensive inventory conducted early in the school year. To maintain the targeted student-to-device ratio and ensure uninterrupted access to digital curriculum for students, additional devices and warranties were purchased, resulting in expenditures that exceeded the original allocation.

Action 1.2 – Grade Level Curriculum, Assessment, and Supplemental Curriculum

This action was underspent compared to the planned budget. The variance is attributable to supplemental curriculum platforms, including Edmentum, that had been purchased or licensed in prior years and remained active, reducing the need for new purchases during the current year. As a result, fewer new expenditures were required to maintain student access to the full suite of supplemental curriculum districtwide. Additionally, other funding sources and estimated actuals were lower than anticipated.

Action 1.4 – Professional Development

This action was significantly underspent compared to the planned budget. The district was able to leverage alternative funding sources, including Title II and Educator Effectiveness Block Grant funds, to support staff training and professional development activities. This allowed the district to fully implement planned professional learning while substantially reducing reliance on LCAP funds for this action.

Action 1.6 – Bilingual Aides

This action was underspent compared to the planned budget. The variance is due to the position being vacant at the beginning of the school year.

Action 1.7 – Teacher Induction Program

This action was overspent compared to the planned budget. The variance reflects a higher-than-anticipated per-participant cost for induction program fees, as well as an increase in the number of teachers participating in the program relative to the original projection. These factors combined to produce expenditures slightly above the budgeted allocation.

Action 1.9 – Career Technical Education and College and Career Readiness

This action was underspent compared to the planned budget. The variance is primarily attributable to administrative transitions during the year, which delayed the procurement of some planned CTE instructional materials and equipment. While core CTE programming and college and career readiness opportunities were maintained for students, some planned expenditures were not fully executed within the fiscal year. Additionally, other funding sources were available to purchase instructional materials for our CTE programs.

#### Action 1.1: Technology

This action has shown partial effectiveness to date. Technology access has increased substantially, with the student-to-device ratio improving by +0.98 from the baseline of 1:1 to 1.98:1, demonstrating strong progress toward the 2:1 target (M1.13). Modest academic gains are evident for All Students in both Math (+1.0 DFS) and ELA (+3.8 DFS), and SED students show positive movement in Math (+5.6 DFS) and ELA (+2.1 DFS). Students with Disabilities also improved in Math (+9.9 DFS). However, the data suggests that increased technology access alone has not translated into academic improvement for English Learners, who experienced significant declines in both Math (-49.4 DFS) and ELA (-41.9 DFS). As a contributing action, the district should consider how EL, Foster Youth, and SED students are specifically benefiting from technology investments and whether additional targeted digital learning strategies are needed for EL students in particular.

#### Action 1.2: Grade Level Curriculum, Assessment, and Supplemental Curriculum

This action demonstrates moderate effectiveness. Local benchmark data reflects strong gains for All Students in ELA (+27%, M1.8) and Math (+40%, M1.9), and Low-Income students improved in Math benchmarks (+13.4%). CAASPP outcomes also show modest improvement for All Students in both Math (+1.0 DFS) and ELA (+3.8 DFS), with positive movement for SED students as well. However, low-income students declined in ELA benchmarks (-11.8%), and English Learners experienced significant declines on CAASPP in both Math (-49.4 DFS) and ELA (-41.9 DFS), suggesting the supplemental curriculum has not yet adequately addressed the needs of this group. As a contributing action for EL, Foster Youth, and SED students, the Edmentum platform appears to be supporting general student growth, but additional differentiation and targeted supports are needed to close the achievement gap for English Learners.

#### Action 1.3: Lower Class Size in All Schools

This action shows limited effectiveness for ACE specifically. Metric 1.3, which tracks class size ratio for grades K-3, is not applicable to ACE as no K-3 students are enrolled. CAASPP data reflects modest improvement for All Students in Math (+1.0 DFS) and ELA (+3.8 DFS), and SED students show positive movement in both subjects. However, English Learners have experienced significant declines in Math (-49.4 DFS) and ELA (-41.9 DFS), indicating that reduced class sizes alone have not been sufficient to address the language acquisition and academic needs of EL students. As a contributing action principally directed toward EL and SED students, additional differentiated instructional strategies within smaller class settings are needed to maximize the benefit of this action for all unduplicated student groups, including Foster Youth.

#### Action 1.4: Professional Development

This action is moderately effective. CAASPP outcomes reflect positive movement for All Students in Math (+1.0 DFS) and ELA (+3.8 DFS), and SED students show improvement in both subjects (+5.6 DFS in Math; +2.1 DFS in ELA). Local benchmarks similarly reflect strong gains for All Students in ELA (+27%) and Math (+12%), and low-income students improved in Math (+14%). However, the significant decline for English Learners on CAASPP (-49.4 DFS in Math; -41.9 DFS in ELA) indicates that professional development has not yet adequately equipped staff with the instructional strategies needed to support EL students. Low-income students showed mixed results, improving in Math benchmarks but declining in ELA (-11.8%). The addition of EL-focused professional development in the coming year is a responsive and necessary adjustment to address these gaps.

#### Action 1.5: Transportation

This action shows mixed effectiveness. Daily attendance (M1.10) improved by 1.29 percentage points from the baseline of 92.68% to 98.40%, reflecting meaningful progress in ensuring students can access school consistently. However, chronic absenteeism (M1.11)

worsened significantly, increasing by 10 percentage points for All Students from 25.3% to 35.3%. This discrepancy suggests that while transportation supports daily attendance for most students, a subset of students — likely including SED, EL, and Foster Youth — continue to experience chronic absenteeism driven by factors beyond transportation access alone. As a contributing action principally directed toward SED students, additional re-engagement strategies and targeted outreach to families of chronically absent students are needed to complement and extend the impact of this action.

#### Action 1.6: Bilingual Aides

This action has been largely ineffective to date in achieving its intended outcomes. While the EL reclassification rate (M1.5) shows a marginal increase of +0.9% from the baseline of 15% to 15.9%, ELPAC proficiency (M1.6) has declined dramatically by 46.04 percentage points, from 72.13% at baseline to 26.09%. This substantial decline indicates that English Learners are not making adequate progress toward language proficiency. As a limited action directed exclusively toward EL students, the data warrants a thorough review of how bilingual aides are being utilized, including the balance between designated and integrated ELD instruction, and whether additional structured language interventions and professional development for both aides and general education teachers are needed to reverse this trend.

#### Action 1.7: Teacher Induction Program

This action shows moderate effectiveness in supporting overall academic outcomes. CAASPP data reflects slight improvement for All Students in Math (+1.0 DFS) and ELA (+3.8 DFS), and SED students show positive movement in both subjects. Local benchmarks reflect strong gains for All Students in ELA (+27%) and Math (+40%), and low-income students improved in Math (+13.4%). The Teacher Induction Program contributes to instructional quality by ensuring new teachers receive mentorship, coaching, and training toward credential completion. However, the continued decline for English Learners on CAASPP suggests that induction programming may benefit from enhanced focus on ELD strategies and differentiated instruction for diverse learners to maximize the program's impact across all student groups.

#### Action 1.8: After-School Tutoring

This action has shown limited effectiveness in achieving its intended outcomes for the targeted student groups. While All Students show improvement on benchmarks in ELA (+27%) and Math (+40%), and slight gains on CAASPP, low-income students declined in ELA benchmarks (-11.8%), and English Learners experienced significant CAASPP declines in Math (-49.4 DFS) and ELA (-41.9 DFS). A key challenge identified through implementation was low student participation in after-school tutoring, which led to a shift of academic intervention support within the instructional day to increase access. As a contributing action principally directed toward EL and SED students, the data suggests that while the concept of targeted tutoring is sound, barriers to participation, including transportation and student engagement, have limited its impact on the students it is most intended to serve.

#### Action 1.9: Career Technical Education and College and Career Readiness

This action has been effective in maintaining equitable access to a broad course of study (M1.15) for all students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The 100% access rate has been sustained from baseline through the current year with no change, confirming that course access has not declined for any student group. While this metric affirms that CTE pathways and community college partnerships remain operational and accessible, it does not fully capture the depth of CTE participation, A-G completion rates, or college- and career-readiness outcomes by student subgroup. ACE may benefit from incorporating additional metrics, such as CCI preparedness rates disaggregated by subgroup, to more fully evaluate the impact of this action on unduplicated students going forward.

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.

Metrics 1.7 (English Language Arts Benchmark Assessments) and 1.8 (Math Benchmark Assessments) have been updated to include Students with Disabilities (SWD) and English Learners (ELs) as a reported student group. This change reflects the district's status in Differentiated Assistance for the SWD student group on the Academic Indicator, specifically in ELA, and ensures that benchmark data is used to monitor the effectiveness of actions directed toward improving academic outcomes for this population. English Learners were added to correlate with the new addition to Action 1.4 where English Learners will be a targeted student group that professional development will impact. Additionally, the benchmark assessment tool for elementary grades has been updated from i-Ready to Renaissance STAR. Target outcomes for Metrics 1.7 and 1.8 have been revised to reflect this new assessment and its corresponding baseline data.

Metric 1.11 (Increase in student technology devices) has been updated to correct the ratio. Previously, in 2024-25, and in the outcome, the ratio was flipped, implying there were two students for every one device. The change now specifies that the outcome is for one student to have access to two devices.

Action 1.1 has been revised to remove the interactive podiums and active floor systems previously included as a planned expenditure. Following a pilot of a sample unit, staff feedback indicated that the technology was not an effective instructional tool, and new administration determined it was not an effective use of funds. This item has been excluded from the coming year's planned actions.

Action 1.4 has been revised to also include English Learners as a targeted student group to affect outcomes since the data has shown English Learners as having difficulty in improving academics, therefore identifying that the staff need additional professional development opportunities to improve their instructional strategies concerning English Language Development. Metrics 1.7 and 1.8 were also added as a measurement.

As actions move into implementation, strategies will continue to be refined and customized to meet the unique needs of our diverse student groups, supporting improved academic performance and equitable access across all populations.

**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      | Technology | Site administration will purchase additional student devices to increase the ratio to 2:1 and purchase supplemental technology devices in the classroom to provide additional technology access to students to support increased scores in math and ELA. This action is principally directed toward socioeconomically disadvantaged students and will be measured by M1.1, M1.2, and M1.13. | \$35,000.00 | Yes          |

| Action # | Title                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Funds | Contributing |
|----------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 1.2      | Grade Level Curriculum, Assessment, and Supplemental Curriculum | <p>ACE will utilize Edmentum (secondary) to align curriculum and assessment for students. The programs are designed to align to standards based curriculum and provide individual support based on student needs to close achievement gaps.</p> <p>This action is principally directed to unduplicated students. The expected outcome is increased scores on benchmark assessments and ELA and Math CAASPP scores and district benchmark assessments.</p> <p>ACE will provide supplementary online materials for student use in all grade levels K - 8 to support academic growth in both ELA and Math. ELA and Math CAASPP scores will be used for progress monitoring as measured by M1.1, 1.2, 1.8, and 1.9. While all students will benefit from this action, it is principally directed to meet the needs of our socioeconomically disadvantaged students.</p> <p>This action includes: \$1,500 Title I, Title II, Title IV from SPSA Goal 1, Strategy 3. Research shows that targeted supplemental instructional supports can significantly improve student outcomes, particularly for students who are socioeconomically disadvantaged (SED). By incorporating a supplemental curriculum grounded in evidence-based practices, we are enhancing our core instructional program with interventions that provide extended learning time, specialized instructional materials, and adaptive, personalized learning pathways. These enhancements are designed to meet students at their current level of understanding and accelerate growth through real-time feedback and differentiated instruction.</p> <p>Implementing this curriculum on an LEA-wide basis, with intentional focus on SED students, reflects a multi-tiered system of support (MTSS) framework shown to increase access, engagement, and achievement for all learners. Research supports that providing universal access to high-quality supplemental instruction—while strategically targeting the needs of historically underserved students—promotes both equity and excellence. This approach not only strengthens academic outcomes across the district, but also reinforces a culture of inclusion, high expectations, and continuous improvement, ensuring all students have the tools they need to thrive.</p> | \$32,500.00 | Yes          |

| Action #   | Title                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds  | Contributing |
|------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |              |
| <b>1.3</b> | Lower Class Size in all schools | <p>The Superintendent will provide additional teaching staff to reduce the student to teacher ratio in the classroom. This action will allow for a more focused approach to our classroom ELD integration allowing for the growth of our EL students as well as allowing for effective small group instruction to support our SED students in the classrooms. While small class size benefits all students, this action will be principally directed toward our English Learners (EL) and Socioeconomically Disadvantaged students (SED) as measured by M1.1, M1.2 and M1.3</p> <p>This action is also supported through Learning Recovery Emergency Block Grant (LREBG) funds in the amount of \$15,787, which is included within the total funding allocation for this action.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$130,357.00 | Yes          |
| <b>1.4</b> | Professional Development        | <p>School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students which will increase our academic achievement scores on the ELA and Math CAASPP and local benchmarks. Although all students will benefit, this action will be principally directed for our socioeconomically disadvantaged students as measured by M1.1, M1.2, M1.8 and M1.9</p> <p>This action includes \$1,500 Title I, Title II, Title IV from SPSA Goal 1, strategy 2 for Professional Development. Research supports the effectiveness of these approaches. For instance, differentiated instruction has been shown to improve student engagement and achievement by addressing diverse learning styles and needs. Culturally responsive teaching helps bridge the gap between students' home and school experiences, making learning more relevant and accessible. Moreover, formative assessments provide real-time feedback, allowing teachers to adjust their instruction to better meet students' needs. By providing this PD on an LEA-wide basis, we ensure that all educators, not just those directly teaching SED students, are equipped with these essential skills. This approach fosters a consistent, high-quality learning environment across the district, ultimately benefiting all students while strategically targeting the specific needs of our SED population.</p> | \$21,500.00  | Yes          |

| Action #   | Title                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |              |
| <b>1.5</b> | Transportation            | The superintendent will ensure the district has reliable and available transportation to and from school. This action will be provided to all students but principally directed towards transportation for our SED students, which will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.10 and M1.11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$162,638.00 | Yes          |
| <b>1.6</b> | Bilingual Aides           | Site administrators will continue to provide a bilingual aid to support our EL students to increase language acquisition, increase our English Learner Proficiency Indicator and increase our reclassification rate as measured by M1.5 and M1.6. This action is limited to our EL students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$13,290.00  | Yes          |
| <b>1.7</b> | Teacher Induction Program | The district will provide a robust Teacher Induction Program designed to provide new teachers with the skills, knowledge and tools to support the need for increased academic performance in ELA and math. M1.1, M1.2, M1.8 and M1.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$5,103.00   | No           |
| <b>1.8</b> | After School Tutoring     | <p>The school site administrator at ACE will provide an after-school tutoring program principally directed to our EL and SED students to support a learning environment that provides opportunities for small group instruction, on to one support, and reinforcement of the standards and curriculum taught in the classroom as measured by M1.1 M1.2, M1.8 and M1.9.</p> <p>This action includes \$1500 Title I, Title II and Title IV from SPSA goal 1, strategy 1. Research has shown that after-school tutoring programs can significantly improve academic performance for SED and EL students. A study by the U.S. Department of Education found that such programs can lead to increased test scores, improved homework completion rates, and better attendance records. By providing this program district-wide, we are ensuring that all SED and EL students have access to the support they need to succeed academically, regardless of their school or grade level.</p> | \$7,500.00   | Yes          |

| Action #   | Title                                                       | Description                                                                                                                                                                                                                                                  | Total Funds | Contributing |
|------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                                                             |                                                                                                                                                                                                                                                              |             |              |
| <b>1.9</b> | Career Technical Education and College and Career Readiness | School site administration will focus on career technical educational and college and career readiness opportunities for students. Including career exposure, articulation through the community college system, and a focus on A-G completion for students. | \$53,500.00 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description                                                                                              | Type of Goal |
|--------|----------------------------------------------------------------------------------------------------------|--------------|
| 2      | Thriving Environment: Create a supportive and welcoming school climate that promotes student well-being. | Broad Goal   |

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based upon parent, staff, and student input during the LCAP development process there is a desire to ensure that each school site is organized in such a manner that it provides safety for all students and staff members. Based on the 2023 California School Dashboard suspension outcomes showed All Students 5.1%, African American 7%, English Learners 8.1%, Hispanic 5.8%, Socio-economically Disadvantaged 5.8%, and Students with Disabilities 11.1% . Chronic absenteeism outcomes showed All Students 25.3%, African American 31.6%, Students with Disabilities 38.9%, English learners 24.3%, Hispanic 25.4%, and Socioeconomically Disadvantaged 29.4%. Actions such as PBIS, parent training to increase participation and decision making, partnering with Care Solace to address student social emotional and wellbeing will be implemented to work toward the success of this goal. Additionally, working in teams to identify and address student behaviors, social emotional and well-being will be implemented to work toward an engaging, safe, and secure campus sites.

In addition to a supportive and welcoming school climate, to support the monitoring of key conditions for learning, ACE strives to maintain proper and safe facilities conducive to learning (M2.9).

## Measuring and Reporting Results

| Metric # | Metric                                                                            | Baseline                                                                                                                                                                       | Year 1 Outcome                                                                                                                                        | Year 2 Outcome                                                                                                                                       | Target for Year 3 Outcome                                                                                                                    | Current Difference from Baseline                                                                                                                     |
|----------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1      | Effective Schools Survey Completion<br><br>Percentage<br><br>Source: Local Survey | 75.4% of parents complete with positive rating<br>87.3% of students complete with positive rating<br>84.3% of staff complete with positive rating.<br><br>(Local Data 2023-24) | 92.84% of parents complete with positive rating<br>94.01% of students complete with positive rating<br>91.92% of staff complete with positive rating. | 91.23% of parents complete with positive rating<br>96.64% of students complete with positive rating<br>94.2% of staff complete with positive rating. | 85% of parents complete with positive rating<br>90% of students complete with positive rating<br>90% of staff complete with positive rating. | +15.83% of parents complete with positive rating<br>+9.34% of students complete with positive rating<br>+9.9% of staff complete with positive rating |

| Metric # | Metric                                                                                                                                                | Baseline                                                                                                                       | Year 1 Outcome                                                                                                                 | Year 2 Outcome                                                                                                                  | Target for Year 3 Outcome                                                                            | Current Difference from Baseline                                                                                                     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                       |                                                                                                                                | (Local Data 2024-25).                                                                                                          | (Local Data 2025-26)                                                                                                            |                                                                                                      |                                                                                                                                      |
| 2.2      | High Level Office Referrals<br><br>Number of High Level Office Referrals for All Students<br><br>Source: Local Indicator - Student Information System | All Students - 42 High Level Referral<br><br>(Local Data 2023/24)                                                              | All Students - 8 High Level Referral<br><br>(Local Data 2024/25)                                                               | All Students - 33 High Level Referral<br><br>(Local Data 2025/26)                                                               | All Students - 20 High Level Referrals                                                               | -9 High Level Referrals                                                                                                              |
| 2.3      | Suspension Rate<br><br>Percentage Rate<br><br>Source: California School Dashboard                                                                     | District<br>All Students: 5.1%<br>EL: 8.1%<br>SED: 5.8%<br>SWD: 11.1%<br>African American: 7%<br>Hispanic: 5.8%<br>White: 3.7% | District<br>All Students: 3.5%<br>EL: 2.7%<br>SED: 4%<br>SWD: 6.4%<br>African American: 10.1%<br>Hispanic: 3.5%<br>White: 1.7% | District<br>All Students: 3.3%<br>EL: 3.1%<br>SED: 4.1%<br>SWD: 5.6%<br>African American: 4.8%<br>Hispanic: 2.5%<br>White: 3.3% | District<br>All Students: 3%<br>EL: 3%<br>SED: 3%<br>SWD: 5%<br>African American: 3%<br>Hispanic: 3% | District<br>All Students: -1.8%<br>EL: -5%<br>SED: -1.7%<br>SWD: -5.5%<br>African American: -2.2%<br>Hispanic: -3.3%<br>White: -0.4% |
| 2.4      | Staff Trainings on Social Emotional Needs<br><br>Number of training sessions<br><br>Source: Local Data                                                | School Wide - 4<br>Individual - 13<br><br>(Local Data 2023/24)                                                                 | School Wide - 4<br>Individual - 19<br><br>(Local Data 2024/25)                                                                 | School Wide - 4<br>Individual - 54<br><br>(Local Data 2025/26)                                                                  | School Wide - 4<br>Individual - 15                                                                   | School Wide - no change<br>Individual +41                                                                                            |
| 2.5      | Attendance Rate<br><br>Percentage Rate<br><br>Source: Local Data - Student Information System                                                         | District - 92.86%<br><br>(Local Data 2022-23)                                                                                  | District - 93.97%<br><br>(Local Data 2023-24)                                                                                  | District - 98.4%<br><br>(Local Data 2024-25)                                                                                    | District - 95%                                                                                       | +1.29%                                                                                                                               |
| 2.6      | Expulsion Rate                                                                                                                                        | 0%                                                                                                                             | 0%                                                                                                                             | 0.7%                                                                                                                            | 0%                                                                                                   | +0.7%                                                                                                                                |

| Metric # | Metric                                                                                                                    | Baseline                                                                                                                                                                         | Year 1 Outcome                                                                                                                                                                 | Year 2 Outcome                                                                                                                                                                 | Target for Year 3 Outcome                                                                                    | Current Difference from Baseline                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|          | Percentage Rate<br>Source: Local Data                                                                                     | (Local Data 2023/24)                                                                                                                                                             | (Local Data 2024/25)                                                                                                                                                           | (Local Data 2025/26)                                                                                                                                                           |                                                                                                              |                                                                                                                                    |
| 2.7      | Chronic Absenteeism Rate<br>Percentage Rate<br>Source: California School Dashboard                                        | District All Students: 25.3%<br>EL: 24.3%<br>SED: 29.4%<br>SWD: 38.9%<br>African American: 31.6%<br>Hispanic: 25.4%<br>White: 23.9%<br><br>California School Dashboard 2022/2023 | District All Students: 21.6%<br>EL: 25%<br>SED: 26.5%<br>SWD: 30.8%<br>African American: 34.8%<br>Hispanic: 23.5%<br>White: 16.2%<br><br>California School Dashboard 2023/2024 | District All Students: 24.9%<br>EL: 25%<br>SED: 31.5%<br>SWD: 30.8%<br>African American: 43.6%<br>Hispanic: 23.7%<br>White: 18.1%<br><br>California School Dashboard 2024/2025 | District All Students: 5.1%<br>EL: 8.1%<br>SED: 5.8%<br>SWD: 11.1%<br>African American: 7%<br>Hispanic: 5.8% | District All Students: -0.4%<br>EL: +0.7%<br>SED: +2.1%<br>SWD: -8.1%<br>African American: +12%<br>Hispanic: -1.7%<br>White: -5.8% |
| 2.8      | Drop Out Rate<br>Percentage Rate<br>Source: Local Data                                                                    | 0%<br>(Local Data 2023/24)                                                                                                                                                       | 0%<br>(Local Data 2023/24)                                                                                                                                                     | 0%<br>(Local Data 2024-25)                                                                                                                                                     | 0%                                                                                                           | No change                                                                                                                          |
| 2.9      | School Facilities<br>Number of Instances in the FIT report that does not meet Good Repair standards<br>Source: Local Data | 2023-24<br><br>0 Instances<br>(Local Data 2023/24)                                                                                                                               | 2023-24<br><br>0 Instances<br>(Local Data 2023/24)                                                                                                                             | 2025-26<br><br>0 Instances<br>(Local Data 2025-26)                                                                                                                             | 0 Instances                                                                                                  | No change                                                                                                                          |

## 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.

ACE demonstrated a strong commitment to creating a supportive and welcoming school climate during the 2025-26 school year. Of the three actions within Goal 2, all three were fully implemented (Actions 2.1, 2.2, and 2.3).

Action 2.1 – School Climate and Culture was fully implemented with no substantive differences. Notable successes included ACE completing its Tiered Fidelity Inventory (TFI) with CAHELP, indicating the site could qualify for Silver recognition in 2025-26. PBIS meetings occurred throughout the year, during which staff reviewed Panorama data and student behavior trends to update the referral process and address discipline issues. Both sites incentivized PBIS implementation through recognition events, student rewards, and school swag. A challenge experienced with this action was securing staff buy-in, where student buy-in also proved difficult.

Action 2.2 – School Counselor was fully implemented with no substantive differences. A key success was the increased involvement of the school counselor in the MTSS process, assisting with prevention and intervention services to ensure students receive the support they need. A challenge was the limited access to training for counselors in areas such as crisis response and barrier removal, though counselors were able to participate in district-level meetings to support their professional growth.

Action 2.3 – Director Student Support was fully implemented with no substantive differences. A key success was increased involvement in discipline practices and attendance strategies to reduce chronic absenteeism through SARB and reduce high-level referrals through the expulsion process and PBIS initiatives.

Overall, the district made meaningful progress in fostering a positive school climate through PBIS implementation, expanded counselor involvement in MTSS, and continued investment in student support staffing. Moving forward, the district may benefit from strengthening staff and student buy-in for PBIS, expanding crisis response training for counselors, and ensuring continuity and collaboration in student support roles to maintain consistent behavioral and attendance interventions.

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.

ACE considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount. There were no material differences in the 2025-26 school year with regard to the actions within goal 2.

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

### Action 2.1: School Climate and Culture

This action demonstrates mixed effectiveness to date in making progress toward Goal 2. Survey results on the Effective Schools Survey (M2.1) reflect meaningful gains across all respondent groups — parents up 15.83% from baseline, students up 9.34%, and staff up 9.9% — and high-level office referrals (M2.2) decreased by 9 incidents from the baseline of 42 to 33, indicating that PBIS implementation and climate

strategies are positively influencing school culture and reducing serious behavioral incidents for EL, Foster Youth, and SED students. District attendance (M2.5) improved by 2.95% to 97.81%, and individual staff trainings on social-emotional needs (M2.4) increased by 41 from baseline. However, chronic absenteeism data (M2.7) reveals that these gains have not yet reached the student groups with the greatest need — EL students increased by 0.7%, SED students by 2.1%, and African American students by 12% — indicating that current climate and engagement strategies must be strengthened and more specifically targeted toward the unduplicated populations this action is principally directed to serve.

#### Action 2.2: School Counselor

This action demonstrates moderate effectiveness to date in making progress toward Goal 2. Suspension rates (M2.3) decreased across nearly all student groups — including EL students by 5.0%, SED students by 1.7%, Students with Disabilities by 5.5%, and African American students by 2.2% — high-level office referrals (M2.2) decreased by 9 from baseline, the dropout rate (M2.8) remains at 0%, and individual staff trainings on social-emotional needs (M2.4) increased by 41, confirming that counseling services are effectively supporting reduced disciplinary escalation and student retention for EL, Foster Youth, and SED students. Chronic absenteeism (M2.7), however, remains an area where counseling services have not yet produced the intended results — EL students increased by 0.7%, SED students by 2.1%, and African American students by 12% — indicating that more targeted engagement and attendance intervention strategies are needed to address the persistent barriers that unduplicated student groups continue to experience.

#### Action 2.3: Director of Student Support

This action demonstrates mixed effectiveness to date in making progress toward Goal 2. Suspension rates (M2.3) decreased for EL students (-5.0%), SED students (-1.7%), Students with Disabilities (-5.5%), African American students (-2.2%), and Hispanic students (-3.3%), and high-level office referrals (M2.2) decreased by 9 from baseline, with individual staff trainings on social-emotional needs (M2.4) increasing by 41 — reflecting the Director's meaningful contribution to reducing disciplinary disparities for EL, Foster Youth, and SED students. However, the expulsion rate (M2.6) increased by 0.7% from a baseline of 0%, warranting continued monitoring to ensure unduplicated students are not disproportionately impacted, and chronic absenteeism (M2.7) worsened for the populations this action is most directly intended to reach — EL students up 0.7%, SED students up 2.1%, and African American students up 12% — indicating that re-engagement strategies and family outreach efforts must be significantly strengthened in 2026-27 to produce the attendance outcomes this action is designed to achieve.

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.

Upon reflection of prior practice, no additional changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. A review of year-to-date data and implementation progress indicated that the current goal structure, metrics, and associated actions remain appropriate and aligned with the district's identified needs. While outcomes have been mixed, the decision was made to maintain the existing framework and deepen implementation fidelity rather than restructure the goal at this stage. The foundational work underway in PBIS, school climate, and staff development continue to show promise, and the coming year will focus on ensuring that these efforts translate into more consistent outcomes for all student groups, including EL, SED, African American, and SWD students.

**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 |
|------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>2.1</b> | School Climate and Culture | Administration will continue to develop and implement strategies and best practices, including PBIS, to ensure our student discipline rate remains low. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and provide that student with the support needed. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.1, M2.2, M2.4, M2.5 and M2.7 | \$10,900.00  | Yes          |
| <b>2.2</b> | School Counselor           | School Principal will hire school counselors at each site to provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. Although all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.3, M2.4, M2.7, and M2.8.                                                                                                         | \$146,121.00 | Yes          |
| <b>2.3</b> | Director Student Support   | The Superintendent will hire a School Administrative Manager (SAM) to develop a program that will reduce the number of suspensions and reduce chronic absenteeism by providing resources for effective positive interventions and parent engagement. Although all students will benefit from this action, it is principally directed toward our EL and SED students as measured by M2.2, M2.3, M2.4, M2.6, and M2.7                                                                                                                 | \$126,461.00 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                        | Type of Goal |
|--------|--------------------------------------------------------------------------------------------------------------------|--------------|
| 3      | Partners in Education: Build strong relationships with families and the community to enhance educational outcomes. | Broad Goal   |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was designed to encourage active participation from our families and community. We have seen a steady decline in parent and community engagement at the school site as well as reduced attendance at Parent Teacher Conferences (elementary went from 86% attendance to 82% attendance in 2023/24). The actions associated with this goal will help develop and foster a collaborative relationship with our families and encourage active participation with the schools. The actions and metrics grouped together will ensure the district leadership remains focused on parent and community involvement through open communication.

## Measuring and Reporting Results

| Metric # | Metric                                                                                             | Baseline                                                                   | Year 1 Outcome                                                                  | Year 2 Outcome                                                               | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------|----------------------------------|
| 3.1      | Participation with Helendale School District PAC<br><br>Number of attendees<br><br>Local Indicator | 2023/2024<br><br>4 parents attended the May 2024 meeting<br><br>Local Data | 2024/2025<br><br>6 parents attended the February 2025 meeting<br><br>Local Data | 2025/2026<br><br>5 parents attended the March 2026 meeting<br><br>Local Data | 10 Attendees per meeting  | +1 Parent                        |
| 3.2      | Family Events at school sites<br><br>Number of Events Per Year<br><br>Local Metric                 | 2023/2024<br><br>ACE - 6 Events<br><br>Local Data                          | 2024/2025<br><br>ACE - 17 events<br><br>Local Data                              | 2025/2026<br><br>ACE - 14 Events<br><br>Local Data                           | ACE - 8 Events            | +8 Events                        |

| Metric # | Metric                                                                                                                      | Baseline                                                                                                                                 | Year 1 Outcome                                                                                                                                                 | Year 2 Outcome                                                                                                                               | Target for Year 3 Outcome                                                                                 | Current Difference from Baseline                                                                                                                      |
|----------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3      | Parent and Community Communication<br><br>Number of communication activities<br><br>Local Indicator                         | 2023/2024<br><br>District - 12 videos from Superintendent<br>School Sites - 18 emails from site Principals to families<br><br>Local Data | 2024/2025<br><br>District - 9 videos from Superintendent<br>School Sites - 19 emails from the site Principals to families.<br><br>Local Data<br>As of 12/31/24 | 2025/2026<br><br>District - 0 videos from Superintendent<br>School Sites - 74 emails from the site Principals to families.<br><br>Local Data | District - 18 videos from Superintendent<br><br>School Sites - 20 emails from site Principals to families | District - -12 videos from Superintendent (Discontinued at the end of 2025-26)<br><br>School Sites - +56 emails from the site Principals to families. |
| 3.4      | Number of Site Council Meetings Held Meeting<br><br>Number of Meetings Held<br><br>Source: Local Indicator - Meeting Agenda | ACE - 9<br><br>Local Data 23-24                                                                                                          | ACE - 8<br><br>Local Data 24-25                                                                                                                                | ACE - 8<br><br>Local Data 25-26                                                                                                              | ACE - 10                                                                                                  | -1                                                                                                                                                    |
| 3.5      | ELAC Meetings<br><br>Number of meeting per school site<br><br>Source: Local Indicator - Meeting Agenda                      | ACE - 0<br><br>Local Data 23-24                                                                                                          | ACE - 0<br><br>Local Data 24-25                                                                                                                                | ACE - 0<br><br>Local Data 25-26                                                                                                              | District - 2 meetings                                                                                     | No change                                                                                                                                             |

## 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.

ACE demonstrated a strong commitment to building relationships with families and the community to enhance educational outcomes during the 2025-26 school year. Both actions within Goal 3 were fully implemented (Actions 3.1 and 3.2), with no substantive differences in planned versus actual implementation for either action.

Action 3.1 – Parent and Community Communication was fully implemented as planned. The district experienced notable successes in its communication efforts, including the effective use of Aeries Communication and Class Dojo as primary tools for reaching families. A key success was the decision to unify Class Dojo across the district, as it had previously been managed separately by site, creating a more consistent communication experience for families. Additionally, the district's social media presence became more consistent through coordination with the Technology department. A challenge experienced with this action was the transition to a new superintendent, which resulted in no superintendent videos being produced during the year, directly impacting progress on Metric 3.3 (Parent and Community Communication).

Action 3.2 – Parent and Community Involvement was fully implemented as planned. The district continued to host school-sponsored events with overall strong family turnout, which reflected a positive level of community engagement. A challenge noted was that during performance-based events, some families attempted to leave after their student received recognition or performed. Moving forward, the district may benefit from establishing norms or expectations for event attendance to foster a more supportive and respectful environment for all families. Additionally, ACE did not hold ELAC meetings due to the low number of English Learner students enrolled at the site, which is reflected in Metric 3.5.

Overall, the district made meaningful progress in maintaining open and consistent communication with families and in providing opportunities for community engagement. Strengthening superintendent-level communication, establishing event norms, and continuing to explore ways to engage families of English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities will support continued growth toward this goal.

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

The district considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount.

##### Action 3.1 – Parent and Community Communication

This action was underspent compared to the planned budget. Site-level communication was maintained through principal emails and Aeries Communication at no additional cost to this action, allowing the district to sustain family outreach without drawing on the budgeted allocation.

##### Action 3.2 – Parent and Community Involvement

This action was underspent compared to the planned budget. The variance reflects lower-than-anticipated material and supply costs for family engagement events, as many resources were sourced at reduced cost or carried over from prior years. The district was able to facilitate planned engagement activities and school-sponsored events, including the 14 family events held at ACE during the year, without utilizing the full budget allocation for this action. Additionally, there are clerical issues affecting the application of expenses to the correct account codes.

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

#### Action 3.1: Parent and Community Communication

This action demonstrates mixed effectiveness to date in making progress toward Goal 3. Participation in the PAC (M3.1) increased modestly by +1 parent from the baseline of 4 to 5 attendees, reflecting slight but insufficient progress toward the target of 10 attendees per meeting. Parent and community communication efforts (M3.3) show a divergent pattern: superintendent videos were discontinued (reflected as -18 from baseline, though this metric component has been removed going forward), while school site principal emails increased significantly by +56 emails from the baseline of 18 to 74. This suggests that site-level communication has strengthened considerably, and the shift in focus toward principal-led outreach is producing measurable increases in the frequency of family communication. However, the modest PAC attendance growth indicates that increased communication volume has not yet translated into proportional increases in active family participation in advisory and decision-making opportunities. Continued efforts to diversify meeting formats, offer virtual options, and strengthen multilingual outreach may help bridge the gap between communication frequency and meaningful engagement.

#### Action 3.2: Parent and Community Involvement

This action demonstrates moderate effectiveness to date in making progress toward Goal 3. Family events at ACE (M3.2) increased by +8 events from the baseline of 6 to 14, more than doubling the number of opportunities for families to engage with the school community and exceeding the target of 8 events. This reflects a meaningful investment in creating spaces for family connection and school spirit. PAC participation (M3.1) increased by +1 parent, showing slight but limited growth in advisory engagement. The number of Site Council meetings held (M3.4) decreased by -1 meeting from the baseline of 9 to 8, reflecting a minor decline in formal governance engagement that warrants monitoring to ensure consistent advisory input. ELAC meetings (M3.5) showed no change from the baseline of 0, as ACE did not hold ELAC meetings due to the low number of English Learner students enrolled at the site. While the significant increase in family events demonstrates that ACE is successfully expanding community engagement opportunities, the stagnation in formal advisory participation (PAC, SSC, and ELAC) suggests that additional strategies — such as embedding advisory input opportunities within existing events, offering flexible scheduling, and strengthening outreach to underrepresented families — may be needed to deepen meaningful participation in school governance and decision-making.

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.

Upon reflection of prior practice, one change was made to the metrics associated with Goal 3. Metric 3.3 (Parent and Community Communication) was revised to remove superintendent videos as a tracked communication activity. Metric 3.6 has been updated to focus exclusively on site-level communication from principals, directing attention and resources toward the communication channel that data indicates families find most meaningful and accessible. This revision was informed by survey results showing stronger parent engagement and perception of effective communication when outreach occurred directly at the school-site level.

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

## Actions

| Action #   | Title                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds | Contributing |
|------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>3.1</b> | Parent and Community Communication | <p>The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly to ensure our families have updated and relevant information regarding school and district activities as measured by M3.1 and M 3.3.</p> <p>This action includes: \$140 from Title I, Title II, Title IV from SPSA Goal 3, strategy 2. Research consistently highlights the critical role of effective school-home communication in fostering family engagement and improving student outcomes. Studies show that when schools regularly share timely, relevant, and accessible information with families, it strengthens trust, increases participation in school activities, and supports student achievement. This goal aligns with best practices outlined by the U.S. Department of Education and the National PTA, which emphasize that ongoing, transparent communication is essential to building strong school-community partnerships.</p> | \$2,140.00  | No           |
| <b>3.2</b> | Parent and Community Involvement   | <p>Site administration will continue to engage parents and the community in school sponsored events. The district, schools, teachers and parents are able to better support our students and families and bring awareness about all community events at the school sites as measured by M3.1 and M3.2, M3.4, and M3.5.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | \$1,000.00  | No           |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---------------------------------------------------------------|----------------------------------------------------------|
| \$316545                                                      | \$0                                                      |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 8.375%                                                                          | 0.000%                      | \$0.00                  | 8.375%                                                                      |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                              | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Metric(s) to Monitor Effectiveness                                               |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1.1               | <p><b>Action:</b><br/>Technology</p> <p><b>Need:</b><br/>ACE has made meaningful progress toward its 2:1 student-to-device ratio, reaching approximately 1:1.98 in 2025-26. While this represents a significant achievement, device availability alone has not translated into strong academic outcomes for ACE's Socioeconomically Disadvantaged students,</p> | Additional student devices directly address the access and reliability gap that SED students experience when school-based technology is insufficient or unavailable. With ACE's student-to-device ratio currently at 1:1.98, the goal of 1:2 is within reach, and increasing that ratio ensures that broken, slow, or unavailable devices do not interrupt instructional time for students who have no alternative tools at home. For SED students who lack reliable technology outside of school, continuity of access during the school day is not a | This action will be measured by the metrics identified in the action description |

| 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 |
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|                   | <p>and the nature of the technology need has evolved beyond quantity. Educational partner feedback gathered during the 2025-26 LCAP development process reflects a more complex picture: students and staff are raising concerns not about whether devices exist, but whether they are functional, current, and being used in ways that meaningfully support learning.</p> <p>Student engagement data surfaces this tension directly. Only 12.5% of ACE student representatives agreed that their teacher has enough time to help them individually — a finding that points to the need for technology tools that extend instructional reach and allow for personalized, differentiated support. At the same time, staff feedback identified reducing technology reliance as the single highest-voted Stop item under Goal 1 (14 stickers), signaling that the current approach to technology integration is not serving students effectively. This is not opposition to technology broadly — it is a call to shift from passive device access toward purposeful, teacher-directed technology use that supports core instruction.</p> <p>These concerns are especially consequential for SED students. The 2025 California School Dashboard shows the district performing at -83 DFS in Mathematics and -35.7 DFS in ELA overall, with SED students disproportionately represented among those furthest from standard. Local Edmentum benchmark data for 2025-26 shows Reading proficiency at 48% and Math at 56% by Window 3 — modest</p> | <p>convenience — it is the primary condition under which they can engage with digital curriculum, complete assignments, and benefit from adaptive platforms like Edmentum. Device redundancy removes a structural barrier that falls disproportionately on low-income students when technology fails.</p> <p>At the same time, this action reflects the shift in how ACE is approaching technology investment: moving away from passive quantity toward functional quality and purposeful integration. Additional devices are paired with the expectation that site administration will use student and staff feedback — including the data from the 2025-26 engagement process showing 0% student awareness of digital supports beyond their teacher — to establish more intentional structures for how technology is used during instruction. The goal is not more screens for their own sake, but ensuring that the devices ACE's SED students depend on are available, working, and connected to a coherent instructional purpose.</p> <p>This action is provided on an LEA-wide basis because SED students are ACE's principal unduplicated population across all grade levels at the site, and device access must be equitable across classrooms. A classroom-by-classroom or program-limited approach would create instructional inconsistencies that undermine the coherence of the academic program and disadvantage students based on which classroom they happen to attend. A site-wide approach also allows ACE to maintain uniform standards of technology quality across all instructional settings.</p> |                                    |

| 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                                                |
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|                   | <p>gains that depend on students having access to functional, up-to-date devices to engage with digital curriculum. SED students, who are less likely to have alternative technology at home and more likely to be impacted when school-based tools are slow or outdated, bear the greatest burden when device quality falls short.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                   |
| 1.2               | <p><b>Action:</b><br/>Grade Level Curriculum, Assessment, and Supplemental Curriculum</p> <p><b>Need:</b><br/>ACE's English Learner and Socioeconomically Disadvantaged students continue to perform significantly below grade-level proficiency in both ELA and Mathematics, reflecting a persistent need for supplemental instructional support that goes beyond what core classroom instruction alone can provide. The 2025 California School Dashboard shows EL students performing at -81.4 DFS in Mathematics and -58.1 DFS in ELA — the most severe academic gaps of any student group at ACE. SED students perform at -52 DFS in Math and -37.9 DFS in ELA. ELPAC proficiency for EL students declined sharply from 41.2% to 26.09% between 2023-24 and 2024-25, confirming that language development and academic growth for this population require more intensive, targeted instructional support than is currently in place.</p> | <p>Edmentum addresses the identified need of EL and SED students by providing a structured, pathway-based curriculum that allows students to access ELA and math content calibrated to their current level while progressing toward grade-level standards. The adaptive nature of the platform is especially relevant for ACE's unduplicated students, whose achievement data shows them performing significantly below standard — EL students at -81.4 DFS in Math and -58.1 DFS in ELA, Low Income students at 8.2% on ELA benchmarks in Window 3 of 2025-26. Rather than presenting all students with the same grade-level content regardless of readiness, Edmentum provides individualized pathways that meet students where they are, provide real-time feedback, and create a structured progression toward proficiency. This approach is consistent with MTSS principles and directly responds to the educational partner feedback calling for more differentiated, personalized academic support.</p> <p>For EL students specifically, supplemental curriculum that integrates language supports</p> | This action will be measured by the metrics identified in the action description. |

| 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 |
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|                   | <p>Local Edmentum benchmark data provides an additional layer of concern. While All Students reached 48% in Reading and 56% in Math by Window 3 of 2025-26, low-income students dropped to 8.2% on ELA benchmarks — a divergence that indicates overall improvement has not yet reached the students with the greatest academic need. Educational partner feedback from staff identified the need to improve curriculum alignment and use supplemental platforms with greater intentionality, particularly for students who are significantly behind grade level. Parents similarly identified a need for stronger, more individualized academic support and expressed concern that current instructional resources are not differentiating adequately for students who are furthest from standard.</p> <p>Supplemental curriculum — including Edmentum at the secondary level — provides a structured, adaptive learning pathway that allows students to access content calibrated to their current level while progressing toward grade-level standards. For EL and SED students, who disproportionately require this type of scaffolded, data-driven support, a robust supplemental curriculum is essential to closing the achievement gaps that state and local data consistently reveal.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>alongside content-area instruction provides an additional layer of scaffolding that classroom instruction alone may not consistently deliver. The reclassification rate decline from 22% to 15.9% between 2023-24 and 2024-25, combined with an ELPAC proficiency drop to 26.09%, indicates that EL students need more intensive and consistent access to structured academic language development — a function that well-implemented supplemental curriculum can support.</p> <p>This action is provided on an LEA-wide basis because EL and SED students are present across all grade levels and subject areas at ACE, and a curriculum approach limited to specific classrooms or cohorts would produce inconsistent instructional quality for students with the same identified needs. Providing supplemental curriculum across the site also creates a common data language — Edmentum performance data — that site administration and teachers can use consistently to monitor progress and target intervention for the unduplicated students this action is principally designed to serve.</p> |                                    |

| 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                                                       |
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| 1.3               | <p><b>Action:</b><br/>Lower Class Size in all schools</p> <p><b>Need:</b><br/>ACE's achievement and engagement data consistently point to the need for more individualized instructional attention than current student-to-teacher ratios can reliably sustain for English Learner and Socioeconomically Disadvantaged students. Only 12.5% of ACE student representatives agreed that their teacher has enough time to help them when they need it — the most striking student-identified gap from the 2025-26 engagement data. This finding directly implicates class size: in larger instructional settings, the differentiated, relationship-centered teaching that EL and SED students need is structurally constrained.</p> <p>The 2025 California School Dashboard confirms the scale of academic need driving this action. EL students are performing at -81.4 DFS in Mathematics and -58.1 DFS in ELA. SED students are at -52 DFS in Math and -37.9 DFS in ELA. Chronic absenteeism stands at 35.3% overall on the 2025 Dashboard — ACE's most pressing identified concern and one directly linked to student disengagement. Research consistently links smaller class sizes to improved engagement and attendance rates, particularly for students from low-income backgrounds, who benefit most from strong teacher-student relationships and responsive instruction.</p> | <p>Reducing class sizes directly addresses the structural constraint that limits individualized instruction for EL and SED students at ACE. When student-to-teacher ratios are high, teachers cannot consistently deliver the differentiated instruction, ELD scaffolding, and relationship-centered engagement that research identifies as most effective for closing achievement gaps. By adding teaching staff to lower the ratio, this action creates the conditions under which EL students can receive more targeted language support embedded in content instruction, and SED students can receive the direct feedback and adult attention that accelerates growth for students who are furthest from standard.</p> <p>The 12.5% student agreement rate on having enough teacher time — the lowest-scoring survey item in the ACE engagement data — points directly to what smaller class sizes are designed to fix. When teachers are stretched across too many students, the students who need the most individualized attention are the ones who receive the least. SED and EL students, whose academic gaps require active monitoring and responsive instruction rather than passive curriculum access, are disproportionately harmed by this dynamic. Smaller classes give teachers the capacity to implement differentiated instruction with fidelity, use benchmark data from Edmentum to adjust groupings and pacing, and build the kinds of student relationships that support both academic engagement and attendance — directly addressing ACE's chronic absenteeism concern.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| 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                                                      |
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|                   | <p>EL students also require embedded language support — designated and integrated ELD — that is most effectively delivered in smaller instructional settings where teachers can monitor comprehension, adjust language scaffolding in real time, and provide targeted feedback that accelerates language acquisition. Staff feedback identified inconsistency in ELD delivery as a concern, and the Goal Analysis for 2025-26 noted that some general education teachers expected bilingual aides to cover all ELD responsibilities rather than sharing that role — a pattern that smaller class sizes and clearer ELD integration can help address.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>This action is provided on an LEA-wide basis because SED and EL students are distributed across grade levels and subject areas at ACE, and the instructional quality benefits of reduced class sizes must extend to every classroom where unduplicated students are enrolled. A classroom- or subject-limited approach would produce inequitable access to high-quality instruction based on which course or teacher a student happens to be assigned, rather than on the student's identified level of need.</p>                                                                                                                                                                                                                                                                                                 |                                                                                         |
| <b>1.4</b>        | <p><b>Action:</b><br/>Professional Development</p> <p><b>Need:</b><br/>ACE's achievement data for SED and EL students reflects a persistent gap between the instructional strategies currently in use and the level of differentiation and language support these populations require. The 2025 California School Dashboard shows EL students declining in both ELA (-58.1 DFS) and Mathematics (-81.4 DFS), and ELPAC proficiency dropping from 41.2% to 26.09% — a clear signal that instructional approaches for English Learners are not producing sufficient progress. EL progress on the ELPI stands at only 7.7%, representing one of ACE's most</p>                                | <p>Professional development addresses the identified needs of SED and EL students by equipping the teachers and staff who work with these populations daily with more effective, targeted instructional strategies. For EL students, this action includes training in designated and integrated ELD practices — ensuring that language development is embedded across content areas rather than siloed as the sole responsibility of bilingual aides or EL-designated teachers. The Goal Analysis for 2025-26 identified this as a specific implementation gap: some general education teachers defaulted to expecting bilingual aides to cover all ELD delivery, leaving EL students without language support in mainstream instructional settings. Professional development focused on integrated ELD directly</p> | <p>This action will be measured by the metrics identified in the action description</p> |

| 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 |
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|                   | <p>critical areas of concern on the 2025 Dashboard.</p> <p>Staff engagement data reinforces this conclusion. The percentage of ACE staff agreeing that PBIS is consistently implemented across the campus stands at only 59.09%, indicating that behavioral and instructional frameworks are being applied unevenly — a pattern that most directly impacts SED and EL students, who depend on predictable, high-quality instruction to close academic gaps. Staff identified aide training and instructional strategy development as high-priority needs during LCAP engagement sessions. The Goal Analysis for Action 1.4 in 2025-26 noted that some professional development focused on curriculum materials not yet available for implementation — a gap that the 2026-27 revision addresses by more intentionally targeting EL-specific instructional strategies and benchmark-driven differentiation using Edmentum data.</p> <p>English Learners were added as a targeted student group for this action in 2026-27 specifically because the data — ELPAC, ELPI, and CAASPP subgroup results — demonstrate that staff need more training in designated and integrated ELD practices to effectively support language acquisition alongside content-area learning. For SED students, professional development focused on culturally responsive teaching, differentiated instruction, and the use of formative data to identify and respond to</p> | <p>addresses this pattern by building the capacity of every teacher at ACE to support language acquisition in their content area.</p> <p>For SED students, professional development focuses on differentiated instruction, culturally responsive teaching, and the use of benchmark data — including Edmentum performance by subgroup — to drive instructional decisions at the classroom and intervention level. When teachers can use live benchmark data to identify which SED students are falling below the threshold and adjust instruction accordingly, the impact of supplemental curriculum and reduced class sizes is amplified. Without the professional capacity to act on data, neither smaller classes nor better platforms will close the gaps that the Dashboard and local benchmarks reveal.</p> <p>The addition of English Learners as a specifically targeted student group for this action in 2026-27 is a direct response to the data: ELPAC proficiency at 26.09%, ELPI progress at 7.7%, and EL CAASPP gaps that are the largest of any subgroup at ACE. These outcomes indicate that instructional staff need more focused development in EL-specific strategies than has been provided in prior years.</p> <p>This action is provided on an LEA-wide basis because SED and EL students are present in every classroom at ACE, and the quality of instruction for these populations cannot be limited to teachers in designated programs. A districtwide professional development approach also creates a shared instructional language and set of practices</p> |                                    |

| 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                                                       |
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|                   | <p>learning gaps remains essential to narrowing the achievement disparities that persist on both state and local measures.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>that supports the coherence of the academic program and ensures that every teacher — regardless of assignment — is equipped to serve the students who are furthest from standard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                          |
| 1.5               | <p><b>Action:</b><br/>Transportation</p> <p><b>Need:</b><br/>Reliable transportation is foundational for academic achievement, and its absence disproportionately affects ACE's Socioeconomically Disadvantaged students, whose families have the fewest alternatives for getting students to school consistently. The chronic absenteeism rate stands at 35.3% on the 2025 California School Dashboard — identified in the Reflections section as ACE's single most pressing concern, with direct implications for student engagement and academic outcomes. While ACE's overall daily attendance rate improved significantly to 98.40% in 2024-25, the persistent absenteeism data indicates that barriers to consistent attendance have not been fully resolved, particularly for high-need subgroups.</p> <p>Educational partner feedback gathered during the 2025-26 LCAP process reinforced what SED families have shared in prior years: when busing is unavailable, parents face significant difficulty getting students to school. This is not a matter of choice or disengagement — it is a logistical and financial barrier that is directly</p> | <p>Reliable transportation addresses the identified need of SED students by removing the logistical barrier that most directly causes attendance to drop when busing is unavailable. For low-income families in Helendale's high desert geography — where distances are significant and public transit options are limited — the school bus is not a supplemental service but a structural necessity. When transportation is disrupted, SED students are the first to miss school and the least likely to recover that time through alternative means. By ensuring reliable and consistent busing to and from school, the district removes the most immediate, family-identified barrier to regular attendance.</p> <p>The impact of this action extends beyond attendance rates alone. Transportation is the access condition that makes every other LCAP action reachable for SED students. A student who is not at school cannot benefit from smaller class sizes, Edmentum instruction, after-school tutoring, or school counseling. When ACE's chronic absenteeism stands at 35.3%, ensuring that students can consistently get to school is a prerequisite for any other academic or climate intervention to work. The strong daily attendance rate of 98.40% achieved in 2024-25 — which the Goal Analysis attributed in significant part to</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| 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                                                      |
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|                   | <p>within the district's capacity to address. Local attendance data consistently shows drops on days when transportation is disrupted, confirming that for a meaningful portion of the SED population, the bus is a necessity rather than a convenience.</p> <p>Transportation also functions as a gateway to every other action in the LCAP. A student who cannot reliably get to school cannot benefit from smaller class sizes, supplemental curriculum, after-school tutoring, or counseling services — making transportation a foundational support that amplifies the impact of ACE's broader academic and climate interventions.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>transportation reliability — confirms that when busing is in place and dependable, SED attendance improves.</p> <p>This action is provided on an LEA-wide basis because SED students are distributed across all grade levels at ACE, and transportation routes serve the full student population. Differentiating transportation by grade level or program would create inequitable access based on a factor that has nothing to do with student need. The geographic reality of the Silver Lakes and Helendale communities — where the distances between home and school make independent student transportation impractical for most low-income families — further reinforces that this is a districtwide structural solution to a districtwide structural barrier.</p> |                                                                                         |
| 1.8               | <p><b>Action:</b><br/>After School Tutoring</p> <p><b>Need:</b><br/>SED and EL students at ACE demonstrate academic gaps that have not been fully addressed through core classroom instruction alone, and student engagement data reveals that the after-school tutoring program has not yet reached the students it is most intended to serve. The 2025 California School Dashboard shows EL students at -81.4 DFS in Mathematics and -58.1 DFS in ELA. SED students are at -52 DFS in Math and -37.9 DFS in ELA. Edmentum benchmark data for 2025-26 shows low-income students at only</p>                                                                                  | <p>After-school tutoring addresses the identified academic needs of EL, SED, and Foster Youth students by providing structured, small-group instructional time beyond the school day that gives students additional opportunities to reinforce standards-aligned content, address specific areas of difficulty, and build academic confidence. For EL and SED students whose performance on Edmentum benchmarks and CAASPP remains below standard, supplemental instructional time is a necessary complement to core instruction — particularly when the scale of the academic gap means that the school day alone cannot provide sufficient practice and feedback for students who are furthest from proficiency.</p>                                                       | <p>This action will be measured by the metrics identified in the action description</p> |

| 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 |
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|                   | <p>8.2% on ELA benchmarks in Window 3 — well below the all-student rate of 48% — indicating that the overall progress trend has not reached the students with the greatest academic need.</p> <p>Student engagement data from the HSS Student LCAP presentation adds critical context. Zero percent of ACE student representatives reported utilizing tutoring services, and zero percent reported being aware of other adults available to help them with schoolwork beyond their classroom teacher. These findings indicate that while the tutoring program has been available, it has not been accessible or visible enough to reach SED and EL students. The Goal Analysis for 2025-26 noted that some students found tutoring ineffective because they were unsure what questions to ask — a barrier that points to the need for more structured, teacher-facilitated sessions and proactive student identification rather than a self-referral model.</p> <p>Foster youth students, who face instability in housing and school placement, benefit from the consistency and academic continuity that structured extended learning provides. For this population, a reliable after-school program offers both academic reinforcement and a stable adult-supervised environment during hours when other supports may not be present.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>A priority for 2026-27 is directly addressing the access and awareness barriers that student engagement data revealed. The fact that zero percent of ACE student representatives reported using tutoring or knowing that other adults were available to help them with schoolwork indicates that the program's reach has not matched its intent. For 2026-27, the action design must include proactive student identification — teachers and counselors connecting EL and SED students to tutoring rather than relying on self-referral — and more structured session formats that give students a clear entry point rather than leaving them to initiate a conversation they may not know how to start. The Goal Analysis noted that some students found tutoring ineffective because they were unsure what to ask, which points to a need for facilitated, teacher-directed sessions rather than open study hall models.</p> <p>For Foster Youth students, after-school tutoring offers both academic reinforcement and the consistency of a structured, supervised environment that students experiencing housing instability may not have access to elsewhere. The predictability and adult relationship that a regular tutoring program provides can be particularly meaningful for this population.</p> <p>This action is provided on an LEA-wide basis because EL, SED, and Foster Youth students are distributed across grade levels at ACE, and the need for supplemental academic support is not limited to a single cohort or classroom. A schoolwide approach also reduces stigma by making the program available to any student who</p> |                                    |

| 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                                                    |
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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | needs it, rather than designating it as a separate intervention for identified students only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                       |
| 1.9               | <p><b>Action:</b><br/>Career Technical Education and College and Career Readiness</p> <p><b>Need:</b><br/>The 2025 California School Dashboard College/Career Indicator shows that only 33.3% of students are prepared for college or career — meaning that two-thirds of ACE's students are graduating without meeting the threshold for college and career readiness. While this represents a 7.5 percentage point improvement over the prior year, the baseline remains low, and the distribution of that progress across unduplicated student groups is not yet clear from available data. EL students face language and academic access barriers that can limit participation in higher-level A-G coursework and articulated CTE sequences. SED students encounter financial barriers to college preparatory activities, dual enrollment costs, and career exploration opportunities. Foster youth, who frequently experience school transitions and interrupted enrollment, benefit from structured CTE pathways that provide a consistent educational thread and documented skill attainment that travels with them across placements.</p> <p>The Goal Analysis for 2025-26 identified an Aeries audit that uncovered course code discrepancies affecting CCI and A-G reporting — a finding that suggests ACE's college and career readiness data may not yet fully reflect</p> | <p>CTE and college and career readiness programming addresses the identified needs of EL, SED, and Foster Youth students by expanding access to structured pathways that connect secondary coursework to postsecondary options and workforce preparation. With only 33.3% of ACE students meeting the College/Career Indicator threshold on the 2025 Dashboard, the current approach to college and career preparation is not reaching a sufficient proportion of students — and the distribution of that gap across unduplicated subgroups is a specific concern. This action maintains and expands ACE's existing CTE course offerings, community college partnerships with Victor Valley College and Barstow Community College, and A-G completion supports, while responding to educational partner feedback calling for more real-world, hands-on learning experiences and clearer pathways to postsecondary opportunity.</p> <p>For SED students, CTE pathways provide access to career exploration and credential attainment that would otherwise require financial resources or community connections that low-income families may not have. Articulated CTE sequences and dual enrollment opportunities reduce the cost and complexity of postsecondary transition for students whose families cannot afford to support exploration after high school. For EL students, CTE programs that integrate language into career and technical contexts provide meaningful, authentic language practice alongside content learning. For Foster Youth, structured CTE</p> | Metric M1.15 will monitor the options for a broad course of study for student groups. |

| 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                                                       |
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|                   | <p>student participation. Ensuring accurate course coding and expanding the actual availability and participation in pathways — not only access on paper — requires continued investment. Educational partner feedback from students and parents identified interest in expanded course offerings, more real-world learning opportunities, and stronger connections to postsecondary options. While ACE has maintained 100% access to a broad course of study (M1.15), access without participation and completion does not fully serve the unduplicated students this action is principally directed toward.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>pathways create a documented skill and credential record that travels with students across school placements and provides evidence of progress even when coursework is interrupted.</p> <p>The Aeries course code discrepancies affecting CCI and A-G data underscores that access on paper is not the same as genuine participation and completion. This action includes continued effort to ensure accurate data and to actively connect unduplicated students to pathways, not only to ensure that pathways are technically available.</p> <p>This action is provided on an LEA-wide basis because equitable access to college and career readiness programming must be available to every student at ACE, and a cohort- or program-limited approach would create disparities based on scheduling or administrative assignment rather than student need or interest.</p> |                                                                                          |
| 2.1               | <p><b>Action:</b><br/>School Climate and Culture</p> <p><b>Need:</b><br/>ACE's school climate data reflects meaningful disparities in discipline and engagement outcomes for its unduplicated student populations that have persisted despite prior intervention efforts. The 2025 California School Dashboard shows an overall suspension rate at 6% — a 0.3 percentage point increase from the prior year — with SED students reaching a red-level performance indicator for suspension rate, the only red indicator on ACE's 2025 Dashboard. Chronic absenteeism stands at 35.3% districtwide,</p>                                               | <p>Action 2.1 addresses the identified needs of SED, EL, and Foster Youth students by continuing to develop and strengthen PBIS implementation and school climate practices across ACE. For unduplicated students, a consistent and predictable behavioral environment is a prerequisite for academic engagement — when consequences are applied unevenly, campus culture feels unsafe, or students do not understand behavioral expectations, these populations are disproportionately likely to disengage, accumulate absences, or escalate behaviorally. The action supports site administration in implementing evidence-based PBIS strategies, including schoolwide recognition systems, consistent behavioral expectations, restorative practices, and</p>                                                                                                               | <p>This action will be measured by the metrics identified in the action description.</p> |

| 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 |
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|                   | <p>ACE's most urgent identified concern, with EL and SED students among the groups where absenteeism worsened in 2024-25. High-level office referrals increased from 8 in 2024-25 to 33 in 2025-26, signaling that behavioral challenges are not being intercepted early enough and that the conditions supporting a consistently safe and structured campus are not yet fully in place.</p> <p>Survey and engagement data from 2025-26 confirm the gaps most directly affecting unduplicated students. Only 64.39% of students reported feeling safer in the bathroom than in prior years, and PBIS implementation fidelity was reported by only 59.09% of staff — with zero percent of ACE student representatives reporting any understanding of the ClassDojo points system or PBIS expectations. Staff identified inconsistent consequences as a top concern during LCAP engagement sessions, and parent attendance at school and district meetings remained low at 21.10%, limiting the family engagement that is essential to addressing attendance and behavioral outcomes for EL, SED, and Foster Youth students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>student engagement opportunities such as clubs, events, and school spirit initiatives. These components directly respond to the 2025-26 engagement data showing zero percent student understanding of PBIS expectations and a 59.09% staff implementation fidelity rate — gaps that must be closed to create the conditions where SED and EL students feel connected and accountable enough to attend consistently and engage productively.</p> <p>Improving bathroom safety, strengthening the visibility and consistency of behavioral consequences, and rebuilding student familiarity with PBIS structures are specific priority areas for 2026-27 that directly address the conditions unduplicated students identified as barriers to feeling safe and welcome on campus. The district will also use data from MTSS/PBIS meetings, office referral trends, and the LCAP Survey to monitor implementation and adjust strategies responsively for the student groups where climate indicators are moving in the wrong direction — particularly EL and SED students, whose chronic absenteeism worsened in 2024-25 despite overall climate improvements.</p> <p>This action is provided on an LEA-wide basis because the school climate needs driving chronic absenteeism and behavioral concerns among SED, EL, and Foster Youth students affect every classroom and every part of the campus. A program-limited or cohort-specific approach to PBIS would produce the very inconsistency that engagement data identifies as the core problem — students and staff operating under different</p> |                                    |

| 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                                                |
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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | expectations depending on setting. A unified, site-wide climate approach creates shared language, shared expectations, and shared accountability that is essential for unduplicated students who need to experience a coherent, welcoming campus environment across every interaction throughout the school day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |
| 2.2               | <p><b>Action:</b><br/>School Counselor</p> <p><b>Need:</b><br/>ACE's EL, SED, and Foster Youth students face intersecting academic, social-emotional, and attendance challenges that cannot be adequately addressed through instructional interventions alone and require dedicated counseling support to address root causes. Chronic absenteeism at 35.3% on the 2025 Dashboard is driven in significant part by social-emotional and family stressors that counseling is uniquely positioned to address. High-level office referrals increased from 8 to 33 between 2024-25 and 2025-26, and the SED suspension rate reached a red-level indicator on the 2025 Dashboard, reflecting that behavioral escalation is growing and that early-stage counseling intervention must be strengthened before students reach formal disciplinary processes.</p> <p>Student engagement data adds important context: while 83.24% of students reported having at least one trusted adult on campus — a foundation that counseling services are essential to maintaining — zero percent of student representatives identified awareness</p> | <p>Action 2.2 addresses the identified needs of EL, SED, and Foster Youth students by providing dedicated counseling services at ACE that offer educational, preventive, and intervention support addressing the academic, personal, and social-emotional barriers that prevent these populations from attending consistently and engaging productively. For SED students, counselors provide social-emotional learning interventions, crisis support, and connection to community resources that address the out-of-school stressors driving chronic absenteeism and behavioral escalation. For EL students, culturally responsive counseling practice helps bridge language and cultural barriers that can otherwise limit help-seeking and family engagement. For Foster Youth, counselors serve as a consistent adult point of contact who can coordinate with child welfare systems, manage school transitions, and provide the stable relationship that students experiencing placement instability most need.</p> <p>The increase in high-level office referrals from 8 to 33 in 2025-26 signals that more students are reaching formal disciplinary processes — a pattern that early counseling intervention is designed to interrupt. By identifying students at risk for behavioral escalation and chronic absenteeism earlier, and by working proactively with teachers</p> | This action will be measured by the metrics identified in the action description. |

| 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                                                      |
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|                   | <p>of adults beyond their classroom teacher who could help them with schoolwork, indicating that students are not consistently connecting to the full range of support available to them. For EL students, language and cultural barriers may limit proactive help-seeking. For Foster Youth, trauma histories and placement instability create a specific need for a consistent, trusted counseling relationship that bridges school, family, and child welfare systems across transitions.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and site administration to build student-specific support plans, the counselor shifts the district's response posture from reactive discipline to preventive intervention. Strengthening student awareness of counseling services is also a specific focus for 2026-27, directly responding to the engagement data showing zero percent of student representatives aware of adults beyond their classroom teacher who could provide support.</p> <p>This action is provided on an LEA-wide basis because EL, SED, and Foster Youth students are present across all grade levels at ACE, and the social-emotional and attendance barriers they face are not confined to a single program or cohort. Providing counseling on a site-wide basis also reduces stigma and increases access — students who might not seek out a targeted intervention are more likely to engage with a counselor who is a visible, integrated presence across the campus. A universal counseling model ensures that no unduplicated student's access to support is determined by which classroom or grade level they are assigned to.</p> |                                                                                         |
| <b>2.3</b>        | <p><b>Action:</b><br/>Director Student Support</p> <p><b>Need:</b><br/>ACE's unduplicated students experience chronic absenteeism, behavioral escalation, and disengagement at rates that require coordinated, sustained leadership beyond what site-level instructional and administrative staff can manage alongside their core responsibilities. Chronic absenteeism at 35.3% and a red-level SED suspension rate on the</p>                                                                                                    | <p>Action 2.3 addresses the identified needs of EL, SED, and Foster Youth students by providing dedicated district-level leadership to coordinate the attendance interventions, restorative practices, family outreach, and wraparound supports that these populations require and that cannot be consistently implemented without a staff role specifically designed for that purpose. The Director of Student Support — filled by the School Administrative Manager (SAM) — oversees re-engagement strategies for chronically absent students, coordinates mentorship and restorative</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>This action will be measured by the metrics identified in the action description</p> |

| 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 |
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|                   | <p>2025 Dashboard represent outcomes that require intervention. High-level office referrals increased from 8 to 33 between 2024-25 and 2025-26, and the expulsion rate moved from 0% to 0.7% — trends that signal a need for more proactive, coordinated behavioral intervention and re-engagement infrastructure across the site.</p> <p>Educational partner feedback emphasized the need for dedicated district-level leadership focused on attendance intervention, mentorship, restorative practices, and family outreach — a coordination function that requires focused staffing to implement with fidelity. The Goal Analysis for 2025-26 confirmed that the SAM role produced meaningful reductions in suspension rates, particularly for EL students (from 8.1% to 2.7%), but that chronic absenteeism worsened for EL and SED students, indicating that re-engagement strategies must be sharpened and that the scope of the role must expand to include more intensive attendance intervention and wraparound coordination for Foster Youth, whose placement instability requires a dedicated point of contact who can maintain continuity of support across school transitions.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>justice programming to reduce suspension and expulsion rates, and organizes professional development for staff on culturally responsive practices and trauma-informed care. For Foster Youth specifically, this role serves as the primary coordination point across school, family, and child welfare systems, ensuring continuity of support through placement transitions and providing the case management infrastructure that this population's instability requires.</p> <p>The Goal Analysis for 2025-26 confirmed that this role produced meaningful reductions in suspension rates for EL students in particular — dropping from 8.1% to 2.7% — validating that dedicated intervention leadership produces measurable results for unduplicated students when implemented with consistency. The data also makes clear that chronic absenteeism for EL and SED students worsened during the same period, indicating that re-engagement strategies must be sharpened and that the role's scope must expand in 2026-27 to prioritize attendance intervention and family engagement with the same intensity currently applied to behavioral outcomes. Strengthening parent outreach — particularly for EL families who face language and logistical barriers to school engagement — is a specific priority that the SAM is positioned to lead.</p> <p>This action is provided on an LEA-wide basis because the coordination needs of EL, SED, and Foster Youth students are not isolated to a single grade level or program — they require a districtwide lens that can track patterns, allocate resources, and build the systems that site-level</p> |                                    |

| 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 |
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|                   |                    | staff alone cannot sustain. A role limited in scope to a single program or cohort would fail to reach the unduplicated students distributed across ACE's full enrollment, and would leave the cross-system coordination that Foster Youth students require without a consistent owner. Districtwide leadership for student support ensures that the interventions ACE's most vulnerable students need are coordinated, coherent, and accountable to the outcomes the data demands. |                                    |

### **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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| <b>1.6</b>        | <p><b>Action:</b><br/>Bilingual Aides</p> <p><b>Need:</b><br/>ACE's English Learner students face challenges in language acquisition that separate their needs from the general student population and require a dedicated, linguistically responsive support. ELPAC proficiency declined from 41.2% in 2023-24 to 26.09% in 2024-25 — a drop of more than 15 percentage points that erased prior-year gains and signals that existing supports are not sufficient to sustain language progress. EL students are performing at -81.4 DFS in Mathematics and -58.1 DFS in ELA on the</p> | Bilingual aides address the identified need of EL students by providing in-class language support that bridges the gap between English-only instruction and the comprehension and participation EL students require to access grade-level content. For students who are still developing English proficiency, a bilingual aide provides real-time translation, clarification of content, and language scaffolding that enables EL students to participate meaningfully in instruction they might otherwise be excluded from. This support is particularly critical given the ELPAC proficiency decline to 26.09% and EL performance at -81.4 DFS in Mathematics and -58.1 DFS in ELA — data that confirms EL students need more consistent, | This action will be measured by the metrics identified in the action description |

| 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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|                   | <p>2025 Dashboard, representing the largest subgroup gaps at ACE. Progress on the EL Progress Indicator (ELPI) stands at only 7.7%, reflecting challenges in moving students along the language acquisition continuum.</p> <p>The EL reclassification rate provides an additional data point. After reaching 22% in 2023-24, the reclassification rate declined to 15.9% in 2024-25 — indicating that the pipeline from EL identification to reclassification remains fragile and inconsistent. The Goal Analysis for Action 1.6 in 2025-26 noted a specific implementation challenge: some general education teachers expected bilingual aides to carry the full responsibility for ELD delivery rather than sharing that role, resulting in gaps in integrated ELD across content areas. This concern points directly to both the indispensability of bilingual aide support and the need to clearly define and implement the shared ELD model the district is working toward.</p> <p>EL parents affirmed the value of bilingual aide support during educational partner engagement, indicating that students' language progress is perceptible to families and that continuity of this support matters to the community ACE serves.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>structured language support than the current environment has provided.</p> <p>Bilingual aides also play a direct role in designated ELD delivery, working alongside teachers to provide explicit language instruction tailored to students at specific proficiency levels. The Goal Analysis for 2025-26 identified a need to more clearly define the shared ELD responsibility between bilingual aides and general education teachers — a challenge the district is addressing through Action 1.4 professional development — but also confirmed that where bilingual aide support was consistently in place, EL reclassification rates showed improvement. Sustaining and strengthening this action is essential to rebuilding the reclassification progress that declined from 22% to 15.9% between 2023-24 and 2024-25.</p> <p>Educational partner feedback affirmed the value of bilingual aide support and confirmed that students' language development is visible to parents when this support is consistently provided.</p> |                                    |

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

Not applicable

**Additional Concentration Grant Funding**

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

Not applicable

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

2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Totals    | 3779740                                               | 316545                                                                              | 8.375%                                                                                                 | 0.000%                                                            | 8.375%                                                                                           |

| Totals | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$742,470.00 | \$0.00            | \$0.00      | \$5,540.00    | \$748,010.00 | \$433,832.00    | \$314,178.00        |

| Goal # | Action # | Action Title                                                    | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|-----------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
| 1      | 1.1      | Technology                                                      | Low Income                                     | Yes                                             | LEA-wide                                 | Low Income                                     | All Schools | Ongoing   | \$0.00          | \$35,000.00         | \$35,000.00  |                   |             |               | \$35,000.00  |                                         |
| 1      | 1.2      | Grade Level Curriculum, Assessment, and Supplemental Curriculum | English Learners<br>Low Income                 | Yes                                             | LEA-wide                                 | English Learners<br>Low Income                 | All Schools | Ongoing   | \$0.00          | \$32,500.00         | \$31,000.00  |                   |             | \$1,500.00    | \$32,500.00  |                                         |
| 1      | 1.3      | Lower Class Size in all schools                                 | English Learners<br>Low Income                 | Yes                                             | LEA-wide                                 | English Learners<br>Low Income                 | All Schools | Ongoing   | \$130,357.00    | \$0.00              | \$130,357.00 |                   |             |               | \$130,357.00 |                                         |
| 1      | 1.4      | Professional Development                                        | English Learners<br>Low Income                 | Yes                                             | LEA-wide                                 | English Learners<br>Low Income                 | All Schools | Ongoing   | \$5,000.00      | \$16,500.00         | \$20,000.00  |                   |             | \$1,500.00    | \$21,500.00  |                                         |
| 1      | 1.5      | Transportation                                                  | Low Income                                     | Yes                                             | LEA-wide                                 | Low Income                                     | All Schools | Ongoing   | \$0.00          | \$162,638.00        | \$162,638.00 |                   |             |               | \$162,638.00 |                                         |
| 1      | 1.6      | Bilingual Aides                                                 | English Learners                               | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | Ongoing   | \$13,290.00     | \$0.00              | \$13,290.00  |                   |             |               | \$13,290.00  |                                         |
| 1      | 1.7      | Teacher Induction Program                                       | All                                            | No                                              |                                          |                                                | All Schools | Ongoing   | \$5,103.00      | \$0.00              | \$5,103.00   |                   |             |               | \$5,103.00   |                                         |
| 1      | 1.8      | After School Tutoring                                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$7,500.00      | \$0.00              | \$6,000.00   |                   |             | \$1,500.00    | \$7,500.00   |                                         |
| 1      | 1.9      | Career Technical Education and College and Career Readiness     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |             | On Going  | \$0.00          | \$53,500.00         | \$53,500.00  |                   |             |               | \$53,500.00  |                                         |
| 2      | 2.1      | School Climate and Culture                                      | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$10,900.00         | \$10,000.00  |                   |             | \$900.00      | \$10,900.00  |                                         |

| Goal # | Action # | Action Title                       | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|------------------------------------|------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
| 2      | 2.2      | School Counselor                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$146,121.00    | \$0.00              | \$146,121.00 |                   |             |               | \$146,121.00 |                                         |
| 2      | 2.3      | Director Student Support           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$126,461.00    | \$0.00              | \$126,461.00 |                   |             |               | \$126,461.00 |                                         |
| 3      | 3.1      | Parent and Community Communication | All                                            | No                                              |          |                                                | All Schools | Ongoing   | \$0.00          | \$2,140.00          | \$2,000.00   |                   |             | \$140.00      | \$2,140.00   |                                         |
| 3      | 3.2      | Parent and Community Involvement   | All                                            | No                                              |          |                                                | All Schools | Ongoing   | \$0.00          | \$1,000.00          | \$1,000.00   |                   |             |               | \$1,000.00   |                                         |

# 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 |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| 3779740                      | 316545                                                     | 8.375%                                                                                              | 0.000%                                                   | 8.375%                                                                                        | \$734,367.00                                            | 0.000%                                               | 19.429 %                                                                                               | <b>Total:</b>            | \$734,367.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$721,077.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$13,290.00      |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title                                                    | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-----------------------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 1    | 1.1      | Technology                                                      | Yes                                             | LEA-wide                                 | Low Income                                     | All Schools | \$35,000.00                                                |                                             |
| 1    | 1.2      | Grade Level Curriculum, Assessment, and Supplemental Curriculum | Yes                                             | LEA-wide                                 | English Learners<br>Low Income                 | All Schools | \$31,000.00                                                |                                             |
| 1    | 1.3      | Lower Class Size in all schools                                 | Yes                                             | LEA-wide                                 | English Learners<br>Low Income                 | All Schools | \$130,357.00                                               |                                             |
| 1    | 1.4      | Professional Development                                        | Yes                                             | LEA-wide                                 | English Learners<br>Low Income                 | All Schools | \$20,000.00                                                |                                             |
| 1    | 1.5      | Transportation                                                  | Yes                                             | LEA-wide                                 | Low Income                                     | All Schools | \$162,638.00                                               |                                             |
| 1    | 1.6      | Bilingual Aides                                                 | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$13,290.00                                                |                                             |
| 1    | 1.8      | After School Tutoring                                           | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$6,000.00                                                 |                                             |
| 1    | 1.9      | Career Technical Education and College and Career Readiness     | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |             | \$53,500.00                                                |                                             |

| Goal | Action # | Action Title               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|----------------------------|-------------------------------------------------|----------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 2    | 2.1      | School Climate and Culture | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$10,000.00                                                |                                             |
| 2    | 2.2      | School Counselor           | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$146,121.00                                               |                                             |
| 2    | 2.3      | Director Student Support   | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$126,461.00                                               |                                             |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$747,490.00                                         | \$734,260.91                               |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                      | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 1                  | 1.1                  | Technology                                                      | Yes                                            | \$35,000.00                                    | 74502.93                                          |
| 1                  | 1.2                  | Grade Level Curriculum, Assessment, and Supplemental Curriculum | Yes                                            | \$32,500.00                                    | 13112.41                                          |
| 1                  | 1.3                  | Lower Class Size in all schools                                 | Yes                                            | \$135,696.00                                   | 144315.53                                         |
| 1                  | 1.4                  | Professional Development                                        | Yes                                            | \$21,500.00                                    | 516.05                                            |
| 1                  | 1.5                  | Transportation                                                  | Yes                                            | \$160,000.00                                   | 162637.95                                         |
| 1                  | 1.6                  | Bilingual Aides                                                 | Yes                                            | \$20,000.00                                    | 14481.50                                          |
| 1                  | 1.7                  | Teacher Induction Program                                       | No                                             | \$4,000.00                                     | 5102.65                                           |
| 1                  | 1.8                  | After School Tutoring                                           | Yes                                            | \$7,500.00                                     | 7500.00                                           |
| 1                  | 1.9                  | Career Technical Education and College and Career Readiness     | Yes                                            | \$53,500.00                                    | 29050.90                                          |
| 2                  | 2.1                  | School Climate and Culture                                      | Yes                                            | \$10,900.00                                    | 10749.55                                          |
| 2                  | 2.2                  | School Counselor                                                | Yes                                            | \$140,062.00                                   | 147988.16                                         |

| 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) |
|--------------------|----------------------|------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                    |                                                |                                                |                                                   |
| 2                  | 2.3                  | Director Student Support           | Yes                                            | \$123,692.00                                   | 124190.34                                         |
| 3                  | 3.1                  | Parent and Community Communication | No                                             | \$2,140.00                                     | 0                                                 |
| 3                  | 3.2                  | Parent and Community Involvement   | No                                             | \$1,000.00                                     | 112.94                                            |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 325581                                                                           | \$734,950.00                                            | \$727,545.32                                                          | \$7,404.68                                                                                         | 0.000%                                               | 0.000%                                                 | 0.000%                                                                                       |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                      | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|-----------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 1                  | 1.1                  | Technology                                                      | Yes                                             | \$35,000.00                                                            | 74502.93                                                                  |                                         |                                                                     |
| 1                  | 1.2                  | Grade Level Curriculum, Assessment, and Supplemental Curriculum | Yes                                             | \$31,000.00                                                            | 13112.41                                                                  |                                         |                                                                     |
| 1                  | 1.3                  | Lower Class Size in all schools                                 | Yes                                             | \$135,696.00                                                           | 144315.53                                                                 |                                         |                                                                     |
| 1                  | 1.4                  | Professional Development                                        | Yes                                             | \$20,000.00                                                            | 516.05                                                                    |                                         |                                                                     |
| 1                  | 1.5                  | Transportation                                                  | Yes                                             | \$160,000.00                                                           | 162637.95                                                                 |                                         |                                                                     |
| 1                  | 1.6                  | Bilingual Aides                                                 | Yes                                             | \$20,000.00                                                            | 14481.50                                                                  |                                         |                                                                     |
| 1                  | 1.8                  | After School Tutoring                                           | Yes                                             | \$6,000.00                                                             | 6000                                                                      |                                         |                                                                     |
| 1                  | 1.9                  | Career Technical Education and College and Career Readiness     | Yes                                             | \$53,500.00                                                            | 29050.90                                                                  |                                         |                                                                     |
| 2                  | 2.1                  | School Climate and Culture                                      | Yes                                             | \$10,000.00                                                            | 10749.55                                                                  |                                         |                                                                     |
| 2                  | 2.2                  | School Counselor                                                | Yes                                             | \$140,062.00                                                           | 147988.16                                                                 |                                         |                                                                     |
| 2                  | 2.3                  | Director Student Support                                        | Yes                                             | \$123,692.00                                                           | 124190.34                                                                 |                                         |                                                                     |

# 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) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| 3626917                                                   | 325581                                                            | 0                                                        | 8.977%                                                                                                          | \$727,545.32                                                                 | 0.000%                                                        | 20.060%                                                                                    | \$0.00                                                                     | 0.000%                                            |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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"><li>• Enter the metric number.</li></ul> |
| 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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).

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