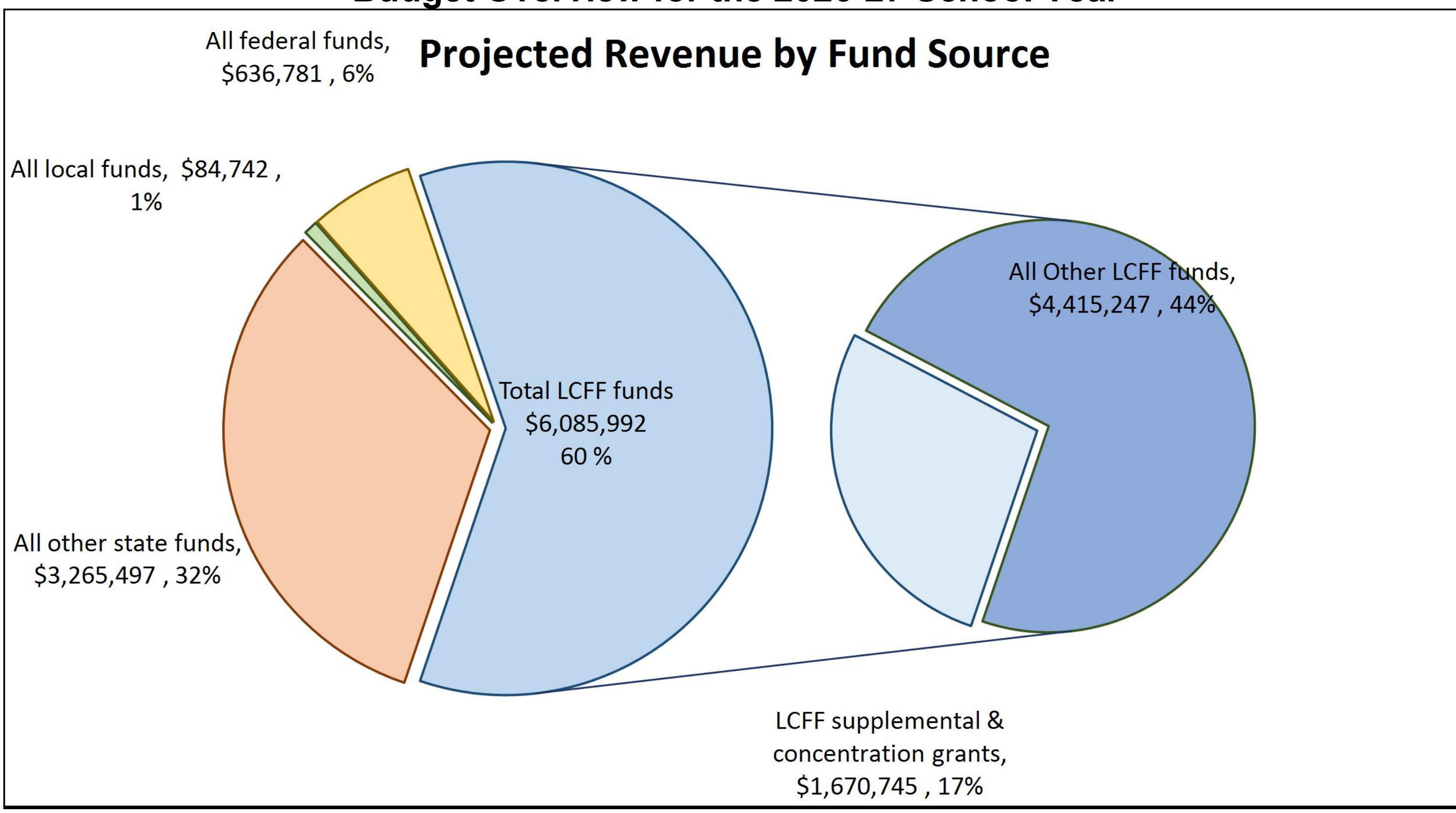
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escuela Popular Accelerated Family Learning Center
CDS Code: 43694274330726
School Year: 2026-27
LEA contact information:
Patricia Reguerin
Executive Director
patricia@escuelapopular.org
(408) 426-6593

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

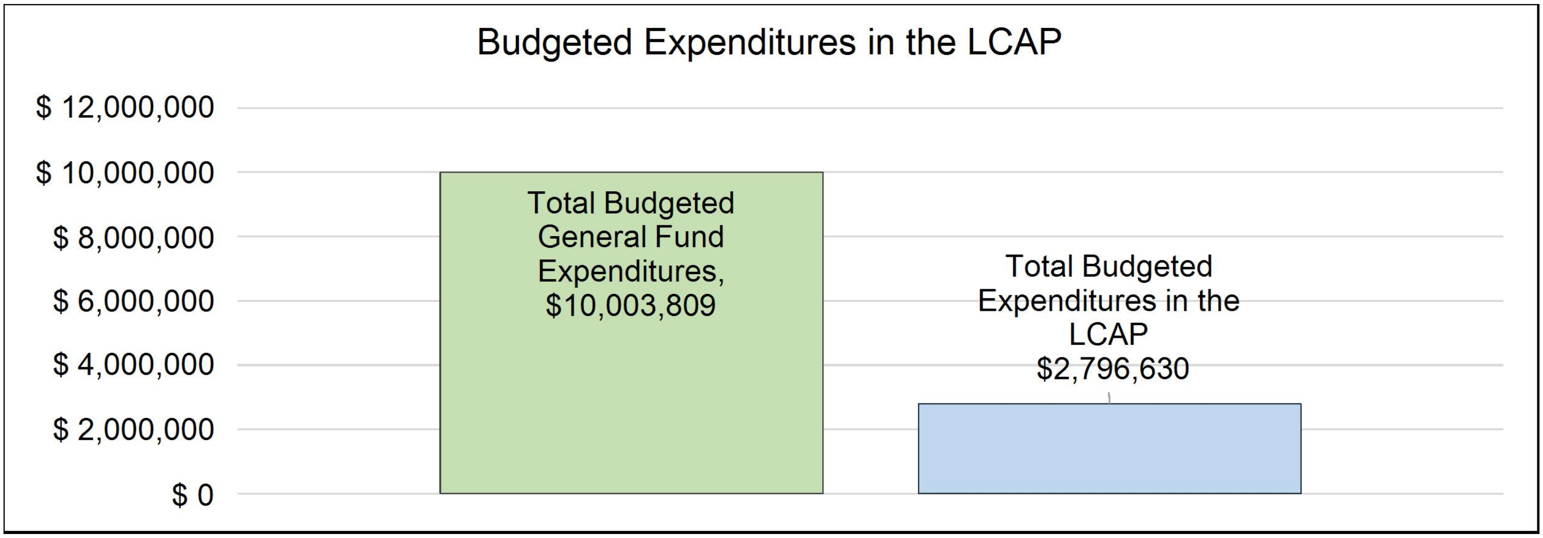


This chart shows the total general purpose revenue Escuela Popular Accelerated Family Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escuela Popular Accelerated Family Learning Center is $10,073,012, of which $6,085,992 is Local Control Funding Formula (LCFF), $3,265,497 is other state funds, $84,742 is local funds, and $636,781 is federal funds. Of the $6,085,992 in LCFF Funds, $1,670,745 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 Escuela Popular Accelerated Family Learning Center 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: Escuela Popular Accelerated Family Learning Center plans to spend $10,003,809 for the 2026-27 school year. Of that amount, $2,796,630 is tied to actions/services in the LCAP and $7,207,179 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

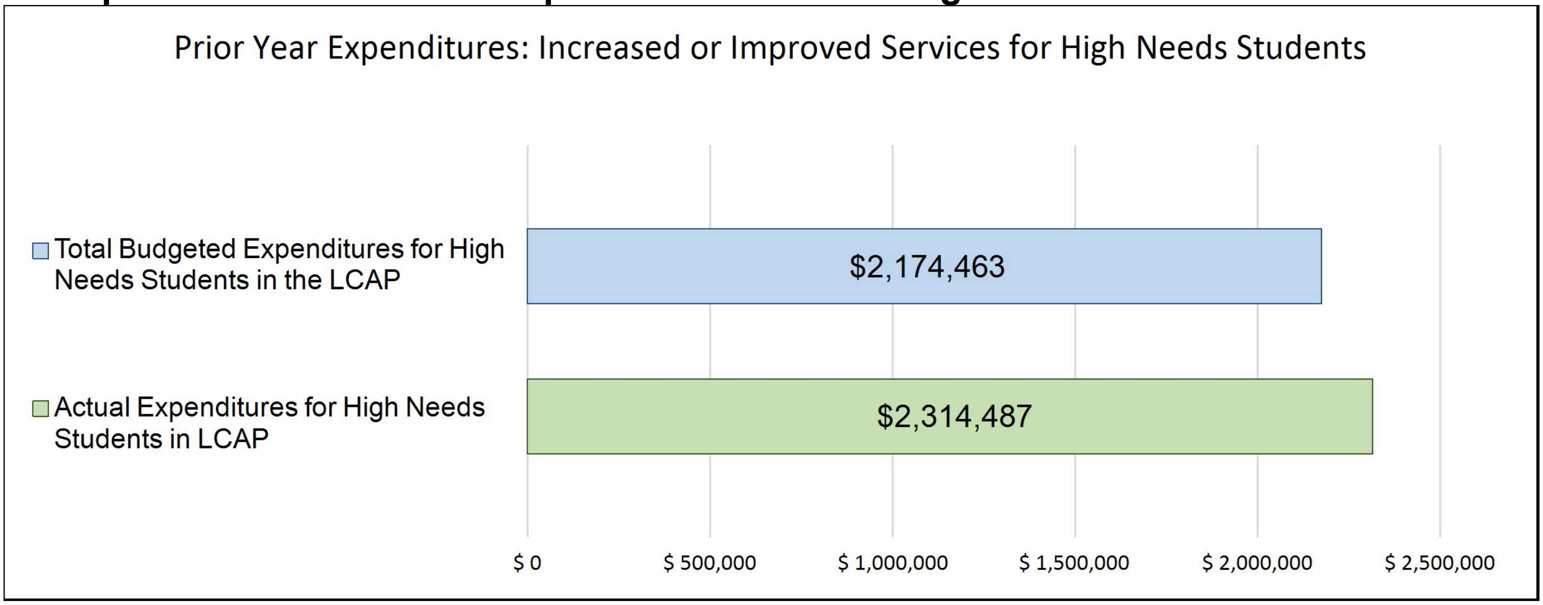
The Local Control Accountability Plan (LCAP) does not include the salaries of all our teaching staff, support staff, administrators, services and other operating expenses, and school facility costs—which accounts for the majority of the differences between the General Fund budget and the total budget in the Local Control Accountability Plan (LCAP).

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

In 2026-27, Escuela Popular Accelerated Family Learning Center is projecting it will receive $1,670,745 based on the enrollment of Foster Youth, English learner, and low-income students. Escuela Popular Accelerated Family Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. Escuela Popular Accelerated Family Learning Center plans to spend $1,842,044 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Escuela Popular Accelerated Family Learning Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Escuela Popular Accelerated Family Learning Center 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, Escuela Popular Accelerated Family Learning Center's LCAP budgeted $2,174,463 for planned actions to increase or improve services for high needs students. Escuela Popular Accelerated Family Learning Center actually spent $2,314,487 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escuela Popular Accelerated Family Learning Center	Patricia Reguerin Executive Director	patricia@escuelapopular.org (408) 426-6593

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.

Since 1986, Escuela Popular has been a vital part of the San Jose community, originally founded as a grassroots initiative to provide English language classes for immigrant families. The program gradually expanded in response to the growing educational needs of local families. In 2002, Escuela Popular received a charter from the East Side Union High School District and officially became Escuela Popular Accelerated Family Learning Center, a TK–12 public charter school dedicated to supporting both students and families.

Today, Escuela Popular primarily serves Latino and Spanish-speaking students and families, many of whom are recent immigrants to the United States. The school community reflects the diversity and resilience of the surrounding neighborhood, with more than half of its students born outside of the country. Escuela Popular is committed to providing equitable educational opportunities and comprehensive support services to meet the unique academic and social-emotional needs of its students. Approximately 95.2% of students are identified as socioeconomically disadvantaged, 80.3% are English Learners, and 6% receive special education services through an Individualized Education Program (IEP). These demographics highlight the school’s ongoing mission to create an inclusive, supportive, and culturally responsive learning environment where all students can thrive academically and personally.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local assessment data indicates that Escuela Popular Accelerated Family Learning (EPAFLC) continues to demonstrate strengths in student engagement and college and career readiness while also identifying significant academic challenges that will inform future improvement efforts.

Local assessment data shows mixed results in student growth. In mathematics, 46% of students in grades 2–12 met their NWEA Mathematics growth targets during the 2025–26 school year, a decline from 54% in 2024–25. Mathematics growth was stronger among students in grades 2–8, where 62% met their growth targets, compared to 30% of students in grades 9–12. While elementary and middle school students demonstrated stronger growth, high school mathematics achievement remains an area of concern.

Reading growth remained relatively stable. During the 2025–26 school year, 52% of students in grades 3–12 met their NWEA Reading growth targets, compared to 53% in 2024–25. Reading growth was demonstrated by 51% of students in grades 3–8 and 53% of students in grades 9–12. Although reading growth rates remained above mathematics growth rates, approximately half of students did not meet their annual reading growth targets, indicating continued opportunities for improvement.

Lexile growth data also reflects ongoing challenges. In 2025–26, 64% of students demonstrated positive growth in their fall-to-spring Lexile scores, compared to 71% in 2024–25. Positive Lexile growth was observed among 72% of students in grades 3–8 and 56% of students in grades 9–12. While a majority of students continued to make progress in reading, the decline from the previous year suggests a need for continued emphasis on literacy development and intervention.

The California School Dashboard continues to identify significant challenges in English learner outcomes and overall academic achievement. The English Learner Progress Indicator (ELPI) declined from 38.6% of English Learners making progress toward proficiency in 2023 to 27.5% in 2025. Similarly, English Learner reclassification rates remain below desired levels, increasing only slightly from 2.0% in 2023–24 to 2.8% in 2024–25 and remaining well below the pre-pandemic rate of 7.8%. These results indicate the need for continued emphasis on designated and integrated English Language Development and targeted support for multilingual learners.
CAASPP results continue to show low levels of proficiency, although some grade levels demonstrated improvement. In 2024–25, 10.71% of fifth-grade students met or exceeded standards in English Language Arts compared to 2.63% in the previous year. Eighth-grade English Language Arts proficiency was 11.11%, while mathematics proficiency was 6.67%. Although overall achievement remains below state expectations, these results demonstrate that some students are beginning to make progress toward meeting grade-level standards.

College and career readiness indicators show modest improvement. The four-year cohort graduation rate increased substantially from 3.3% in 2022–23 to 26.7% in 2023–24. Additionally, the school reported a 2.2% college and career pathway completion rate in 2024–25, representing progress from previous years when pathway completion rates were 0%. The school also expanded dual enrollment opportunities, college awareness activities, and postsecondary planning supports to increase student access to college and career pathways.

Despite these positive outcomes, challenges remain. Mathematics growth declined by eight percentage points between 2024–25 and 2025–26, positive Lexile growth declined by seven percentage points, and English Learner progress continues to decrease. State assessment proficiency rates remain low, and college and career readiness indicators continue to be limited by small cohort sizes and low pathway completion rates.

Based on the review of Dashboard and local data, EPAFLC will continue to prioritize literacy and mathematics achievement, strengthen supports for English Learners, expand college and career readiness opportunities, increase pathway completion and dual enrollment participation, and use NWEA, CAASPP, ELPAC, and local assessment data to guide instructional improvement. The combination of stable reading growth, increased graduation outcomes, continued college and career readiness efforts, and ongoing challenges in mathematics achievement and English learner outcomes underscores the need for sustained instructional improvement and targeted interventions to accelerate student success.

Reflections: Technical Assistance

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

N/A

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
SSC | ELAC	Escuela Popular implemented a comprehensive and intentional approach to ensure that parents were not only invited, but meaningfully engaged and empowered throughout the LCAP development process. Recognizing the importance of accessible and inclusive participation, the school provided targeted training sessions for members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC) in both English and Spanish. These sessions were designed to build parents' understanding and confidence to contribute effectively. Through workshops and guided discussions, families received clear explanations of the purpose and structure of the LCAP, its connection to school funding through the LCFF, and how state priorities align with the school's goals, actions, and services. Particular emphasis was placed on the critical role of parent voice in shaping decisions that directly impact student outcomes. To ensure transparency and ongoing engagement, Escuela Popular shared a Mid-Year Review with parents and students during the February 19 meeting, providing an opportunity to reflect on progress and gather input. On May 14, 2026, the Principal presented the Parent Budget Overview, explaining how the school's budget aligns with LCAP priorities. These presentations included accessible tools such as visual pie charts and simplified budget summaries, along with clear

Educational Partner(s)	Process for Engagement
	explanations of Base, Supplemental, and Concentration funding. Families were also provided with a transparent breakdown of investments in key priority areas, including English Learner supports, mental health and wellness services, and college and career readiness. Through these coordinated efforts, Escuela Popular ensured that parents were informed, equipped, and actively involved as partners in the LCAP decision-making process
Teachers | Staff	As part of the LCAP educational partner consultation process, school staff participated in structured meetings and surveys to provide input on focus areas, goal alignment, actions, services, and progress toward desired student outcomes. Three school-wide consultation meetings were held during the 2025–26 school year on September 3, 2025, February 25, 2026, and May 20, 2026. The September meeting focused on identifying and emphasizing the school's key focus areas for the year, reviewing student performance data, and aligning staff efforts with the school's LCAP goals and priorities. The February meeting served as a mid-year progress review, providing staff with an opportunity to examine implementation efforts, discuss challenges and successes, and provide feedback on progress toward established goals. The May meeting focused on evaluating outcomes, reviewing effectiveness of actions and services, and identifying priorities and recommendations for the upcoming LCAP cycle. In addition to participating in consultation meetings, teachers and staff completed LCAP surveys throughout the year. The surveys gathered input regarding the effectiveness of current goals and actions, progress toward meeting student needs, school climate, academic priorities, and areas for improvement. Survey feedback was reviewed alongside meeting discussions to identify strengths, challenges, and priorities for continuous improvement.

Educational Partner(s)	Process for Engagement
	The consultation process included discussions regarding schoolwide priorities, academic achievement, student engagement, college and career readiness, and support for English learners and other student groups. Staff members reviewed progress toward annual goals, identified areas of need, and contributed recommendations for continuous improvement. Through both meetings and surveys, school staff played an active role in informing the development, implementation, and refinement of the LCAP, ensuring that the plan reflects the needs of students and aligns with the school's mission, goals, and continuous improvement efforts.
Students | Families	Escuela Popular designed and implemented a comprehensive, equity-centered stakeholder engagement process to develop the 2025–2026 Local Control and Accountability Plan (LCAP). This inclusive process prioritized transparency, capacity building, and the intentional collection of meaningful input from all educational partners—including students, families, school staff, and community members. A strong emphasis was placed on elevating parent voice, ensuring that families had multiple, accessible opportunities to share their perspectives, experiences, and priorities. Engagement efforts were culturally and linguistically responsive and aligned with state expectations. During Family Night on May 8, families received the LCAP Educational Partner Feedback Survey results, reinforcing the school's commitment to closing the feedback loop and validating parent contributions. The survey was intentionally designed to capture input on the 12 priorities identified by students and parents—Relevance, Relationships, and Responsibilities—which serve as the foundation for LCAP goals and actions. Escuela Popular ensured that parent feedback was not only collected, but carefully reviewed and integrated into planning and decision-making processes. The school community completed the full LCAP feedback cycle during Winter and Spring of the 2025–2026 school year. Families and students continue to engage actively through community school meetings, cafecitos with the principal, family nights, the annual parent conference, and other schoolwide events.

Educational Partner(s)	Process for Engagement
	Escuela Popular used multiple communication platforms to maximize outreach and two-way engagement with families, ParentSquare EP Mobile App Email and SMS Phone calls Flyers and social media Parent’s meeting Communication was reinforced through Cafecitos, Student Recognition Assemblies, Family Nights, parent-teacher conferences, and home visits. All significant events and materials were delivered bilingually, and interpretation services were consistently provided to support full access for all families.

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

Feedback from educational partners directly influenced the development and refinement of the adopted LCAP. Through consultation meetings, surveys, and ongoing communication with staff, families, students, and community partners, the school engaged in a transparent and collaborative process to identify priorities, review progress, and evaluate the effectiveness of current goals and actions.

Educational partner feedback supported the refinement of LCAP goals, actions, and services by highlighting areas of strength as well as opportunities for improvement. Staff and families were provided multiple opportunities to review and discuss school priorities, student outcome data, and proposed actions, ensuring that their perspectives were incorporated into decision-making. Feedback consistently emphasized the importance of improving academic achievement, supporting English learners, strengthening student engagement, maintaining a positive school climate, and expanding college and career readiness opportunities.

Input gathered throughout the year helped ensure that the adopted LCAP remained aligned with the needs and priorities identified by educational partners. Feedback also informed the school's comprehensive mid-year progress review, allowing leadership to assess implementation, make adjustments as needed, and communicate progress toward goals. Ongoing consultation and regular updates fostered meaningful engagement and strengthened communication between the school and its educational partners.

As a result, the adopted LCAP reflects the priorities, concerns, and recommendations shared by educational partners and demonstrates the school's commitment to continuous improvement, accountability, and student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student and family engagement and retention of students by providing students and families with information about the educational program, the objectives of the educational program, and a high school diploma, and the progress of students toward meeting grade-level standards. Increase Tk-8th student and family engagement and commitment to bilingual education and the 80/20 dual immersion model by providing information, objectives, benefits, and outcomes of bilingualism.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Tk-8th-grade families are unaware of our dual immersion program, and their commitment to completing the program needs to be emphasized and strengthened.This goal was developed because data continuously showed that 9-12 grade students leave school prior to completing their graduation requirements.The team believes that if students and families are provided information about the academic program, learning objectives and students’ academic progress toward mastery of their learning goals, they are more likely to stay in school and be motivated to successfully complete the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	PowerSchool Information System The ratio of credits earned to credits attempted increases from previous year or reaches target %.	The ratio of credits earned to credits attempted is 85% Data Source: PowerSchool Information System	The ratio of credits earned to credits attempted is 82% Data Source: PowerSchool	The ratio of credits earned to credits attempted is 75% Data Source: PowerSchool	The ratio of credits earned to credits attempted increases from previous year or reaches target 90%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	This metric compares credits earned to credits attempted to measure student progress, aiming to increase the ratio or meet the annual target	Year: 2023-24	Information System Year: 2024-25	Information System Year: 2025-26		
1.2	Increase the number of continuously enrolled/long-term students. (% of students enrolled 2 or more quarters during school year) This metric tracks the percentage of students enrolled for at least two quarters (long-term students), the goal aims to increase this rate annually.	The percentage of 9th-12th long-term students is 65.19% Data Source: PowerSchool Information System Year: 2023-24	The percentage of 9th-12th long-term students is 75.37% Data Source: PowerSchool Information System Year: 2024-25	HS (Gr. 9-12): The number of continuously enrolled/long-term students for EPAFLC is 81.36% as of the third quarter of the school year 2025-26. Data Source: PowerSchool Information System Year: 2025-26	Increase 3% from the base year	
1.3	Implementation of Academic Content Standards aligned to rubrics designed to evaluate performance-based tasks	Tk-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool	Tk-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool 2024	Tk-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool 2025	Full Implementation and sustainability.	
1.4	Graduation Rates	3.3% Data Source: Dashboard Additional	26.7% Data Source: Dashboard	14.9% Data Source: Dashboard	Increase the number of graduates from the base year by 8%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Report - (4-year cohort graduation rate) Graduation Rate Year: 2022-23	Additional Report - (4-year cohort graduation rate) Graduation Rate Year: 2023-24	Additional Report (4-year cohort graduation rate) Graduation Rate Year: 2024-25		
1.5	Google Classroom Gradebook % of students will access the online academic achievement tracking system	6th-8th 50% of students have access to online academic achievement via Google Classroom gradebook. 9-12 82% of students have access to online academic achievement via Google Classroom gradebook. 66% Schoolwide Data Source: Survey	6th-8th 55% of students have access to online academic achievement via Google Classroom gradebook. 9-12 85% of students have access to online academic achievement via Google Classroom gradebook. 70% Schoolwide Data Source: Survey	6th- 8th 100% of students have access to online academic achievement via Google Classroom gradebook. 9th-12th 90% of students have access to online academic achievement via Google Classroom gradebook. 95% Schoolwide (6th -12th) Data Source: Survey	6th-8th 100% of students have access to online academic achievement via Google Classroom gradebook. 9-12 100% of students have access to online academic achievement via Google Classroom gradebook.	
1.6	Access to a Broad Course of Study	100% of students with access to and enrolled in a broad course of study Data Source: Local Indicator Priority 7 Self-Reflection Tool 2023	100% of students with access to and enrolled in a broad course of study. Data Source: Local Indicator Priority 7 Self-Reflection Tool 2024	100% of students with access to and enrolled in a broad course of study. Data Source: Local Indicator Priority 7 Self-Reflection Tool 2025	100% of students with access to and enrolled in a broad course of study	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Access to Instructional Materials	100% of students with access to materials Data Source: SARC Year: 2022-23	100% of students with access to materials Data Source: SARC Year: 2023-24	100% of students with access to materials Data Source: SARC Year: 2024-25	100% of students with access to materials	
1.8	Safe, Functional, Clean Facilities	Good Data Source: SARC Year: 2022-23	Exemplary Data Source: SARC Year: 2023-24	Good Data Source: SARC Year: 2024-25	Good Based on SARC	
1.9	% Appropriately Assigned Teachers	17.2% "Clear" Data Source: FTE as measured on the Teacher Assignment Monitoring Outcomes report"	18.1% "Clear" Data Source: FTE as measured on the Teacher Assignment Monitoring Outcomes report" 2022-23	23.4% "Clear" Data Source: FTE as measured on the Teacher Assignment Monitoring Outcomes report 2023-24	20% "Clear" Based on FTE as measured on the Teacher Assignment Monitoring Outcomes report	

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.

Planned vs. Actual Implementation:

Overall, Goal 1 demonstrated mixed results during the 2025–26 school year. Several key metrics showed improvement, particularly in student retention, access to academic progress monitoring, teacher credentialing, instructional resources, and family communication. However, other outcomes, including the ratio of credits earned to credits attempted and graduation rates, declined from previous levels, indicating a continued need for targeted interventions to support student persistence and credit completion.

The percentage of continuously enrolled/long-term students increased significantly from 65.19% in 2023–24 to 81.36% in 2025–26, suggesting that efforts to improve student and family engagement are positively impacting student retention. Access to academic progress monitoring also increased substantially. By 2025–26, 100% of students in grades 6–8 and 90% of students in grades 9–12 had access to online academic achievement tracking through Google Classroom gradebooks, resulting in 95% schoolwide access for students in grades 6–12. This represents a notable increase from the baseline of 66% schoolwide access and has improved transparency regarding student performance for students, families, and staff. The implementation of Google Classroom has strengthened ongoing progress monitoring and supported more frequent communication regarding academic achievement. Access to a broad course of study, instructional materials, and safe school facilities remained consistent and strong throughout the year.

Implementation of actions focused on student learning goals, performance-based learning, data analysis, and professional development resulted in increased collaboration among staff and greater consistency in monitoring student progress. Teachers regularly analyzed NWEA, CAASPP, ELPAC, and local assessment data to identify student needs, create intervention groups, and adjust instruction. Professional development opportunities through SCCOE and other partners strengthened staff capacity in literacy, English learner instruction, writing, curriculum alignment, and data-informed decision-making.
Educational partner feedback confirmed the value of these actions while identifying areas for improvement. Staff surveys indicated a need for additional professional development on project-based learning, curriculum alignment, English learner supports, technology integration, and data analysis. Teachers also requested increased collaboration time, stronger vertical alignment of curriculum, and additional resources to support performance-based learning and standards-based instruction. Feedback regarding Google Classroom and PowerSchool highlighted the importance of ongoing training, consistent gradebook practices, and increased parent access to student progress information.

Family feedback reflected high levels of satisfaction with the school's instructional program, communication, counseling services, and overall support for students and families. Families reported appreciating the school's commitment to student success and expressed a desire for continued communication, expanded extracurricular opportunities, and additional opportunities for engagement. Staff and family feedback also emphasized the importance of increasing awareness of available services and strengthening bilingual communication efforts.
Despite these positive outcomes, the ratio of credits earned to credits attempted declined from 85% in 2023–24 to 75% in 2025–26, and the four-year cohort graduation rate decreased from 26.7% in 2023–24 to 14.9% in 2024–25. These results indicate that while more students are remaining enrolled, additional supports are needed to ensure students successfully complete coursework and graduate.
Based on implementation results and educational partner feedback, the LEA will continue to refine and strengthen Goal 1 actions. Future efforts will focus on improving student progress monitoring systems, expanding family engagement opportunities, increasing professional development related to standards-based instruction and project-based learning, strengthening curriculum alignment, enhancing communication with families, and implementing targeted academic and credit recovery supports to improve student outcomes.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditure and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

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

Overall, the actions implemented under Goal 1 have been effective in increasing student and family engagement, improving student retention, expanding access to academic progress monitoring, and strengthening communication regarding student achievement. While several key outcomes improved, some student achievement indicators, including credit attainment and graduation rates, indicate that additional supports are needed to fully achieve the goal.

Actions 1.1, 1.4, and 1.6 focused on increasing student awareness of learning goals and improving access to academic progress information. Actions 1.4 (Google Classroom Tracking Learning Goals) and 1.6 (Google Classroom Tracking System) were combined during implementation because both actions focused on monitoring student learning goals, maintaining updated gradebooks, and providing students and families with access to academic progress information. The combined implementation of these actions increased efficiency and strengthened progress monitoring systems. As a result, access to online academic achievement tracking increased from a baseline of 66% schoolwide to 95% schoolwide in 2025–26, with 100% of students in grades 6–8 and 90% of students in grades 9–12 having access to Google Classroom gradebooks. These actions improved transparency regarding academic progress and increased opportunities for students and families to monitor student performance throughout the school year.

Actions 1.2, 1.7, and activities related to family engagement were effective in improving student retention and increasing family awareness of educational opportunities. The percentage of continuously enrolled or long-term students increased from 65.19% in 2023–24 to 81.36% in 2025–26, suggesting that efforts to communicate educational program expectations, academic progress, and the benefits of completing the program positively influenced student persistence. Presentations regarding the dual immersion program and bilingual education were provided through Coffee with the Principal meetings, School Site Council meetings, and ELAC meetings, increasing awareness of the benefits of bilingualism and long-term participation in the program.

Actions 1.2, 1.3, 1.8, and 1.9 focused on strengthening instructional practices through performance-based learning, project-based learning, data analysis, and professional development. Teachers engaged in collaborative planning, analyzed NWEA, CAASPP, ELPAC, and local assessment data, and used data to identify intervention groups and adjust instruction. Middle school staff implemented cross-curricular project-based learning experiences, and teachers participated in professional development related to literacy, writing instruction, curriculum alignment, and data-informed decision-making. These actions strengthened instructional capacity and increased opportunities for students to engage in authentic learning experiences.

Actions 1.10 and 1.11, which focused on English language development and external professional development, increased staff access to training and instructional resources. Teachers participated in professional learning opportunities through SCCOE, CABE, literacy institutes, writing workshops, and other professional organizations. These experiences supported implementation of English learner strategies, literacy instruction, and standards-based teaching practices.

Actions 1.13 related to teacher credentialing and professional growth were also effective. Supports were provided to assist teachers with credential completion, internship requirements, and additional authorizations, increasing staff capacity and supporting retention of qualified educators.
The effectiveness of these actions is reflected in improvements in student retention and access to academic progress monitoring. However, not all outcome measures improved. The ratio of credits earned to credits attempted declined from 85% in 2023–24 to 75% in 2025–26, indicating that students continue to face challenges successfully completing coursework. Similarly, the four-year cohort graduation rate decreased from 26.7% in 2023–24 to 14.9% in 2024–25. These results suggest that while students are remaining enrolled at higher rates, additional academic interventions and credit recovery supports are needed to improve completion and graduation outcomes.

Educational partner feedback further informed the evaluation of effectiveness. Staff reported that actions related to professional development, project-based learning, data analysis, and academic progress monitoring were valuable but identified a need for additional training, collaboration time, technology support, curriculum alignment, and English learner strategies. Families expressed appreciation for the school's communication, academic support, counseling services, and commitment to student success while requesting continued communication and additional opportunities for engagement.
Overall, the actions implemented under Goal 1 have been effective in improving student engagement, retention, family communication, access to academic progress information, and instructional capacity. Continued implementation and refinement of these actions, along with targeted efforts to improve credit attainment and graduation outcomes, will be necessary to fully achieve the goal.

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

Several actions implemented under Goal 1 have been effective in increasing student and family engagement, improving retention, and enhancing communication regarding student academic progress. The most notable area of success has been student retention. The percentage of continuously enrolled/long-term students increased from 65.19% in 2023–24 to 81.36% in 2025–26, indicating that efforts to improve student engagement, provide clearer information about educational pathways, and strengthen communication with students and families have positively influenced student persistence.

Actions 1.4 (Google Classroom Tracking Learning Goals) and 1.6 (Google Classroom Tracking System) were combined during implementation because both actions focused on the use of online platforms to monitor student learning goals, maintain updated gradebooks, and provide students and families with access to academic progress information. Combining these actions improved efficiency, reduced duplication of efforts, and allowed the school to implement a more cohesive system for progress monitoring through Google Classroom and PowerTeacher Pro. As a result, student access to online academic achievement tracking increased from a baseline of 66% schoolwide to 95% schoolwide in 2025–26, with 100% of students in grades 6–8 and 90% of students in grades 9–12 having access to online gradebooks. These systems improved transparency regarding academic progress and provided students and families with greater opportunities to monitor learning and performance throughout the school year.

Actions supporting professional development, data analysis, and instructional improvement demonstrated positive implementation. Teachers regularly analyzed NWEA, CAASPP, ELPAC, and local assessment data to identify student needs, create intervention groups, and adjust instruction. Staff participated in professional development related to literacy, writing instruction, curriculum alignment, English learner supports, and data-driven decision-making. The implementation of collaborative data review processes increased teacher awareness of student progress and strengthened instructional planning.
Actions related to student learning goals, performance-based learning, and project-based learning established a stronger foundation for standards-based instruction. Teachers refined learning objectives, increased the use of performance tasks, and engaged in collaborative planning. Middle school staff successfully implemented a cross-curricular wellness project and used student and teacher feedback to inform future project development. However, educational partner feedback indicated that additional professional development, planning time, instructional resources, and standardized rubrics are still needed to ensure consistent implementation of project-based learning and performance assessment practices across grade levels and content areas.

Actions related to maintaining access to a broad course of study, instructional materials, and safe learning environments were fully implemented and effective. All students continued to have access to standards-aligned instructional materials and a broad course of study, while school facilities remained safe, functional, and conducive to learning. Additionally, efforts to support teacher credentialing and professional growth increased staff capacity and supported teacher retention and effectiveness.

While progress was made in several areas, some actions were less effective in improving student academic completion outcomes. The ratio of credits earned to credits attempted declined from 85% in 2023–24 to 75% in 2025–26, suggesting that additional supports are needed to ensure students successfully complete coursework. Similarly, the four-year cohort graduation rate decreased from 26.7% in 2023–24 to 14.9% in 2024–25. These outcomes indicate that although retention improved, the current actions have not yet resulted in corresponding improvements in credit attainment and graduation outcomes.

Educational partner feedback also identified areas where implementation could be strengthened. Staff expressed a need for additional professional development related to project-based learning, curriculum alignment, English learner instruction, technology integration, and data analysis. Feedback regarding Google Classroom and PowerSchool highlighted the need for more consistent training, clearer grading practices, and increased parent access to student progress information. Families generally reported positive experiences with school communication and support services but requested additional opportunities for engagement, expanded extracurricular offerings, and continued communication regarding student progress.

Overall, the actions related to student engagement, communication, academic progress monitoring, professional development, and retention have been effective and contributed to measurable improvements in several metrics. However, continued refinement of academic interventions, credit recovery systems, project-based learning implementation, and instructional supports will be necessary to improve credit completion and graduation outcomes.

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	Student Learning Goals (HS)	If we review and refine student learning goals in all courses, then students' awareness of learning goals will result in higher student engagement.		No
1.2	Establishment of Performance Tasks/project based learning (HS)	Develop, implement, and monitor performance-based tasks and standardized rubrics across all courses by providing targeted professional development and collaborative planning time for teachers to ensure alignment, consistency, and rigor in assessing student learning.	$533,701.93	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	PD for Performance Tasks/project based learning (DL & HS)	Provide professional development to teachers on administering and assessing performance tasks.	$294,446.02	No
1.4	Google Classroom Learning/PowerTeacher Pro Goals & Tracking System	Implement and monitor the use of Google Classroom for grades 6–12 and PowerTeacher Pro for grades TK–5 to house and track selected student learning goals, maintain updated gradebooks, and support ongoing progress monitoring by teachers. updated	$76,643.76	No
1.5	PD for Google Classroom Tracking	Provide training to 4-12 grade teachers, students, and families on use of Google Classroom for monitoring student progress		No
1.6	80/20 Dual Immersion Program	Provide orientation and presentations on the 80/20 dual immersion model and its benefits. updated	$43,011.23	No
1.7	Data Analysis to Inform Instruction	Establish and implement an ongoing, systemic data analysis protocol, using dedicated collaboration time to review student achievement data and adjust instructional practices to improve student outcomes.	$301,033.96	Yes
1.8	PD Strategic Plan	Develop a strategic plan, allocate resources, and offer professional development to teachers and school leadership, focusing on utilizing data analysis to enhance student achievement.	$38,526.42	Yes
1.9	ELD PD	Focus PD time on language acquisition and English language development.	$336,931.28	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	External PD	Create a partnership with SCCOE and other organizations for external PD.		Yes
1.11	Instructional Practices to Advance Student Achievement	Conduct surveys to analyze data and determine the effectiveness of the implemented PD/ best practices.		Yes
1.12	PD Database	Adopt an online platform to track internal and external PD and analyze the effectiveness of the adoption of best practices.	$4,522.89	No
1.13	Teacher Credentialing	Support Teachers in Clearing Teaching Credentials and Obtaining Additional Authorizations		No Yes
1.14				No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because data showed that between 50-60% of EP students did not meet their NWEA Annual Growth Target in reading and mathematics. The team believes that by aligning and clearly articulating the instructional objectives, students and teachers can work together to identify gaps in learning and better leverage the instructional time to support student achievement that is aimed at meeting the 21st Century Skills, College, and Career Readiness. When students and teachers know what their learning goals are and the progression is established across levels, students are more likely to receive instruction that facilitates their learning. In addition, teachers are able to receive feedback on how to improve their lessons.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of teachers will be proficient in designing common authentic performance tasks and rubrics aligned with the College and Career Readiness Standards for each content area lessons using the PBL approach to teaching	Less than 50%	50%	70%	80% of teacher will be proficient in developing College and Career Readiness Standards for each content area lessons using the PBL approach to teaching	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	NWEA Map Assessment % of TK-8 grade and high school students will meet their Math growth target, as established by Measures of Academic Progress (MAP).	57% of 2nd to 12th grade students met their Math growth target. Data separated by programs: 55% of 2nd to 8th grade students met their Math growth target. 64% of 9th to 12th grade students met their Math growth target. Data Source: NWEA (MAP System) Year: 2023-24	54% of 2nd to 12th grade students met their Math growth target. Data separated by programs: 58% of 2nd to 8th grade students met their Math growth target. 43% of 9th to 12th grade students met their Math growth target. Data Source: NWEA (MAP System) Year: 2024-25	46% of 2nd to 12th grade students met their Math growth target. Data separated by programs: 62% of 2nd to 8th grade students met their Math growth target. 30% of 9th to 12th grade students met their Math growth target. Data Source: NWEA (MAP System) Year: 2025-26	5% annual increase of DL and High school students who meet their Math grow target	
2.3	NWEA Map Assessment % of TK-8 grade and high school students will meet their Reading growth target, as established by Measures of Academic Progress (MAP)	39% of 3rd to 12th grade students met their Reading growth target. Data separated by programs: 29% of 2nd to 8th grade students met their Reading growth target. 49% of 9th to 12th grade students met their Reading growth target.	53% of 3rd to 12th grade students met their Reading growth target. Data separated by programs: 43% of 3rd to 8th grade students met their Reading growth target. 63% of 9th to 12th grade students	52% of 3rd to 12th grade students met their Reading growth target. Data separated by programs: 51% of 3rd to 8th grade students met their Reading growth target. 53% of 9th to 12th grade students	5% annual increase of DL and High school students who meet their Reading grow target	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: NWEA (MAP System) Year: 2023-24	met their Reading growth target. Data Source: NWEA (MAP System) Year: 2024-25	met their Reading growth target. Data Source: NWEA (MAP System) Year: 2025-26		
2.4	NWEA Map Assessment % of high school students will show positive growth on their Fall to Spring Lexile score.	66% of 3rd to 12th grade students show a positive growth on their fall to spring Lexile score. Data separated by programs: 62% of 3rd to 8th grade students show a positive growth on their fall to spring Lexile score. 70% of 9th to 12th grade students show a positive growth on their fall to spring Lexile score. Data Source: NWEA (MAP System) Year: 2023-24	All Grades: 71% showed positive growth on their fall to spring Lexile score. Data separated by program: 69% of 3rd to 8th grade students show a positive growth on their fall to spring Lexile score. 74% of 9th to 12th grade students show a positive growth on their fall to spring Lexile score. Data Source: NWEA (MAP System) Year: 2024-25	All Grades: 64% showed positive growth on their fall to spring Lexile score. Data separated by program: 72% of 3rd to 8th grade students show a positive growth on their fall to spring Lexile score. 56% of 9th to 12th grade students show a positive growth on their fall to spring Lexile score. Data Source: NWEA (MAP System) Year: 2025-26	80% of DL and High school students will show positive growth on their Fall to Spring Lexile score.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	SBAC Assessment % of 5th and 8th graders are meeting or exceeding standard in ELA and % in Math based on SBAC	SBAC ELA: 20% of 5th graders Met/Exceeded SBAC Math: 10.42% of 5th graders Met/Exceeded SBAC ELA: 37.03% of 8th graders Met/Exceeded SBAC Math: 12.5% of 8th graders Met/Exceeded Data Source: DataQuest CAASPP Reports Year: 2022-23	SBAC ELA: 2.63% of 5th graders Met/Exceeded SBAC Math: 5.13% of 5th graders Met/Exceeded SBAC ELA: 19.35% of 8th graders Met/Exceeded SBAC Math: 5.71% of 8th graders Met/Exceeded Data Source: DataQuest CAASPP Reports Year: 2023-24	SBAC ELA: 10.71% of 5th graders Met/Exceeded SBAC Math: 3.33% of 5th graders Met/Exceeded SBAC ELA: 11.11% of 8th graders Met/Exceeded SBAC Math: 6.67% of 8th graders Met/Exceeded Data Source: DataQuest CAASPP Reports Year: 2024-25	5% annual increase of 5th and 8th graders are meeting or exceeding standard in ELA and Math based on SBAC.	
2.6	% of English Learners improving on ELPAC	38.6% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2023	31.1% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2024	27.5% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2025	50% of English Learners improving on ELPAC or a 5% increase from the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	EL Reclassification Rate	7.8% EL Reclassification Rate Data Source: DataQuest EL Reclassification Year: 2022-23	2% EL Reclassification Rate Data Source: CALPADS reports Year: 2023-24	2.8% EL Reclassification Rate Data Source: CALPADS reports Year: 2024-25	Annual increase of 3% for EL Reclassification Rate	
2.8	A-G Completion Rate	0% A-G Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2022-23	0 % A-G Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2023-24	2.2% Pathway Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2024-25	100% A-G Completion Rate	
2.9	CTE Pathway Completion Rate	0% Pathway Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2022-23	0% Pathway Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2023-24	0% Pathway Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2024-25	8% Pathway Completion Rate	
2.10	AP Pass Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
2.11	% of HS students who participate in & demonstrate college readiness as determined	No dashboard performance level shown. Less than 11 students tested in 2022-23	No dashboard performance level. (No students in 11th grade during	No dashboard performance level shown. Less than 11 students tested in 2024-25	Annual increase of 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by EAP ELA & EAP Math	Source: DataQuest CAASPP Year: 2022-23	the 2023-24 school year) Source: DataQuest CAASPP Year: 2023-24	Source: DataQuest CAASPP Year: 2024-25		

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.

Goal 2 was implemented through a comprehensive set of actions focused on curriculum alignment, instructional coherence, professional development, data-driven decision-making, digital literacy, and college and career readiness. Overall, implementation was largely successful, with most actions carried out as planned. The school made progress in strengthening instructional practices, expanding professional learning opportunities, improving curriculum alignment, increasing digital literacy opportunities, and developing college and career readiness pathways. However, several actions remain in progress, particularly those related to curriculum development, learning outcomes, pathway implementation, and A-G course approvals.

Actions 2.1 and 2.2 focused on curriculum alignment and the establishment of learning outcomes. Implementation varied across grade spans. At the elementary level, curriculum and instructional practices were aligned to Common Core State Standards and English Language Development standards in several grade levels. At the middle school level, curriculum alignment and scope and sequence work continued, including efforts to align science instruction more closely with project-based learning through OpenSciEd. At the high school level, classroom walkthroughs, instructional coaching, and integrated English learner supports were implemented to strengthen standards-based instruction and student engagement. Learning outcomes were established in most core courses and assessment data was tracked through Google Classroom, although some elective courses still require further development and alignment.
Actions 2.3 and 2.13 focused on college and career readiness. The school expanded dual enrollment opportunities through student outreach, orientations, workshops, guest speakers, college visits, and counseling support. Criteria and referral systems were established to support student participation in dual enrollment courses, and students were offered opportunities to enroll in college-level coursework. While these efforts increased awareness and access to postsecondary opportunities, several planned A-G course approvals remained pending, including Economics, Government, Art, Spanish 2, and Ethnic Studies. As a result, full implementation of the college and career readiness pathway remains a work in progress.

Actions 2.4 and 2.5 focused on curriculum communication and refinement of instructional resources. Communication with families continued through conferences, newsletters, family events, and school meetings. The ELD curriculum was revised, updated, and shared with teachers, while instructional resources were refined and aligned in several grade levels. However, implementation was uneven across programs, and additional work is needed to refine curriculum resources and pilot new English curriculum materials at the high school level.

Professional development actions (2.6, 2.7, and 2.8) were substantially implemented. Teachers and school leaders participated in a variety of professional learning opportunities focused on curriculum implementation, literacy, biliteracy, English language development, project-based learning, technology integration, science instruction, mathematics, and assessment practices. Staff attended trainings through SCCOE, CABE, CATESOL, CATE, and other professional organizations. The introduction of Benchmark Express, OpenSciEd, AI-based instructional tools, and other curriculum supports increased teacher capacity and strengthened instructional practices. While implementation was successful overall, staff feedback indicated a need for additional training, coaching, and sustained support to ensure consistent implementation across grade levels and content areas.

Actions 2.9, 2.10, and 2.11 were implemented to support student achievement through resource allocation, intervention services, and digital literacy. Human and financial resources were allocated strategically to support instructional priorities, including the assignment of paraprofessionals to provide supplemental academic support for English learners and students requiring additional assistance. Students also received increased opportunities to develop digital literacy skills through the use of Chromebooks, Google Classroom, Newsela, NoRedInk, Quizlet, Kahoot, and other instructional technology platforms. These actions supported the development of 21st-century skills and increased student access to technology-rich learning environments.

Action 2.12 focused on interdisciplinary collaboration and project-based learning. Teachers collaborated to develop interdisciplinary projects and cross-curricular learning experiences. Middle school staff successfully implemented two cross-curricular projects supported by lesson plans, collaboration structures, timelines, and common rubrics. Elementary teachers also collaborated on interdisciplinary learning experiences, including performance-based activities. These efforts strengthened collaboration among teachers and increased opportunities for authentic student learning experiences.
Implementation of Goal 2 contributed to mixed academic outcomes. Reading growth remained relatively strong, with 52% of students in grades 3–12 meeting their NWEA Reading growth targets in 2025–26. Reading growth was demonstrated by 51% of students in grades 3–8 and 53% of students in grades 9–12. While this represents a slight decline from 53% in 2024–25, reading growth remained substantially above the 39% baseline established in 2023–24.

Mathematics growth declined over the three-year period. In 2025–26, 46% of students in grades 2–12 met their NWEA Mathematics growth targets, compared to 54% in 2024–25 and 57% in 2023–24. Growth was stronger in grades 2–8, where 62% of students met their growth targets, while only 30% of students in grades 9–12 met their mathematics growth targets. These results indicate that mathematics achievement remains a significant area of need, particularly at the high school level.

Similarly, Lexile growth declined after gains made in 2024–25. In 2025–26, 64% of students demonstrated positive fall-to-spring Lexile growth, compared to 71% in 2024–25. Positive Lexile growth remained stronger among grades 3–8 students (72%) than among high school students (56%). Despite the decline, a majority of students continued to demonstrate growth in reading achievement.

English Learner outcomes remain an area of concern. The English Learner Progress Indicator declined from 38.6% of English Learners making progress toward proficiency in 2023 to 27.5% in 2025. English Learner reclassification rates improved modestly from 2.0% in 2023–

24 to 2.8% in 2024–25 but remain below historical levels. These data indicate a continued need for stronger designated and integrated ELD instruction and targeted support for multilingual learners.

The school demonstrated modest progress toward college and career readiness. A college and career pathway completion rate of 2.2% was reported in 2024–25, compared to 0% in prior years. Expanded dual enrollment opportunities, college visits, counseling support, and postsecondary planning activities increased student exposure to college and career pathways, although pathway completion and A-G completion rates remain areas for continued growth.

Overall, Goal 2 was substantially implemented as planned. Successes included expanded professional development, increased curriculum alignment, enhanced digital literacy opportunities, stronger interdisciplinary collaboration, increased reading growth, and expanded college and career readiness supports. Challenges included declining mathematics growth, decreased Lexile growth, continued declines in English Learner progress, pending A-G approvals, and persistent achievement gaps. These findings indicate that while the actions are being implemented with fidelity, continued emphasis on mathematics achievement, English learner outcomes, literacy development, and college and career readiness will be necessary to accelerate student achievement and ensure students are prepared for postsecondary success.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditure and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

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

Overall, the actions associated with Goal 2 were effective in supporting student achievement, strengthening instructional practices, expanding college and career readiness opportunities, and increasing access to 21st-century learning experiences. While implementation was largely successful, student outcome data from 2025–26 indicates mixed results and highlights the need for continued attention to mathematics achievement, literacy growth, English Learner outcomes, and college and career readiness.

Actions 2.1 and 2.2, focused on curriculum alignment and the establishment of learning outcomes, were effective in strengthening instructional coherence across grade levels and content areas. Curriculum and instructional practices were aligned to Common Core State Standards, English Language Development standards, and Next Generation Science Standards in multiple grade levels. Classroom walkthroughs, instructional coaching, and the use of learning objectives supported greater consistency in instructional delivery. Teachers increasingly utilized assessment data from NWEA, ELPAC, and classroom assessments to monitor student progress and inform instruction.

Actions 2.3, 2.11, and 2.13, which focused on college and career readiness, digital literacy, and postsecondary preparation, were effective in expanding opportunities for students. The school increased awareness of college and career pathways through dual enrollment outreach, college visits, workshops, orientations, guest speakers, and counseling support. Students were provided opportunities to develop digital literacy skills through regular use of Chromebooks, Google Classroom, Newsela, NoRedInk, Quizlet, Kahoot, and other technology-based learning platforms. Although several A-G course approvals remain pending, implementation of these actions strengthened students' exposure to college and career opportunities and contributed to a 2.2% college and career pathway completion rate.

Actions 2.4 and 2.5, focused on communication of curriculum and assessment frameworks and refinement of instructional resources, were partially effective. Families continued to receive information through parent conferences, newsletters, family events, and school meetings. Curriculum resources were updated and refined in several grade spans, including revisions to the ELD curriculum. However, implementation was not fully consistent across all programs, and additional work remains to refine instructional resources and complete implementation of updated curriculum materials in certain content areas.

Actions 2.6, 2.7, and 2.8 related to professional development were effective in building staff capacity. Teachers and administrators participated in professional learning focused on literacy, biliteracy, English language development, project-based learning, science, mathematics, instructional technology, and curriculum implementation. Staff attended trainings through SCCOE, CABE, CATESOL, CATE, and other professional organizations. These opportunities strengthened instructional practices and increased teacher knowledge of standards-based instruction and student-centered learning strategies. Educational partner feedback confirmed the value of these professional development opportunities while identifying a continued need for sustained coaching, collaboration time, and additional training in project-based learning, English learner supports, curriculum alignment, and technology integration.

Actions 2.9 and 2.10, which focused on resource allocation and instructional support, were effective in increasing student access to intervention and targeted support services. Human and financial resources were allocated to support curriculum implementation and provide supplemental academic assistance. Paraprofessionals were assigned to support English learners and students needing additional intervention, helping provide small-group and individualized instructional support.

Actions 2.12, which focused on interdisciplinary collaboration and project-based learning, were also effective. Teachers collaborated across content areas to develop interdisciplinary learning experiences and performance-based projects. Middle school staff successfully implemented cross-curricular projects supported by common planning, timelines, and rubrics, increasing opportunities for authentic learning and application of 21st-century skills.

The effectiveness of these actions is reflected in several student outcome measures. In 2025–26, 52% of students in grades 3–12 met their NWEA Reading growth targets, remaining significantly above the 39% baseline established in 2023–24. Reading growth was demonstrated by 51% of students in grades 3–8 and 53% of students in grades 9–12. Although slightly lower than the 53% achieved in 2024–25, these results indicate that approximately half of students continue to make expected annual growth in reading. English Learner reclassification rates also improved from 2.0% in 2023–24 to 2.8% in 2024–25, demonstrating modest progress toward English language proficiency.

Despite these successes, some metrics indicate that additional refinement of the actions is needed. The percentage of students meeting their NWEA Mathematics growth target declined from 57% in 2023–24 to 54% in 2024–25 and further declined to 46% in 2025–26. High school mathematics growth was particularly concerning, with only 30% of students in grades 9–12 meeting their growth targets. Similarly, positive Lexile growth declined from 71% in 2024–25 to 64% in 2025–26, although a majority of students continued to demonstrate growth. English Learner Progress Indicator results also continued to decline, dropping from 38.6% of English Learners making progress toward proficiency in 2023 to 27.5% in 2025. In addition, SBAC performance in English language arts and mathematics remained below desired levels, indicating that continued efforts are needed to strengthen standards-based instruction, intervention systems, and supports for multilingual learners.

Overall, the actions under Goal 2 have been effective in strengthening curriculum alignment, professional learning, college and career readiness opportunities, digital literacy, and student access to academic supports. However, declining mathematics growth, decreases in Lexile growth, and continued challenges in English Learner outcomes indicate that sustained implementation and closer monitoring of instructional effectiveness will be necessary. Continued emphasis on mathematics achievement, literacy development, English learner supports, project-based learning, and instructional consistency will be critical to accelerating progress toward achieving the goal.

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

Based on a review of implementation data, student outcome data, and educational partner feedback, no changes were made to Goal 2, its metrics, target outcomes, or actions for the coming year. The LEA determined that the goal remains aligned with identified student needs and continues to address priorities related to academic achievement, 21st-century skills, college and career readiness, and English learner success.

Reflections on prior practice indicate that the existing goal, metrics, target outcomes, and actions continue to provide an appropriate framework for improving student outcomes. Implementation data demonstrated progress in several areas, including reading growth, positive Lexile growth, digital literacy opportunities, professional development, curriculum alignment, interdisciplinary collaboration, and college and career readiness supports. At the same time, student outcome data identified ongoing areas of need, including mathematics achievement, English Learner Progress Indicator performance, English learner reclassification rates, and state assessment performance.

The LEA will continue implementing the actions as written, with continued attention to strengthening curriculum alignment and vertical articulation across grade levels; increasing the use of authentic performance tasks and project-based learning; expanding professional development and coaching related to standards-based instruction, English language development, and instructional technology integration; improving implementation of integrated and designated ELD strategies; strengthening data analysis practices to inform instruction and intervention; prioritizing college and career readiness through dual enrollment opportunities, completion of pending A-G course approvals, and expanded access to rigorous coursework; and continuing efforts to enhance digital literacy, interdisciplinary collaboration, and student access to academic supports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alignment of Curriculum	Evaluate existing dual immersion curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards	$95,873.72	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Establish Learning Outcomes	Establish student learning outcomes by grade level and high school courses, utilizing assessment platforms and data.		No
2.3	College & Career Pathways	Develop College and Career Pathways for 6-12 grade within the school's curriculum.	$61,828.99	Yes
2.4	Communication of Curriculum and Assessment Framework	Communicate clearly to all educational partners the school's curriculum and assessment framework.	$18,211.00	No
2.5	Refinement of Resources	Select instructional resources for each specific grade level and subjects.	$18,211.00	No
2.6	PD for Classified & Certificated staff: Tech & Assessments	Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction.	$286,905.58	Yes
2.7	PD for New Curriculum	Coordinate Professional Development opportunities to support new curriculum frameworks.		No
2.8	PD for School Leaders and Instructional Staff	Select, develop, and implement professional development for school leaders and instructional staff on use of adopted resources.	$18,727.20	No
2.9	Allocation of resources to successfully implement the curriculum and assessment framework	Human and financial resources are allocated to successfully implement the curriculum and assessment framework.	$47,544.42	No

Action #	Title	Description	Total Funds	Contributing
2.10	Student Instructional Support	Title I and other funds are used to hire para-professionals to provide small group and individualized instruction for intervention within the classroom for ELD students or students who are not meeting learning outcomes.	$280,679.92	No
2.11	Digital Literacy	Offer opportunities for 7-12 grade students to develop digital literacy skills.		No
2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	Establish dedicated cross-disciplinary collaboration sessions to concentrate on generating interdisciplinary projects and develop an action plan encompassing a timeline, outcomes, and metrics to facilitate the collaboration process.	$18,211.00	No
2.13	High School A-G Course Approvals	Obtain A-G course approval for World History, U.S. History, American Government, Economics, Art, Spanish 2, and college preparatory elective.	$3,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide students and families with academic, socio-emotional, and socioeconomic support to increase attendance, school connectedness, retention, graduation rate, and post-secondary success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school will provide academic, socio-emotional, and socioeconomic supports to students and families to improve attendance, school connectedness, retention, graduation rates, and post-secondary success. As an Equity Multiplier Focus Goal, this work prioritizes students most in need of additional support to ensure they are engaged, supported, and on track for success.
The school will strengthen systems of support through targeted academic interventions, counseling services, and family engagement strategies that promote consistent attendance, student well-being, and stronger connections between home and school. These efforts will also focus on improving school climate by fostering a safe, inclusive, and supportive learning environment.
The school implements a Multi-Tiered System of Supports (MTSS) to assess student needs and provide academic, behavioral, and social-emotional interventions at increasing levels of intensity.
Tier 1 – Universal Supports (All Students)
School-wide supports for all students, including classroom engagement strategies, SEL integration, restorative practices, mental health awareness, prevention workshops, assemblies, and early college and career exposure. Includes dual enrollment awareness, family resource connections, legal support (primarily immigration-related), and childcare resources.
Tier 2 – Targeted Supports (Moderate Need)
Supports for students identified through SST/504, referrals, or data review. Includes small group SEL, academic and behavioral monitoring, multidisciplinary team meetings, case management, special education consultation, college and career advising, dual enrollment support, and family support services such as childcare coordination.
Tier 3 – Intensive Supports (Highest Need)
Provides individualized, intensive support for students with significant needs. Includes rapid response (within 24 hours, as needed), case management (coordination, follow-up, and engagement with students and families), restorative interventions, counseling, and wraparound services. May include IEP coordination and mental health or suicide risk screening. Plans are developed collaboratively with staff, families, and support teams, with ongoing progress monitoring.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of professional development opportunities for teachers, staff and leadership to support and refer students for specific needs.	100% of school staff will complete SafeSchools Training. 100% will attend professional development sessions offered by the school.	100% of school staff will complete SafeSchools Training. 100% attended professional development sessions offered by the school.	100% of school staff will complete SafeSchools Training. updated 100% attended professional development sessions offered by the school.??? Data Source: SafeSchools platform	100% of school staff will complete SafeSchools Training. 100% will attend professional development sessions offered by the school.	
3.2	Efforts to seek student and parent/families input in decision making. Local Indicator Priority 3 Self-Reflection Tool	Full Implementation Data Source: Local Indicator Priority 3 Self-Reflection Tool	Full Implementation Data Source: Local Indicator Priority 3 Self-Reflection Tool	Full Implementation Data Source: 2025 Local Indicator Priority 3 Self-Reflection Tool	Full Implementation & Sustainability Local Indicator Priority 3 Self-Reflection Tool	
3.3	Promote parental participation in programs for individuals with exceptional needs.	Initial Implementation (EPAFLC Only) Data Source: Local Indicator Priority 3 Self-Reflection Tool .	Initial Implementation (EPAFLC Only) Data Source: Local Indicator Priority 3 Self-Reflection Tool	Initial Implementation (EPAFLC Only) Data Source: Local Indicator Priority 3 Self-Reflection Tool	Full Implementation & Sustainability (EPAFLC Only) Local Indicator Priority 3 Self-Reflection Tool	
3.4	Positive School Climate % participation in bi-annual Family & Student Feedback Survey	66% participation by students and parents in semiannual feedback surveys.	77.5% participation by students and parents in semiannual feedback surveys.	75% participation by students and 78% participation by parents in the LCAP feedback surveys.	90% participation by students and parents in quarterly feedback surveys	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: 2024-25 Spring Survey (Google Forms)	Source: 2026 Spring LCAP Survey		
3.5	Suspension Rate	1.8% Source: DataQuest Suspension Rate Year: 2023	0% Source: DataQuest Suspension Rate Year: 2024	1.3% Source: DataQuest Suspension Rate Year: 2025	0% Source: DataQuest Suspension Rate	
3.6	Expulsion Rate	0% Source: DataQuest Suspension Rate Year: 2023	0% Source: DataQuest Expulsion Rate Year: 2024	0% Source: DataQuest Expulsion Rate Year: 2025	0% Source: DataQuest Expulsion Rate	
3.7	Positive School Climate Bi-annual Family & Student Feedback Survey % who respond positively that they feel safe & connected to the school: -Students -Teachers -Parents	74% of parents, staff, & students feel connected to Escuela Popular according to the survey responses. 81.5% of parents, staff, & students feel safe at Escuela Popular according to the survey responses. Data Source: 2023-24 Spring Survey (Google Forms)	80.8% of parents, & students feel connected to Escuela Popular. 84.75% of parents & students feel safe at Escuela Popular according to the survey responses. Data Source: 2024-25 Spring Survey (Google Forms)	On average, 85% of parents, & students feel connected to Escuela Popular and 90% of parents & students feel safe at Escuela Popular according to the survey responses. Source: 2026 Spring LCAP Survey (Google Forms)	Maintain a high percentage of parents, staff, & students feel connected to Escuela Popular according to the survey responses. 100% of parents, staff, & students feel safe at Escuela Popular according to the survey responses.	
3.8	Attendance Rate	92.5% schoolwide 92.8% Grades K-8	92.83% schoolwide	91.49% schoolwide	Increase attendance rate by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.4% Grades 9-12 Source: SIS Attendance Year: 2023-24	92.83% Grades K-8 92.82% Grades 9-12 Source: SIS Attendance Year: 2024-25	92.1% Grades K-8 89.56% Grades 9-12 Source: SIS Attendance Year: 2025-26	3% from previous year.	
3.9	MS dropout Rate	1%	6.6%	2.30%	0%	
3.10	Chronic Absenteeism	35.4% schoolwide Data Source: DataQuest Chronic Absenteeism Year: 2022-23	27.2% schoolwide Data Source: DataQuest Chronic Absenteeism Year: 2023-24	24% schoolwide Data Source: DataQuest Chronic Absenteeism Year: 2024-25	Decrease chronic absenteeism by 3%	

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.

As part of our implementation process, we developed and delivered training focused on recognizing warning signs of emotional distress in students and clarifying the school's Crisis Response Team system and procedures. This training strengthened staff capacity to identify early indicators of need and respond in a coordinated and timely manner when students are experiencing challenges.
In addition, we collaborated with local health organizations to provide on-site vision, hearing, dental screenings, and vaccinations. We also established a partnership with an organization called The Q Corner, which supports students with educational and prevention information related to harm reduction, LGBTQ+ support, mental health, and other key topics. We further partnered with SCMental Health Services during Mental Health Awareness Month to provide targeted student interventions. In addition, we connected with a local Alcoholics Anonymous group that has provided prevention and support services as needed. These partnerships helped reduce barriers to access and supported the overall well-being of students and families.
Escuela Popular has always been deeply connected to student needs since its origins. This legacy of responsiveness and community-rooted care guided our implementation efforts and ensured that our programs continue to meet students and families where they are—emotionally, academically, and culturally.

As a result, we were able to respond in real time to the evolving needs and realities of our community. This adaptive approach led to increased engagement, strengthened trust, and greater participation in our programs. One key success is that our implementation efforts not only align with our stated goals, but also authentically reflect the lived experiences and voices of the families we serve.
Additionally, we continue to strengthen our Crisis Response Team to better support students and families in areas such as mental health, medical care, housing, and unemployment.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditure and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

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

A staff member has been assigned to consistently monitor attendance and maintain regular follow-up communication with families. We have also implemented attendance incentives and positive recognition strategies, along with a tracking system to identify attendance patterns early. These efforts have contributed to a reduction in chronic absenteeism and truancy.

In addition, we have participated in Attendance Matters presentations, which have deepened our understanding of best practices and data-informed strategies to improve student attendance. Through this work, we identified the need to further develop proactive educational initiatives and campaigns that increase awareness among parents and students about the importance of daily attendance and punctual arrival.

To strengthen our approach, we plan to expand home visits and deepen collaboration with teachers. This will allow us to provide more timely and personalized support to families facing challenges such as housing instability, employment barriers, substance use, and mental health concerns, all of which can directly impact student attendance.

By strengthening these connections and expanding preventive efforts, we aim to further improve student engagement and ensure consistent school participation.

The school implemented the Program Case Manager role to provide individualized support to students and their families. This position has become essential in helping prevent student dropout by addressing key barriers such as unemployment, housing instability, mental health challenges, substance use, and exposure to domestic violence.

Currently, we have added an additional case manager who works in parallel with the Program Case Manager to strengthen internal support services and collaborate with external community-based organizations to provide immediate assistance to families. We also collaborate with a local immigration law firm to support students and families with reliable legal services, including immigration guidance and other legal advisement. These partnerships help connect students and families to critical resources in areas such as legal and immigration support, housing, health care, labor and employment, mental health services, and addiction support.

Referrals are made internally by teachers and staff, as well as directly by students. Once a need is identified, the case managers respond promptly to ensure families are connected with appropriate services and receive timely follow-up.
A significant challenge faced by our community is high unemployment and limited access to medical care, often related to families' immigration or legal status. These systemic barriers directly impact students' well-being, stability, and engagement in school. Additionally, the increasing number of students requiring support has made it more difficult to respond to every case in a timely manner, which at times affects follow-up and communication.

To sustain and strengthen the effectiveness of this program, additional resources and/or staffing may be needed to ensure timely response, consistent follow-up, and continued high-quality support for all students and families.

Needs Assessment
The school regularly conducts needs assessments to better understand the challenges students and families face, including unemployment, housing instability, mental health concerns, and family separation. These assessments are used to guide decision-making, allocate resources, and plan targeted interventions. We have identified a need for basic needs support; therefore, we have started an informal school pantry that will be further developed in the next school year.
While this process has helped improve support services, we continue to strengthen our internal communication systems so that teachers and students can more effectively engage with and utilize the needs assessment tools within the school's organizational structure.
Social-Emotional Wellbeing

A dedicated staff member was assigned to develop and implement a culturally responsive social-emotional program that provides in-house services to support students and families. The program offers individual, group, and family sessions focused on helping participants understand their social-emotional needs and develop healthy coping strategies.

SEL staff have also been providing small group interventions for students at higher risk of withdrawal from the high school program. In addition, they are implementing deeper targeted interventions with middle school students, focusing on areas such as diversity, self-regulation, emotional awareness, and understanding feelings. These supports are designed to strengthen student engagement, increase self-awareness, and promote resilience across grade levels.

To continue strengthening this effort, we recognize the need to expand parent workshops and provide additional professional development for teachers. Topics such as trauma-informed practices and their impact on learning, child development, emotional regulation, and strategies for supporting students with challenging or defiant behaviors will help staff and families respond more effectively to student needs and promote long-term well-being.

Community School
With our needs assessment system in place, we are better able to identify the specific challenges our students and families face. This has allowed us to establish strong, collaborative partnerships with community organizations, enabling us to provide essential services that support both academic and personal success.

One key success has been providing access to emergency shelter resources through our partnership with Santa Clara County Emergency Housing and the HMIS system, which allows us to connect families to housing services more efficiently.Another important achievement has been organizing in-house vaccination clinics and collaborating with Stanford Medicine Teen Van and Bay Area Community Health organizations to help students enroll in medical coverage. In addition, with their support, we have been able to provide mandated on-site screenings for vision, hearing, and oral health for selected grade levels.

We will continue to strengthen and expand these partnerships based on the needs identified through our assessments. By bringing relevant services directly into the school and offering targeted referrals, we are better positioned to support the overall success of our students and families.
In addition, we have established a school pantry to provide students and families with access to basic necessities such as food, cleaning supplies, and personal hygiene items. This resource further supports family stability and reduces barriers that can impact student learning and well-being.

College and Career Activities Report Narrative
Quarter 3 & Quarter 4 | 2025–2026 School Year
During Quarters 3 and 4, students participated in a range of college and career readiness activities designed to support postsecondary pathways. Dual enrollment courses engaged both youth and adult students, including College Life and Success and Mexican-American History, providing early exposure to college-level expectations. Additionally, 11 students participated in concurrent enrollment, taking courses such as English Composition, U.S. Government, and Software Development.

Career exploration was promoted through a Career Day event on February 4, where students learned about different professions and reflected on their interests. College readiness efforts included a visit to San Jose City College on February 25, helping students become familiar with the college environment and resources. A College Application Workshop held April 14–16 provided direct support in completing applications, resulting in submissions from 6 youth and 15 adult students.
Overall, these efforts strengthened students' awareness, readiness, and engagement in college and career pathways.

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

No changes on planned goals and metrics

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Truancy & Chronic Absenteeism	All students who are experiencing truancy, personal needs, or academic concerns will receive a phone call and/or face-to-face contact with the Student Services team and/or Teachers that includes case management as monitored by the student support team via PowerSchool reports or referrals.	$60,433.90	Yes
3.2	Increase Family and Student Engagement	Through a variety of committees, events, and education families will have access to resources, support services, input in decision making and capacity building.	$63,137.80	Yes
3.3	Program Case Manager	A case manager was hired to continue supporting the development of supportive programs for students and families.		No
3.4	Needs Assessment	A needs assessment survey is administered regularly to new students and families to collect updated information and help guide the development of supportive services for the community through prevention and early intervention efforts.	$9,677.66	No
3.5	Parent & Student Involvement	Increase the number of students and parents/families who provide input through survey, participation in training, committees, and ELAC/SSC.	$63,137.80	No
3.6	Social-emotional Wellbeing	Provide professional mental health services, programs and trainings at the school site that is evidence based and sustainable.	$58,061.82	No
3.7	Community School	Support services for immigrant families and unaccompanied minors continue to be provided such as, childcare, transportation, student resource advocate, academic counselors, legal documentation and case management of basic need services along with a needs assessment process to collect data to determine services to support academic outcomes	$60,210.67	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Academic Tutoring & Enrichment Programs	Coordinate a sustainable tutoring and enrichment program to support academic achievement and social emotional wellbeing.	$3,460.00	Yes
3.9	Academic Achievement Recognition	Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, etc.		No
3.10	Educational Partners Communication	Communication with educational partners through ParentSquare, Google Classroom, Teacher Newsletters, Class Dojo, Social Media, Escuela Popular App, and website.		No
3.11	High School Post-secondary Engagement	Dual/concurrent enrollment, and certificate obtainment is available to students while attending high school.		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
$$1,670,745	$164,913

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
27.452%	0.000%	$0.00	27.452%

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
1.2	**Action:** Establishment of Performance Tasks/project based learning (HS) **Need:** Low student performance data for English Learners and Low Income students. **Scope:**	Performance-based tasks and PBL will require students to actively engage with the material, making learning more meaningful and interesting. Students will better retain knowledge through the application of what they are learning.	Lesson Plans, Syllabus, and Scope and Sequence

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
	LEA-wide		
1.7	**Action:** Data Analysis to Inform Instruction **Need:** Data Analysis to Inform Instruction **Scope:** LEA-wide	By consistently analyzing data, teachers can identify specific needs and gaps in understanding, particularly for English Learners and Low-Income students, enabling targeted interventions.	Student achievemeent data, progress monitoring report, and assessment scores.
1.8	**Action:** PD Strategic Plan **Need:** **Scope:** LEA-wide	By consistently analyzing data, teachers can identify specific needs and gaps in understanding, particularly for English Learners and Low-Income students, enabling targeted interventions.	Student achievement data, progress monitoring reports, and assessment scores.
1.9	**Action:** ELD PD **Need:** **Scope:** LEA-wide	Equips teachers with the skills to analyze data effectively and implement strategies that address the unique challenges faced by English Learners and Low-Income students.	PD master schedule
1.10	**Action:** External PD **Need:**	By consistently analyzing data, teachers can identify specific needs and gaps in understanding, particularly for English Learners and Low-Income students, enabling targeted interventions.	Student achievement data, progress monitoring reports, and assessment scores.

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
	Low student performance data for English Learners and Low Income students. **Scope:** LEA-wide		
1.11	**Action:** Instructional Practices to Advance Student Achievement **Need:** Low student performance data for English Learners and Low Income students. **Scope:** LEA-wide	Equips teachers with the skills to analyze data effectively and implement strategies that address the unique challenges faced by English Learners and Low-Income students.	Professional development attendance records, implementation fidelity checks, and student performance data.
1.12	**Action:** PD Database **Need:** Low student performance data for English Learners and Low Income students. **Scope:**	Enhance teachers' ability to support English Learners in developing language proficiency.	Teacher PD attendance, ELPAC scores, and classroom observation reports.
1.13	**Action:** Teacher Credentialing **Need:** **Scope:**	Equips teachers with the skills to analyze data effectively and implement strategies that address the unique challenges faced by English Learners and Low-Income students.	Professional development attendance records, implementation fidelity checks, and student performance data.

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
	LEA-wide		
1.15	**Action:** **Need:** Low student performance data for English Learners and Low Income students. **Scope:**	Equips teachers with the skills to effectively analyze data and implement strategies that address the unique challenges faced by English learners and low-income students. Systematic analysis of student performance allows for frequent modifications to curriculum and instructional practices, enhancing student outcomes.	Professional development attendance records, implementation fidelity checks, and student performance data.
2.1	**Action:** Alignment of Curriculum **Need:** High number of students do not meet their NWEA annual growth target in reading and math. **Scope:** LEA-wide	Ensures that dual immersion programs are effectively supporting English language acquisition, helping ELs develop proficiency in both English and the partner language. Identifies gaps in current practices, leading to tailored interventions that address the specific needs of ELs.	Student achievement scores in language proficiency, math, science, and physical education to measure the impact of the revised curriculum.
2.3	**Action:** College & Career Pathways **Need:** High number of students do not meet their NWEA annual growth target in reading and math. **Scope:** LEA-wide	Offer early exposure to career opportunities and post-secondary education pathways, which is crucial for English Learners and Low-Income students who may lack such resources.	Enrollment in pathway programs and successful completion of courses.

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
2.6	**Action:** PD for Classified & Certificated staff: Tech & Assessments **Need:** High number of students with limited access to technology at home. **Scope:** LEA-wide	Enhance the ability of staff to engage students by integrating technology into instruction, benefiting those with limited access to such resources at home.	PD attendance, technology usage reports, student engagement surveys.
3.1	**Action:** Truancy & Chronic Absenteeism **Need:** High number of students experiencing chronic absenteeism and truancy. **Scope:** LEA-wide	Provide targeted support to address barriers to attendance and learning, ensuring these students receive necessary interventions.	Attendance records, PowerSchool reports, case management logs.
3.2	**Action:** Increase Family and Student Engagement **Need:** Increase family engagement to support students. **Scope:** LEA-wide	Increase family engagement and support, crucial for the academic success of English Learners and low income students.	Participation rates and feedback surveys
3.3	**Action:** Program Case Manager	Ensures comprehensive assessment and management of services to address the unique needs of these students.	Case management reports,service utilization

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
	Need: Needs assessment data shows a wide variety of needs to address to support student success in school. **Scope:**		data, student outcome data.
3.7	**Action:** Community School **Need:** Large concentration of immigrant families and unaccompanied minors. **Scope:** LEA-wide	Addresses barriers to education and ensures these students receive the necessary support for academic success.	Service utilization records, needs assessment data, academic performance data.
3.8	**Action:** Academic Tutoring & Enrichment Programs **Need:** Low student performance data for English Learners and Low Income students. **Scope:** LEA-wide	Provides additional academic support and enrichment opportunities, enhancing both academic and social-emotional outcomes.	Tutoring attendance, enrichment program participation, academic and social-emotional assessment results.

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

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.

The services provided to English learners, low-income students, and foster youth will increase proportionally due to the increase in funding. The increased percentage is met by all the actions and services included in the Local Control Accountability Plan. As the school primarily serves low-income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The funds we will receive enable us to continue offering an extended school day, hiring high quality teachers, and offer specialized training to our staff to ensure our subgroups are receiving instruction tailored to their needs.

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.

The school will allocate funds to recruit, train, and increase number of staff to provide additional support services for students, including tutoring, Saturday Academy, enrichment activities, and extra course offerings.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20
Staff-to-student ratio of certificated staff providing direct services to students		1:30

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,085,992	$1,670,745	27.452%	0.000%	27.452%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,796,629.97	$0.00	$0.00	$0.00	$2,796,629.97	$2,706,487.59	$90,142.38

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	Student Learning Goals (HS)	All	No			All Schools	Year Round								
1	1.2	Establishment of Performance Tasks/project based learning (HS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$533,701.93	$0.00	$533,701.93				$533,701.93	
1	1.3	PD for Performance Tasks/project based learning (DL & HS)	All	No			All Schools	Year Round	$294,446.02	$0.00	$294,446.02				$294,446.02	
1	1.4	Google Classroom Learning/PowerTeacher Pro Goals & Tracking System	All	No			All Schools	Year Round	$74,963.76	$1,680.00	$76,643.76				$76,643.76	
1	1.5	PD for Google Classroom Tracking	All	No			All Schools	Year Round								
1	1.6	80/20 Dual Immersion Program	All	No			All Schools	Year Round	$43,011.23	$0.00	$43,011.23				$43,011.23	
1	1.7	Data Analysis to Inform Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$301,033.96	$0.00	$301,033.96				$301,033.96	
1	1.8	PD Strategic Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$38,526.42	$0.00	$38,526.42				$38,526.42	
1	1.9	ELD PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$299,476.88	$37,454.40	$336,931.28				$336,931.28	
1	1.10	External PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									

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	1.11	Instructional Practices to Advance Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.12	PD Database	All	No			All Schools		$4,522.89	$0.00	$4,522.89				$4,522.89	
1	1.13	Teacher Credentialing	All	No Yes	LEA-wide		All Schools									
1	1.14		All	No			All Schools									
2	2.1	Alignment of Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$95,873.72	$0.00	$95,873.72				$95,873.72	
2	2.2	Establish Learning Outcomes	All	No			All Schools	Year Round								
2	2.3	College & Career Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$61,828.99	$0.00	$61,828.99				$61,828.99	
2	2.4	Communication of Curriculum and Assessment Framework	All	No			All Schools	Year Round	$18,211.00	$0.00	$18,211.00				$18,211.00	
2	2.5	Refinement of Resources	All	No			All Schools	Year Round	$18,211.00	$0.00	$18,211.00				$18,211.00	
2	2.6	PD for Classified & Certificated staff: Tech & Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$280,663.18	$6,242.40	$286,905.58				$286,905.58	
2	2.7	PD for New Curriculum	All	No			All Schools	Year Round								
2	2.8	PD for School Leaders and Instructional Staff	All	No			All Schools		$0.00	$18,727.20	$18,727.20				$18,727.20	
2	2.9	Allocation of resources to successfully implement the curriculum and assessment framework	All	No			All Schools	Year Round	$47,544.42	$0.00	$47,544.42				$47,544.42	
2	2.10	Student Instructional Support	All	No			All Schools	Year Round	$280,679.92	$0.00	$280,679.92				$280,679.92	
2	2.11	Digital Literacy	All	No			All Schools									
2	2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	All	No			All Schools		$18,211.00	$0.00	$18,211.00				$18,211.00	

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	**2.13**	High School A-G Course Approvals	All	No			All Schools		$3,500.00	$0.00	$3,500.00				$3,500.00	
3	**3.1**	Truancy & Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$60,433.90	$0.00	$60,433.90				$60,433.90	
3	**3.2**	Increase Family and Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$63,137.80	$0.00	$63,137.80				$63,137.80	
3	**3.3**	Program Case Manager	All	No			All Schools	Year Round								
3	**3.4**	Needs Assessment	All	No			All Schools	Year Round	$7,121.37	$2,556.29	$9,677.66				$9,677.66	
3	**3.5**	Parent & Student Involvement	All	No			All Schools	Year Round	$63,137.80	$0.00	$63,137.80				$63,137.80	
3	**3.6**	Social-emotional Wellbeing	All	No			All Schools	Year Round	$58,061.82	$0.00	$58,061.82				$58,061.82	
3	**3.7**	Community School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$36,728.58	$23,482.09	$60,210.67				$60,210.67	
3	**3.8**	Academic Tutoring & Enrichment Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$3,460.00	$0.00	$3,460.00				$3,460.00	
3	**3.9**	Academic Achievement Recognition	All	No			All Schools	Year Round								
3	**3.10**	Educational Partners Communication	All	No			All Schools	Year Round								
3	**3.11**	High School Post-secondary Engagement	All	No			All Schools	Year Round								
3	**3.12**							Year Round								

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
$6,085,992	$1,670,745	27.452%	0.000%	27.452%	$1,842,044.25	0.000%	30.267 %	**Total:**	$1,842,044.25
								LEA-wide Total:	$1,842,044.25
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Establishment of Performance Tasks/project based learning (HS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$533,701.93	
1	1.7	Data Analysis to Inform Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$301,033.96	
1	1.8	PD Strategic Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,526.42	
1	1.9	ELD PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$336,931.28	
1	1.10	External PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.11	Instructional Practices to Advance Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.12	PD Database				All Schools	$4,522.89	

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	1.13	Teacher Credentialing	Yes	LEA-wide				
2	2.1	Alignment of Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,873.72	
2	2.3	College & Career Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,828.99	
2	2.6	PD for Classified & Certificated staff: Tech & Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$286,905.58	
3	3.1	Truancy & Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,433.90	
3	3.2	Increase Family and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,137.80	
3	3.3	Program Case Manager				All Schools		
3	3.4	Needs Assessment				All Schools	$9,677.66	
3	3.7	Community School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,210.67	
3	3.8	Academic Tutoring & Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,460.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,330,972.65	$3,359,620.38

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**	Student Learning Goals (HS)	No		
1	**1.2**	Establishment of Performance Tasks/project based learning (HS)	Yes	$535,814.70	$581,261.08
1	**1.3**	PD for Performance Tasks/project based learning (DL & HS)	No	$273,964.35	$296,638.79
1	**1.4**	Google Classroom Tracking Learning Goals Determine Tracking Learning System for TK-3rd grades	No	$18,788.40	$19,891.00
1	**1.5**	PD for Google Classroom Tracking	No		
1	**1.6**	Google Classroom Tracking System	No		
1	**1.7**	80/20 Dual Immersion Program	No	$39,579.00	$38,510.00
1	**1.8**	Data Analysis to Inform Instruction	No Yes	$309,228.75	$455,820.29
1	**1.9**	PD Strategic Plan	No Yes	$43,821.60	$37,437.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.10**	ELD PD	Yes	$376,710.60	$355,108.02
1	**1.11**	External PD	Yes		
1	**1.12**	Instructional Practices to Advance Student Achievement	Yes		
1	**1.13**	PD Database	No Yes	$3,957.60	$4,395.00
1	**1.14**	Teacher Credentialing	No		
2	**2.1**	Alignment of Curriculum	Yes	$92,785.75	$104119.43
2	**2.2**	Establish Learning Outcomes	No		
2	**2.3**	College & Career Pathways	Yes	$139,425.90	$92,495.60
2	**2.4**	Communication of Curriculum and Assessment Framework	No	$17,108.40	$18,211.00
2	**2.5**	Refinement of Resources	No	$17,108.40	$18,211.00
2	**2.6**	PD for Classified & Certificated staff: Tech & Assessments	Yes	$291,505.65	$323,330.74
2	**2.7**	PD for New Curriculum	No		

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	**2.8**	PD for School Leaders and Instructional Staff	No	$18,540.00	$23,502.17
2	**2.9**	Allocation of resources to successfully implement the curriculum and assessment framework	No	$45,798.00	$46,200.00
2	**2.10**	Student Instructional Support	No	$579,589.00	$424,410.79
2	**2.11**	Digital Literacy	No		
2	**2.12**	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	No	$17,108.40	$18,211.00
2	**2.13**	High School A-G Course Approvals		$3,500.00	0
3	**3.1**	Truancy & Chronic Absenteeism	Yes	$25,682.00	$58,725.00
3	**3.2**	Increase Family and Student Engagement	Yes	$70,993.55	$72,077.40
3	**3.3**	Program Case Manager	Yes	$78,757.65	$82,888.00
3	**3.4**	Needs Assessment	No	$12,358.50	$12,850.33
3	**3.5**	Parent & Student Involvement	No	$66,287.45	$72,077.40
3	**3.6**	Social-emotional Wellbeing	No	$46,779.75	$56,420.00
3	**3.7**	Community School	Yes	$127,871.70	$65,560.91
3	**3.8**	Academic Tutoring & Enrichment Programs	Yes	$77,907.55	$81,268.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.9**	Academic Achievement Recognition	No		
3	**3.10**	Educational Partners Communication	No		
3	**3.11**	High School Post-secondary Engagement	No		

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)
$1,616,809	$2,174,463.00	$2,314,486.90	($140,023.90)	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	**1.2**	Establishment of Performance Tasks/project based learning (HS)	Yes	$535,814.70	$581,261.08		
1	**1.8**	Data Analysis to Inform Instruction	Yes	$309,228.75	$455,820.29		
1	**1.9**	PD Strategic Plan	Yes	$43,821.60	$37,437.00		
1	**1.10**	ELD PD	Yes	$376,710.60	$355,108.02		
1	**1.11**	External PD	Yes				
1	**1.12**	Instructional Practices to Advance Student Achievement	Yes				
1	**1.13**	PD Database	Yes	$3,957.60	$4,395.00		
2	**2.1**	Alignment of Curriculum	Yes	$92,785.75	$104,119.43		
2	**2.3**	College & Career Pathways	Yes	$139,425.90	$92,495.60		
2	**2.6**	PD for Classified & Certificated staff: Tech & Assessments	Yes	$291,505.65	$323,330.74		
3	**3.1**	Truancy & Chronic Absenteeism	Yes	$25,682.00	$58,725.00		
3	**3.2**	Increase Family and Student Engagement	Yes	$70,993.55	$72,077.40		
3	**3.3**	Program Case Manager	Yes	$78,757.65	$82,888.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.7**	Community School	Yes	$127,871.70	$65,560.91		
3	**3.8**	Academic Tutoring & Enrichment Programs	Yes	$77,907.55	$81,268.43		

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)
$5,922,700.00	$1,616,809	0%	27.299%	$2,314,486.90	0.000%	39.078%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or 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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