LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escuela Popular Center for Training & Careers
CDS Code: 43694270107151
School Year: 2026-27
LEA contact information:
Patricia L Reguerin
Executive Director
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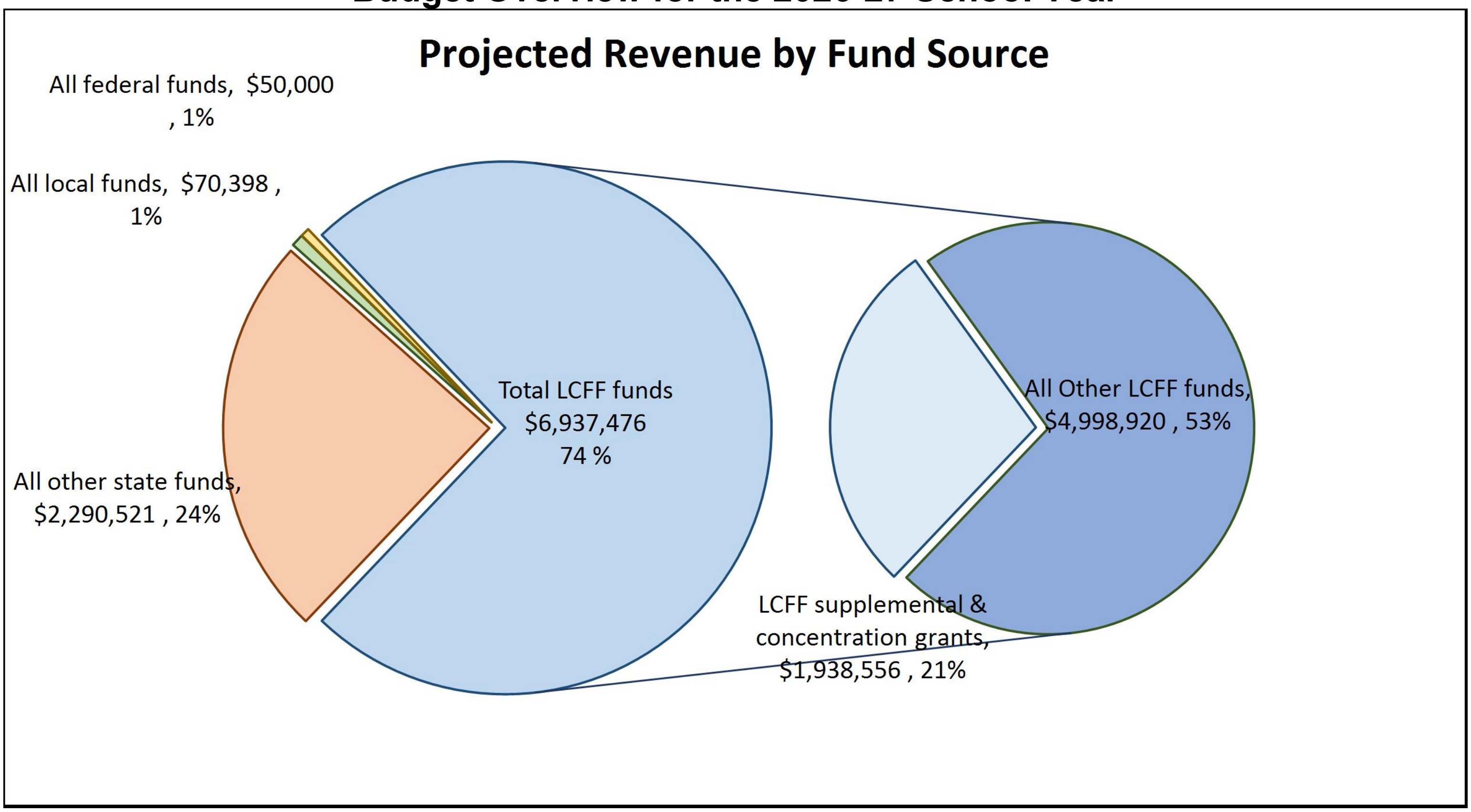
408-426-6593

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

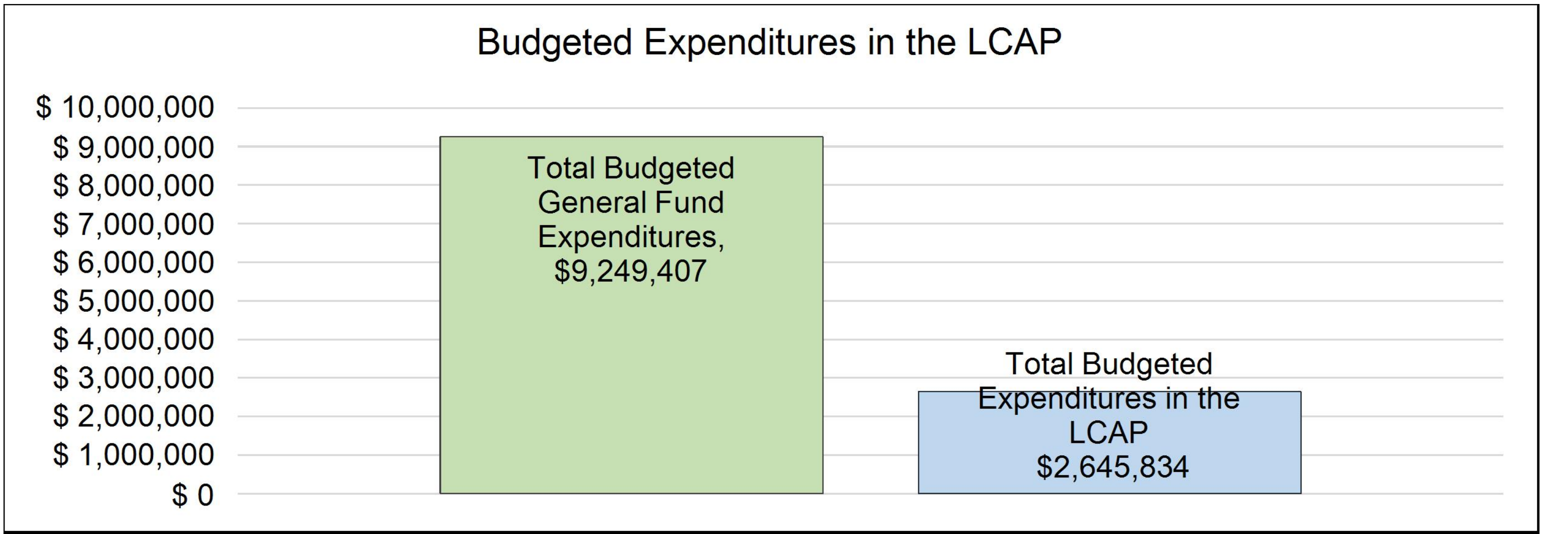


This chart shows the total general purpose revenue Escuela Popular Center for Training & Careers expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escuela Popular Center for Training & Careers is $9,348,395, of which $6,937,476 is Local Control Funding Formula (LCFF), $2,290,521 is other state funds, $70,398 is local funds, and $50,000 is federal funds. Of the $6,937,476 in LCFF Funds, $1,938,556 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 Center for Training & Careers 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 Center for Training & Careers plans to spend $9,249,407 for the 2026-27 school year. Of that amount, $2,645,834 is tied to actions/services in the LCAP and $6,603,573 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

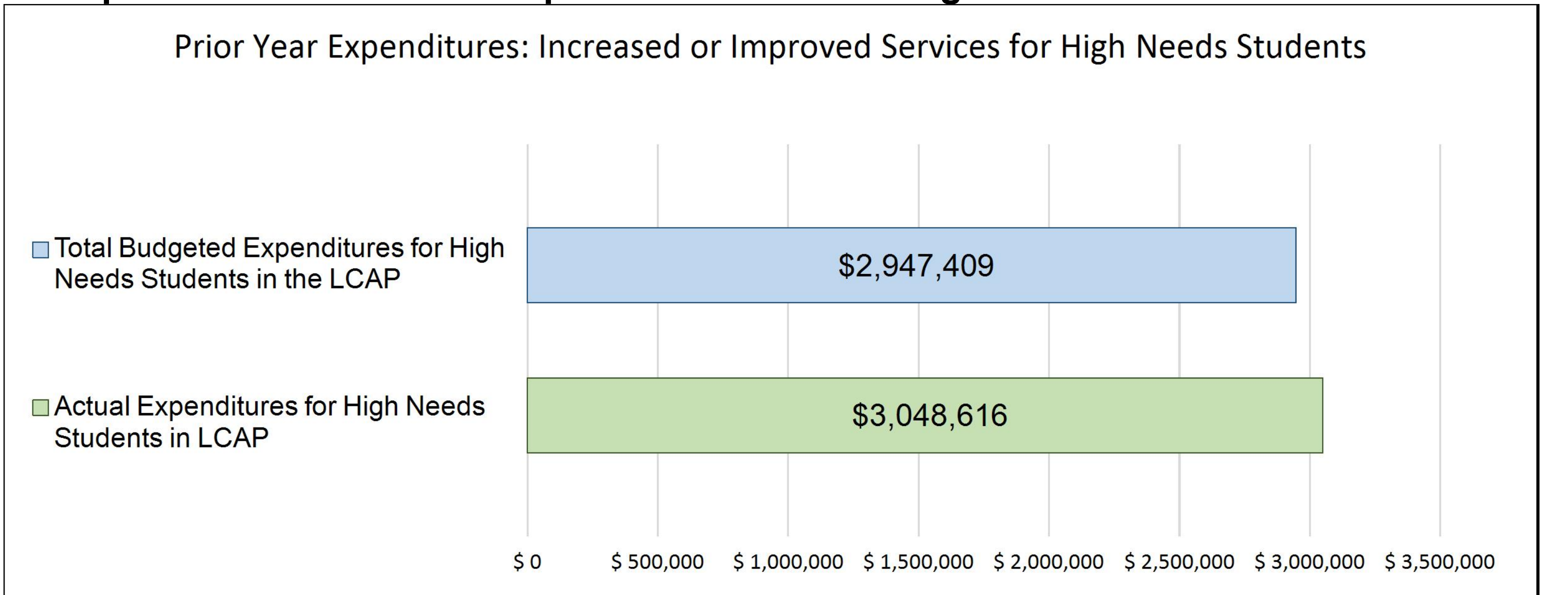
The Local Control Accountability Plan (LCAP) does not include the salaries of all our teaching staff, support staff, administrators, services and other operating expenses, and school facility costs—which accounts for the majority of the differences between the General Fund budget and the total budget 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 Center for Training & Careers is projecting it will receive $1,938,556 based on the enrollment of Foster Youth, English learner, and low-income students. Escuela Popular Center for Training & Careers must describe how it intends to increase or improve services for high needs students in the LCAP. Escuela Popular Center for Training & Careers plans to spend $2,403,122 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 Center for Training & Careers 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 Center for Training & Careers 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 Center for Training & Careers's LCAP budgeted $2,947,409 for planned actions to increase or improve services for high needs students. Escuela Popular Center for Training & Careers actually spent $3,048,616 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 Center for Training & Careers	Patricia L 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 José 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 2004, Escuela Popular received a charter from the East Side Union High School District and officially became Escuela Popular Center for Training and Careers, a 9 -12 public charter school dedicated to supporting both adult students to get their high school diploma.

Today, Escuela Popular primarily serves Latino and Spanish-speaking students, 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 90% of its students born outside of the country. Escuela Popular Center for Training Careers is committed to providing equitable educational opportunities and comprehensive support services to meet the unique academic and social-emotional needs of its students. Approximately 94.4% of students are identified as socioeconomically disadvantaged and 95.5% are Adult English Learners. 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 California School Dashboard and local assessment data indicates that Escuela Popular Center for Training and Careers (EP CTC) continues to demonstrate progress in several student outcome areas while also facing ongoing challenges related to academic achievement and English Learner progress.
Local NWEA MAP data shows mixed results in student growth. In mathematics, 32% of students met their annual growth targets, indicating that mathematics remains a significant area of need. In reading, 50% of students met their annual growth targets, demonstrating stronger performance than mathematics but still showing that half of students did not meet expected annual growth. In addition, 60% of students demonstrated positive growth in their Fall-to-Spring Lexile scores, suggesting that a majority of students are making measurable gains in reading development.

State assessment data reflects both progress and continuing challenges. CAASPP Distance from Standard results show substantial improvement since the post-pandemic decline. In mathematics, average DFS improved by nearly 30 points between 2022 and 2024, moving from -193.3 to -166.5. In English Language Arts, average DFS improved by more than 80 points between 2022 and 2024, moving from -150.1 to -61.8. These gains suggest that instructional efforts and targeted interventions are helping students recover academically and move closer to grade-level standards. However, overall performance remains below state standards, indicating a continued need to accelerate learning and close achievement gaps.

The California Dashboard's English Learner Progress Indicator highlights an area of concern. While approximately 50% of English Learners were making progress in 2022, the percentage declined to approximately 8% by 2025. This trend indicates a need for increased support for multilingual learners, stronger designated and integrated English Language Development instruction, and closer monitoring of language acquisition outcomes.

Outcome measures related to student success after high school showed encouraging results. The one-year graduation rate increased substantially from 51.2% in 2022 to 89.5% in 2025, representing a gain of more than 35 percentage points. Socioeconomically disadvantaged students demonstrated similar gains, increasing from 51.3% to 91.4% during the same period. In addition, the college-going rate has steadily increased over time, rising by approximately 17 percentage points between 2017 and 2023, demonstrating improved postsecondary outcomes for graduates.

Overall, local and Dashboard data demonstrate that EP CTC is making meaningful progress in graduation outcomes, college readiness, and reading development. At the same time, mathematics growth remains low, overall academic achievement remains below state standards, and English Learner progress has declined significantly. These findings will guide future LCAP actions focused on accelerating academic achievement, strengthening support for English Learners, increasing student engagement, improving mathematics and literacy outcomes, and ensuring that all students are prepared for success in college, career, and life.

Reflections: Technical Assistance

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

As part of Escuela Popular's ongoing technical assistance efforts, a Plan-Do-Study-Act (PDSA) cycle was launched to enhance college and career readiness among students, with the overarching aim of increasing college enrollment and success by at least 5% by June 30, 2026. The initiative focused on designing and implementing student-facing College and Career Workshops and Orientations. These activities were supported by pre- and post-interest surveys and empathy interviews to assess student awareness, interests, and barriers.

Throughout the process, several structured steps were completed collaboratively by the principal, instructional leaders, compliance manager, and College and Career Coordinator. These included planning and hosting workshops, collecting and analyzing data, and developing interview protocols. Early findings revealed key insights: student confidence in the college application process increased significantly, interest in English 1A and Public Speaking courses was high, and PM students showed greater enthusiasm for dual enrollment opportunities than AM students. Contrary to initial predictions, male students showed strong interest in culinary courses.
Key challenges and surprises emerged, such as students' lack of awareness that college could be tuition-free through Escuela Popular, and misconceptions about scholarship eligibility. These realizations highlighted the importance of direct communication and personalized support.

Moving forward, technical assistance will support the continuation and expansion of this work through empathy interviews, disaggregated data analysis, transportation coordination for off-site classes (e.g., at Mission College), and the facilitation of on-campus college courses beginning August 2025. Additionally, grade and attendance data from Semester 1 will be used to refine and target interventions. Biweekly team meetings are planned to sustain momentum and align next steps with student needs and system goals.

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.

Escuela Popular Center for Training Careers Family Learning Center

Support for Identified Schools

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

The LEA has developed a multi-faceted approach to support its eligible schools in creating Comprehensive Support and Improvement (CSI) plans. This support centers around:
Conducting a Comprehensive Needs Assessment and Root Cause Analysis:
Using tools such as the Fishbone Diagram, the LEA will guide schools in identifying key factors contributing to low graduation rates and learning gaps. This analysis ensures interventions are aligned with LCAP goals, actions, and services.

Strategic Allocation of CSI Funds:
CSI funds will be utilized to directly support school improvement efforts. This includes:

Targeted academic interventions such as small-group and one-on-one instruction.

Professional development to build staff capacity in implementing evidence-based practices.

Staffing support to sustain intervention efforts and enhance instructional delivery.

Expansion of tutoring programs focused on struggling students.

Career and technical education (CTE) to increase student engagement and readiness for the workforce.

Dual enrollment opportunities to give students a head start on earning college credits, improving their post-secondary preparedness.

These strategies are designed not only to address academic challenges but also to re-engage students, build real-world skills, and support career readiness, all of which contribute to improving graduation rates.

Monitoring and Evaluating Effectiveness

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

The LEA will employ a data-driven monitoring and evaluation framework to ensure the effectiveness of CSI-supported initiatives. This will involve:
Ongoing Analysis of Student Performance Data:
Data from various sources, including local assessments like MAP, will be regularly reviewed to assess progress, identify emerging gaps, and refine interventions.

Alignment with LCAP Goals:
All strategies and outcomes will be monitored for alignment with the Local Control and Accountability Plan (LCAP), ensuring consistency and coherence across district improvement efforts.

Evidence-Based Strategy Evaluation:
The impact of interventions such as small-group instruction, tutoring, and CTE engagement will be measured based on student performance, engagement metrics, and graduation outcomes.

Feedback Loops for Continuous Improvement:
Professional development sessions and staff feedback will help evaluate the implementation fidelity of instructional practices, ensuring that strategies are not only planned but effectively executed.

By embedding monitoring and evaluation into each phase of implementation, the LEA ensures accountability and adaptability, ultimately driving measurable academic growth and increased graduation rates.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers | 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 Center for Training & Careers serves adult learners. Student feedback is collected through the completion of LCAP surveys, which provide valuable insight into their educational experience and priorities. School community completed the LCAP Feedback in the winter and spring surveys via Escuela Popular mobile app Escuela Popular website Email links sent by teachers

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.	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.

This goal was developed because data continuously showed that students leave school prior to completing their graduation requirements. The team believes that if students and families are provided with a system to understand and track their academic progress toward mastery of their learning goals, they are more likely to be motivated and successfully complete their graduation requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The ratio of credits earned to credits attempted increases from previous year or reaches target %. This metric compares credits earned to credits attempted to measure student progress, aiming to increase the ratio or meet the annual target.	The ratio of credits earned to credits attempted is 71% Data Source: PowerSchool Information System Year: 2023-24	The ratio of credits earned to credits attempted is 68% Data Source: PowerSchool Information System Year: 2024-25	The ratio of credits earned to credits attempted is 68% Data Source: PowerSchool Information System Year: 2025-26	The ratio of credits earned to credits attempted increases from previous year or reaches target 85%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 number of continuously enrolled/long-term students for EPCTC program is 38.47% Data Source: PowerSchool Information System Year: 2023-24	The number of continuously enrolled/long-term students for EPCTC program is 36.22% Data Source: PowerSchool Information System Year: 2024-25	The number of continuously enrolled/long-term students for EPCTC program is 38.79% 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..	9-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool	9-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool	9-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool	Full Implementation and sustainability. Data Source: Local Indicator Priority 2 Self-Reflection Tool	
1.4	Graduation Rates	51.2% Graduation Rate Data Source: Dashboard Additional Report - DASS One-Year Graduation Rate Report Year: 2022	74.3% Graduation Rate Data Source: Dashboard Additional Report - DASS One-Year Graduation Rate Report Year: 2024	89.5% Graduation Rate Data Source: Dashboard Additional Report - DASS One-Year Year: 2025	Increase the number of graduates from the base year by 8%.	
1.5	Google Classroom Gradebook	70% of students have access to online	72% of students have access to	90% of students have access to	100% of students have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of teachers utilizing the online academic achievement tracking system	academic achievement via Google Classroom gradebook. Data Source: Survey	online academic achievement via Google Classroom gradebook. Data Source: Survey	online academic achievement via Google Classroom gradebook Data Source: Survey	online academic achievement via Google Classroom gradebook. Data Source: Survey	
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	100% of students with access to and enrolled in a broad course of study Data Source: Local Indicator Priority 7 Self-Reflection Tool	100% of students with access to and enrolled in a broad course of study Data Source: Local Indicator Priority 7 Self-Reflection Tool	100% of students with access to and enrolled in a broad course of study	
1.7	Access to instructional materials	100% of students with access to materials Data Source: SARC Year: 2021-22	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	Good Data Source:SARC Year: 2023-24	Good Data Source:SARC Year: 2024-25	Good Data Source: SARC	
1.9	% Appropriately assigned teachers	29.65% "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report Year: 2021-22	37.5% "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report Year: 2022-23	22.7% "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report	32% "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Year: 2023-24		

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 1 was implemented through a series of actions designed to increase student awareness of learning goals, improve instructional practices, strengthen progress monitoring systems, expand professional development opportunities, support teacher credentialing, and increase student and family engagement. Overall, implementation was largely successful, with most actions carried out as planned. Several actions contributed to improved graduation rates, increased access to academic progress monitoring, and stable student retention. However, implementation challenges remain in the areas of performance-based learning, data analysis protocols, family engagement, and consistency of instructional practices across all courses.

Action 1.1 focused on refining and monitoring student learning goals. Learning goals and objectives were revised and aligned within ELD and Spanish courses, and expectations for student-friendly learning objectives and language goals were established. Classroom walkthroughs were used to monitor implementation, including whether learning objectives were posted, referenced during instruction, connected to student work, and paired with language objectives. While implementation was successful in ELD and Spanish courses, learning goals and scope and sequence development remain incomplete in Physical Education, Career Exploration, and Study Skills courses.
Actions 1.2 and 1.3 focused on the development and implementation of performance tasks, project-based learning, and related professional development. Implementation was limited during the year. Although some administrators received project-based learning training, professional development was not expanded to all teachers as originally planned. As a result, implementation of performance-based learning remains in the initial stages and continues to be an area for future development.

Actions 1.4 and 1.6 were combined during implementation because both focused on the use of Google Classroom to communicate learning goals, maintain gradebooks, and monitor student progress. Combining these actions reduced duplication and strengthened implementation of a unified progress monitoring system. All teachers regularly utilized Google Classroom to provide students with access to assignments, grades, and learning materials. As a result, student access to online academic achievement tracking increased from 70% in 2023–24 to 90% in 2025–26. Staff feedback indicated that Google Classroom has improved transparency regarding student progress, although additional training for teachers, students, and families remains necessary to maximize its effectiveness.

Actions 1.7 and 1.8 focused on data analysis and strategic planning. Teachers utilized cluster meetings and collaboration time to discuss student progress, analyze achievement data, adjust instructional groups, and share successful strategies. While these practices were implemented, staff indicated that data analysis protocols were not consistently applied across all programs and departments. Continued refinement and increased consistency in data-driven decision-making were identified as areas for improvement.

Actions 1.9 and 1.10 focused on English Language Development and external professional development opportunities. Teachers participated in ELD-focused collaboration meetings where they discussed strategies such as structured academic talk, sentence frames, scaffolding techniques, integrated and designated ELD, and academic language development across content areas. Core teachers also participated in a writing workshop series facilitated by an external provider. Additional professional learning opportunities were provided through SCCOE, CABE, CATESOL, writing workshops, mathematics workshops, and project-based learning conferences. These opportunities increased staff capacity and supported instructional improvement, although staff feedback identified a need for a more comprehensive strategic professional development plan.

Actions 1.11 and 1.12 focused on evaluating professional development effectiveness and establishing systems for tracking professional learning. These actions were only partially implemented. Surveys to evaluate professional development effectiveness were not fully developed, and the school continues to explore the use of Paylocity and other systems to track professional development participation and implementation.

Action 1.13 focused on teacher credentialing and authorization support. This action was successfully implemented through individualized credential plans, release time, substitute coverage, tuition support, internship coaching, and ongoing monitoring of teacher progress. Teachers pursuing credentials received targeted support to complete program requirements and obtain appropriate authorizations.

Implementation of Goal 1 contributed to several positive outcomes. The DASS One-Year Graduation Rate increased significantly from 51.2% in 2022 to 74.3% in 2024 and further increased to 89.5% in 2025. Student access to online academic achievement tracking increased from 70% in 2023–24 to 90% in 2025–26, providing greater transparency regarding academic progress. The percentage of continuously enrolled students increased from 36.22% in 2024–25 to 38.79% as of the third quarter of 2025–26, demonstrating modest improvement in student retention. In addition, all students continued to have access to a broad course of study, instructional materials, and safe and functional facilities.

Despite these successes, several challenges remain. The ratio of credits earned to credits attempted declined from 71% in 2023–24 to 68% in 2024–25 and remained at 68% through the third quarter of 2025–26, indicating that students continue to struggle with successful course completion. Implementation of performance-based learning and standardized rubrics remains limited, and data analysis practices require greater consistency across departments. Staff feedback also highlighted the need for increased collaboration time, clearer schoolwide expectations regarding learning goals and rubrics, expanded professional development opportunities, stronger bilingual communication with families, and additional intervention supports for students who are not meeting academic expectations.

Overall, Goal 1 was substantially implemented as planned. Successes included increased graduation rates, expanded access to academic progress monitoring, continued support for teacher credentialing, and ongoing professional development opportunities. Challenges included incomplete implementation of project-based learning initiatives, inconsistent data analysis practices, limited systems for evaluating professional development effectiveness, and persistent challenges related to course completion. These findings will guide continued implementation efforts and support ongoing improvement in student engagement, retention, and academic 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 implemented under Goal 1 were effective in improving graduation outcomes, increasing access to academic progress monitoring, supporting teacher development, and maintaining student access to educational programs and resources. However, implementation data and outcome measures indicate that additional work is needed to improve course completion rates, strengthen performance-based learning practices, increase consistency in data analysis, and further engage students and families in the educational process.

Action 1.1, which focused on refining student learning goals, was partially effective. Learning goals and objectives were revised and aligned within ELD and Spanish courses, and classroom walkthroughs were used to monitor whether learning objectives were visible, referenced during instruction, and connected to student learning. These efforts increased consistency in instructional expectations and strengthened alignment between standards, language objectives, and classroom instruction. However, implementation was not completed across all courses, as learning goals and scope and sequence documents remain under development in Physical Education, Career Exploration, and Study Skills.

Actions 1.2 and 1.3, focused on performance tasks, project-based learning, and related professional development, were only partially effective. While some administrators participated in project-based learning training, professional development was not expanded to all teachers as originally planned. As a result, implementation of performance-based tasks and standardized rubrics remains at the initial implementation stage. Staff feedback indicated a need for additional training, collaboration time, and clear schoolwide expectations regarding performance tasks, project-based learning, and rubric use to ensure greater consistency and impact on student engagement.
One action change was made for the upcoming school year. Actions 1.4 (Google Classroom Tracking Learning Goals) and 1.6 (Google Classroom Tracking System) will be combined into a single action because implementation data demonstrated that both actions focused on the use of Google Classroom to communicate learning goals, maintain gradebooks, and monitor student academic progress. Combining the actions will reduce duplication, improve efficiency, and more accurately reflect how the action is implemented in practice.

Action 1.5, which focused on training teachers, students, and families on the use of Google Classroom, was partially effective. While Google Classroom usage increased significantly, survey feedback indicated a need for continued training and support for families to ensure they can effectively monitor student progress and access academic information.

Actions 1.7 and 1.8, which focused on data analysis and strategic planning, were moderately effective. Teachers used collaboration and cluster meeting time to review student progress, discuss instructional strategies, and adjust student support groups. These practices promoted data-informed decision-making and collaboration among staff. However, implementation was not consistently applied across all departments, and staff identified the need for a more formalized and systematic data analysis process.

Actions 1.9 and 1.10, focused on English Language Development and external professional development, were effective in strengthening instructional practices and increasing staff capacity. Teachers participated in professional development related to language acquisition, integrated and designated ELD, writing instruction, structured academic discourse, scaffolding strategies, and content-area literacy. Additional learning opportunities were provided through SCCOE, CABE, CATESOL, writing workshops, mathematics workshops, and project-based learning conferences. These experiences enhanced teacher knowledge and supported implementation of instructional strategies designed to improve student achievement.

Actions 1.11 and 1.12, which focused on evaluating professional development effectiveness and creating a professional development tracking system, were less effective because implementation was incomplete. Surveys designed to evaluate the effectiveness of professional learning were not fully developed, and systems for tracking professional development participation and implementation remain under development. As a result, the school has limited data regarding the long-term impact of professional development on classroom practice and student outcomes.
Action 1.13, which focused on teacher credentialing and authorization support, was effective. Teachers received individualized support plans, release time, substitute coverage, tuition assistance, coaching, and ongoing monitoring to support credential completion and authorization requirements. These efforts helped strengthen staff qualifications and increase teacher capacity.

The effectiveness of these actions is reflected in several outcome measures. The DASS One-Year Graduation Rate increased significantly from 51.2% in 2022 to 74.3% in 2024 and further increased to 89.5% in 2025, indicating substantial progress in supporting students toward graduation. Student access to academic progress monitoring increased from 70% in 2023–24 to 90% in 2025–26. The percentage of continuously enrolled students improved from 36.22% in 2024–25 to 38.79% as of the third quarter of 2025–26. In addition, all students continued to have access to a broad course of study, instructional materials, and safe, functional facilities.
Despite these successes, some outcome measures indicate that additional refinement of actions is needed. The ratio of credits earned to credits attempted declined from 71% in 2023–24 to 68% in 2024–25 and remained at 68% through the third quarter of 2025–26. These results suggest that while students are graduating at higher rates and remaining enrolled, additional interventions are needed to improve course completion and credit attainment.

Overall, the actions implemented under Goal 1 have been effective in improving graduation outcomes, increasing access to academic progress information, supporting teacher development, and maintaining student access to educational resources and opportunities. Continued efforts to strengthen performance-based learning, improve data analysis systems, expand family engagement, and increase student credit completion will be necessary to further advance 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, outcome data, and educational partner feedback, no substantive changes were made to Goal 1, its metrics, target outcomes, or actions for the coming year. The LEA determined that the goal continues to address identified needs related to student engagement, family engagement, student retention, academic progress monitoring, instructional quality, and graduation outcomes.

The only modification made during implementation was the consolidation of Actions 1.4 (Google Classroom Tracking Learning Goals) and 1.6 (Google Classroom Tracking System). Because both actions focused on the use of Google Classroom to communicate learning goals, maintain gradebooks, and monitor student academic progress, they were combined into a single implementation effort to reduce duplication and improve efficiency. This adjustment does not change the intent of the goal or the services provided to students and families.

Reflections on prior practice indicate that the existing goal and actions remain appropriate and continue to provide a framework for supporting student success. Implementation data demonstrated positive outcomes in several areas, including significant increases in the DASS One-Year Graduation Rate, increased student access to online academic progress monitoring through Google Classroom, continued access to a broad course of study and instructional materials, and ongoing support for teacher credentialing and professional growth.

Educational partner feedback and implementation reviews identified several areas requiring continued attention, including strengthening schoolwide implementation of learning goals and rubrics, expanding project-based learning and performance-based assessment practices, increasing consistency in data analysis and instructional decision-making, enhancing family engagement and bilingual communication, improving access to intervention and tutoring supports, and providing additional professional development and collaboration opportunities for teachers and staff. Staff also emphasized the importance of strengthening parent communication tools, increasing opportunities for Professional Learning Community collaboration, and ensuring consistent expectations across programs and content areas.

These identified needs will be addressed through continued implementation of the existing actions rather than through modifications to the goal, metrics, target outcomes, or actions. The LEA will continue to monitor implementation and student outcomes while maintaining a focus on improving student engagement, retention, academic progress, course completion, and graduation outcomes.

Other than the consolidation of Actions 1.4 and 1.6, no substantive changes were made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	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.	$336,775.36	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	PD for Performance Tasks/Project Based Learning	Provide professional development to teachers on administering and assessing performance tasks	$169,629.55	Yes
1.4	Google Classroom Learning Goals & Tracking System	Implement and monitor the consistent use of Google Classroom to house and track selected student learning goals, maintain updated gradebooks, and support ongoing progress monitoring by teachers	$16,854.00	No
1.5	PD for Google Classroom Tracking	Provide training to teachers, students, and families on use of Google Classroom for monitoring student progress.		No
1.6	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.	$217,089.27	Yes
1.7	PD Strategic Plan	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.	$42,292.76	Yes
1.8	ELD PD	Focus PD time on language acquisition and English language development.	$286,961.93	Yes
1.9	External PD	Create a partnership with SCCOE and other organizations for external PD.		No
1.10	Instructional Practices to Advance Student Achievement	Conduct surveys to analyze data and determine the effectiveness of the implemented PD/ best practices.		No

Action #	Title	Description	Total Funds	Contributing
1.11	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
1.12	Teacher Credentialing	Support Teachers in Clearing Teaching Credentials and Obtaining Additional Authorizations.		No
1.13				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 % high school students will meet their Math growth target, as established by Measures of Academic Progress (MAP). .	47% of students met their Math growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2023-24	55% of students met their Math growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2024-25	32% of students met their Math growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2025-26	5% annual increase of students who meet their Math grow target	
2.3	NWEA Map Assessment % high school students will meet their Reading growth target, as established by Measures of Academic Progress (MAP).	48% of students met their Reading growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2023-24	53% of students met their Reading growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2024-25	50% of students met their Reading growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2025-26	5% annual increase of students who meet their Math grow target	
2.4	NWEA Map Assessment % high school students will show positive growth on their Fall to Spring Lexile score.	67% of students show a positive growth on their fall to spring Lexile score. Data Source: NWEA (MAP System)	63% of students show a positive growth on their fall to spring Lexile score.	60% of students show a positive growth on their fall to spring Lexile score.	80% of 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
		Year: 2023-24	Data Source: NWEA (MAP System) Year: 2024-25	Data Source: NWEA (MAP System) Year: 2025-26		
2.5	SBAC Assessment % of 11th graders are meeting or exceeding standard in ELA and % in Math based on SBAC .	Data is suppressed because fewer than 11 students tested. Data Source: DataQuest CAASPP Reports Year: 2022-23	23.08% of 11th grade students met the standard on the ELA Smarter Balanced Assesments 7.69% of 11th grade students met the standard on the math Smarter Balanced Assesments Data Source: DataQuest CAASPP Reports Year: 2023-24	Data is suppressed because fewer than 11 students tested. Data Source: DataQuest CAASPP Reports Year: 2024-25	5% annual increase of 11th graders are meeting or exceeding standards in ELA and Math based on SBAC.	
2.6	% of English learners improving on ELPAC	22.9% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2023	12% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2024	7.8% 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.	
2.7	EL Reclassification Rate	0.6%	0.5%	0.8%	Annual increase of 3% for EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest EL Reclassification Year: 2023	Data Source: DataQuest EL Reclassification Year: 2024	Data Source: CALPADS Fall 1 Enrollment Year: 2025	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	0% A-G 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		
2.11	% of HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math	Data is suppressed because fewer than 11 students tested. Data Source: DataQuest CAASPP Reports Year: 2022-23	23.08% of HS students demonstrated college readiness as determined by EAP ELA 7.69% of HS students demonstrated	Data is suppressed because fewer than 11 students tested.	Annual increase of 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			college readiness as determined by EAP Math Data Source: DataQuest CAASPP Reports Year: 2023-24	Data Source: DataQuest CAASPP Reports 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, college and career readiness, digital literacy, intervention support, and resource allocation. Overall, the goal was substantially implemented as planned. The school successfully expanded professional learning opportunities, strengthened curriculum alignment efforts, increased access to digital learning tools, and expanded college and career readiness opportunities. However, several actions remain in progress, particularly those related to instructional resource refinement, interdisciplinary collaboration, A-G course approvals, and English Learner outcomes.

Action 2.1 focused on curriculum alignment and instructional practices. Classroom walkthroughs were conducted to monitor student engagement and instructional effectiveness. Teachers received coaching on integrating academic language supports, differentiation strategies, and integrated English Language Development practices across content areas. Writing instruction was strengthened through participation in a series of writing workshops, and ELD supports were increasingly embedded across subjects rather than isolated within designated ELD classes. While implementation was successful, staff feedback identified a continued need for greater consistency in curriculum alignment to ELD, Common Core, and NGSS standards and stronger fidelity in instructional practices across courses.

Action 2.2 focused on establishing student learning outcomes. Course objectives were developed and included in course syllabi, and student performance data was tracked through Google Classroom. This increased transparency regarding student progress and supported data-informed instruction. However, learning outcomes for several elective courses remain under development, resulting in partial implementation of the action.

Action 2.3 focused on college and career pathways. The school expanded dual enrollment opportunities through student recruitment, orientations, workshops, counseling support, college visits, guest speakers, and college readiness courses. Students had opportunities to enroll in courses such as Culinary Arts, Public Speaking, Ethnic Studies, GUIDE (college readiness), and English Reading and Writing.

Referral systems and eligibility criteria for dual enrollment were established. These efforts successfully increased awareness of postsecondary opportunities and strengthened college-going supports for students.

Actions 2.4 and 2.5 focused on communication of curriculum and assessment frameworks and refinement of instructional resources. The ELD curriculum was revised and shared with teachers, and department teams collaborated to develop common assessments and grading rubrics. However, implementation of new English curriculum materials remains pending, and staff identified the need for additional instructional resources, clearer communication regarding curriculum expectations, and improved access to standards-aligned instructional materials. As a result, these actions were only partially implemented.

Actions 2.6, 2.7, and 2.8 focused on professional development. Teachers and school leaders participated in training opportunities through SCCOE, CABE, CATESOL, CATE, project-based learning conferences, and other professional organizations. Humanities teachers attended curriculum-focused conferences, science teachers participated in instructional workshops, and ELD teachers received training on the new ELD curriculum and assessments. Staff feedback indicated that professional development was valuable but that additional training is needed in standards-based instruction, project-based learning, differentiation, literacy instruction, assessment practices, classroom management, technology integration, and interdisciplinary planning. Staff also emphasized the importance of interactive, hands-on professional learning with ongoing coaching and follow-up support.

Actions 2.9 and 2.10 focused on resource allocation and academic intervention. Human and financial resources were strategically allocated through the master scheduling process to support curriculum implementation. Paraprofessionals were assigned to provide supplemental academic support to English Learners and students who were not meeting learning outcomes. Additional intervention supports were provided through targeted classes and individualized assistance. These actions increased access to academic support services and intervention opportunities.

Action 2.11 focused on digital literacy. Students regularly used Chromebooks and digital learning platforms such as Google Classroom, Newsela, NoRedInk, Quizlet, and Kahoot to support instruction. Teachers were encouraged to integrate digital literacy skills across content areas and utilize technology to strengthen both content knowledge and language development. Staff feedback identified a need for improved access to functioning technology, timely Chromebook repairs, and additional training on instructional technology tools.

Action 2.12 focused on interdisciplinary collaboration. This action was not fully implemented during the year, and dedicated cross-disciplinary collaboration structures were not established as originally planned. However, staff expressed strong interest in interdisciplinary collaboration and identified a need for protected planning time, clear frameworks, examples of successful interdisciplinary projects, and increased opportunities for collaboration across departments and grade levels.

Action 2.13 focused on A-G course approvals. Progress was made toward expanding college preparatory coursework; however, approvals for Economics, Government, Art, Spanish 2, and Ethnic Studies remained pending. As a result, implementation of this action remains in progress.
Student outcome data reflects both successes and challenges associated with implementation. Reading growth remained a relative strength, with 50% of students meeting their NWEA Reading growth targets and 60% demonstrating positive Fall-to-Spring Lexile growth. Mathematics growth was lower, with 32% of students meeting their NWEA Mathematics growth targets. English Learner outcomes remain an area of concern, as the percentage of English Learners making progress toward English proficiency declined from 22.9% in 2023 to 7.8% in 2025.

Reclassification rates improved slightly from 0.5% in 2024 to 0.8% in 2025 but remain well below desired levels. A-G completion and CTE pathway completion rates remained at 0%, indicating a continued need to strengthen college and career readiness pathways.

Overall, Goal 2 was substantially implemented as planned. Successes included expanded dual enrollment opportunities, increased digital literacy experiences, strengthened ELD instructional practices, professional development opportunities, intervention supports, and positive reading growth outcomes. Challenges included low mathematics growth, declining English Learner progress, incomplete implementation of interdisciplinary collaboration and instructional resource refinement, pending A-G approvals, and the continued absence of A-G and CTE pathway completion outcomes. These findings will inform future efforts to strengthen instructional consistency, improve English Learner outcomes, expand college and career readiness pathways, and accelerate student achievement.

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.

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 2 were moderately effective in supporting student achievement, college and career readiness, curriculum alignment, and instructional improvement. While implementation data demonstrates progress in several areas, particularly reading growth, graduation outcomes, and college readiness supports, student outcome data also identifies ongoing challenges related to mathematics achievement, English Learner progress, A-G completion, and career pathway completion.

Action 2.1, Alignment of Curriculum, was effective in strengthening instructional practices and increasing alignment to English Language Development (ELD), Common Core State Standards, and instructional expectations. Classroom walkthroughs, coaching, and feedback supported the implementation of academic language development, differentiation strategies, and integrated ELD practices across content areas. Teachers participated in writing workshops and incorporated language supports into instruction. Staff feedback, however, identified a continued need for greater consistency in curriculum implementation and stronger alignment of instructional resources across departments.

Action 2.2, Establish Learning Outcomes, was partially effective. Student learning outcomes were established in core courses, incorporated into syllabi, and monitored through Google Classroom. This increased transparency regarding student learning expectations and progress. However, implementation remains incomplete in some elective courses, limiting full consistency across the program.

Action 2.3, College and Career Pathways, was effective in expanding student awareness of postsecondary opportunities. Dual enrollment opportunities were promoted through orientations, workshops, counseling support, guest speakers, college visits, and college readiness courses. Students were able to enroll in college courses including Ethnic Studies, Public Speaking, Culinary Arts, GUIDE, and English Reading and Writing. These efforts strengthened college-going supports and expanded access to college-level coursework. Despite these efforts, A-G completion and CTE pathway completion rates remained at 0%, indicating that additional development of formal college and career pathways is needed.

Actions 2.4 and 2.5, Communication of Curriculum and Assessment and Refinement of Resources, were partially effective. The ELD curriculum was revised and shared with teachers, and departments collaborated on common assessments and grading rubrics. However, staff feedback identified a need for updated instructional materials, clearer communication regarding standards alignment, and completion of the planned English curriculum pilot. These findings suggest that while progress was made, resource refinement remains an area requiring continued attention.

Actions 2.6, 2.7, and 2.8 related to professional development were effective in increasing staff capacity. Teachers and administrators participated in professional learning through SCCOE, CABE, CATESOL, CATE, project-based learning conferences, writing workshops, and curriculum-focused trainings. ELD teachers received training on the revised ELD curriculum, and content-area teachers participated in workshops focused on instructional materials and best practices. Staff surveys confirmed the value of these opportunities while also identifying a need for additional training in differentiation, standards-based instruction, project-based learning, assessment practices, literacy instruction, classroom management, technology integration, and interdisciplinary collaboration.

Actions 2.9 and 2.10, which focused on resource allocation and additional academic support, were effective in increasing student access to intervention services. Human and financial resources were strategically allocated to support curriculum implementation, and paraprofessionals provided supplemental academic assistance to English Learners and students requiring additional support. These services helped increase access to individualized and small-group instruction for students not meeting learning outcomes.

Action 2.11, Digital Literacy, was effective in providing students with access to technology and digital learning tools. Students regularly used Chromebooks and instructional platforms such as Google Classroom, Newsela, NoRedInk, Quizlet, and Kahoot. Teachers were encouraged to integrate digital literacy skills into instruction across content areas. Staff feedback indicated that technology access remains a priority, particularly related to device maintenance and replacement.

Action 2.12, Enhancing Interdisciplinary Collaboration, was less effective because dedicated collaboration structures were not fully implemented. Staff expressed strong interest in interdisciplinary projects and recognized their value in increasing student engagement and authentic learning opportunities. However, limited collaboration time, competing priorities, and the absence of formal structures reduced implementation. Staff identified the need for protected planning time, clear frameworks, and opportunities for cross-department collaboration.

Action 2.13, High School A-G Course Approvals, remains in progress. While efforts continued to expand college preparatory opportunities, approvals for Economics, Government, Art, Spanish 2, and Ethnic Studies remained pending. As a result, this action has not yet produced measurable outcomes related to A-G completion.
The effectiveness of these actions is reflected in several student outcome measures. Reading achievement showed the strongest evidence of progress. Fifty percent of students met their NWEA Reading growth targets, and 60% demonstrated positive Fall-to-Spring Lexile growth. These results indicate that many students are making meaningful gains in literacy development. Graduation outcomes also remained strong, with the one-year graduation rate increasing from 51.2% in 2022 to 89.5% in 2025.

Despite these successes, several outcome measures indicate that additional improvement is needed. Only 32% of students met their NWEA Mathematics growth targets, demonstrating that mathematics achievement remains a significant area of concern. English Learner outcomes also continue to be a challenge, with the percentage of English Learners making progress toward English proficiency declining from 22.9% in

2023 to 7.8% in 2025. Reclassification rates increased slightly from 0.5% to 0.8% but remain below desired levels. In addition, A-G completion and CTE pathway completion rates remained at 0%.

Overall, the actions under Goal 2 were effective in strengthening curriculum alignment, professional learning, intervention supports, digital literacy opportunities, reading growth, graduation outcomes, and college awareness. However, continued efforts are needed to improve mathematics achievement, English Learner outcomes, interdisciplinary collaboration, curriculum resource development, and college and career pathway completion. These findings will guide ongoing implementation and continuous improvement efforts in support of student achievement and college and career readiness.

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 upcoming year. The LEA determined that the goal remains aligned with identified student needs and continues to address priorities related to academic achievement, college and career readiness, digital literacy, 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 supporting student achievement and preparing students for college, career, and life. While implementation data identified areas requiring continued attention, including mathematics achievement, English Learner progress, reclassification rates, A-G completion, CTE pathway completion, curriculum alignment, and interdisciplinary collaboration, the LEA determined that these needs can be addressed through continued implementation of the existing actions rather than through modifications to the goal.
The LEA will continue to implement the goal and actions as written and monitor progress toward the established metrics and outcomes. No changes were made as a result of reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alignment of Curriculum	Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards.	$63,294.22	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Establish Learning Outcomes	Establish student learning outcomes by courses, utilizing assessment platforms and data.		No
2.3	College & Career Pathways	Develop College and Career Pathways within the school’s curriculum.	$84,115.18	Yes
2.4	Communication of Curriculum & Assessment	Communicate clearly to all educational partners the school's curriculum and assessment framework.	$13,734.00	No
2.5	Refinement of Resources	Select instructional resources for each specific courses and departments.	$13,734.00	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.	$321,669.65	Yes
2.7	PD for New Curriculum	Coordinate Professional Development opportunities to support new curriculum frameworks.		No
2.8	PD for School Leaders & Instructional Staff	Select, develop, and implement professional development for school leaders and instructional staff on use of adopted resources.	$15,302.21	No
2.9	Allocation of Resources to Successfully Implement the Curriculum & Assessment Framework	Human and financial resources are allocated to successfully implement the curriculum and assessment framework.	$47,544.42	No
2.10	Additional Academic Support	Teacher Assistants will provide additional academic support to ELD students or students who are not meeting learning outcomes.	$241,083.14	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Digital Literacy	Offer opportunities for students to develop digital literacy skills		Yes
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.	$13,734.00	No
2.13	High School A-G course approvals	High School A-G course approvals for World History, U.S. History, American Government, Economics, Art, Spanish 2, and college preparatory elective High School A-G course approvals.	$6,500.00	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.

This goal was developed because data showed that over 90% of students are immigrant students whose primary language is Spanish, and Escuela Popular is their first U.S. school. The team believes that student retention, family engagement, and higher education/career opportunities can increase when students have access to resources to support academic, well-being, and socio-economic needs. Data shows that when students do not receive comprehensive, direct intensive support services, students leave school prior to completing graduation requirements.

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	Percentage of professional development opportunities for teachers, staff and leadership to support and refer students for specific needs.	100% of school staff completed SafeSchools Training. 100% attended professional development sessions offered by the school. Data Source: Vector Solutions Platform	100% of school staff completed SafeSchools Training. 100% attended professional development sessions offered by the school. Data Source: Vector Solutions Platform	100% of school staff completed SafeSchools Training. 100% attended professional development sessions offered by the school. Data Source: Vector Solutions Platform	100% of school staff will completed SafeSchools Training. 100% will attend professional development sessions offered by the school. Data Source: Vector Solutions Platform	
3.2	Efforts to seek student and parent/families input in decision making. Local Indicator Priority 3 Self-Reflection Tool	Full Implementation Local Indicator Priority 3 Self-Reflection Tool	Full Implementation 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Positive School Climate % participation in bi-annual Family & Student Feedback Survey	56% participation by adult students in bi-annual feedback surveys. Source: Fall 2023 survey	60% participation by adult students in bi-annual feedback surveys. Source: Spring 2025 Survey.	66% of adult students participated on the Spring LCAP survey. Source: Spring 2026 LCAP Survey.	90% participation by students in bi-annual feedback surveys	
3.4	Suspension Rate	0% Source: DataQuest Suspension Rate Year: 2023	0% Source: DataQuest Suspension Rate Year: 2024	0% Source: DataQuest Suspension Rate Year: 2025	0% Source: DataQuest Suspension Rate	
3.5	Expulsion Rate	0% Source: DataQuest Expulsion Rate Year: 2023	0% Source: DataQuest Expulsion Rate Year: 2024	0% Source: DataQuest Expulsion Rate Year: 2025	0% Source: DataQuest Expulsion Rate	
3.6	Positive School Climate Bi-annual Student Feedback Survey % who respond positively that they feel safe & connected to the school: -Students -Teachers	78.86% of staff, & students feel connected to Escuela Popular according to the survey responses. Source: Fall 2023 survey	81.3% of students feel connected to Escuela Popular according to the survey responses. Source: Spring 2025 Survey	Survey results indicate that 78.9% of students feel connected to Escuela Popular and 86.2% feel safe at the school. Source: 2026 Spring LCAP Survey	Maintain a high percentage of staff, & students feel connected to Escuela Popular according to the survey responses. 100% of staff, & students feel safe at Escuela Popular according to the survey responses.	
3.7	Attendance Rate	81.91% schoolwide Source: SIS Attendance	81.74% schoolwide	80.07% schoolwide	Increase attendance rate by 3% from previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023-24	Source: SIS Attendance Year: 2024-25	Source: SIS Attendance Year: 2025-26		
3.8	Chronic Absenteeism	66.4 schoolwide Source: DataQuest Chronic Absenteeism Year: 2022-23	67.1 schoolwide Source: DataQuest Chronic Absenteeism Year: 2023-24	69.9% schoolwide Source: DataQuest Chronic Absenteeism Year: 2024-25	Decrease chronic absenteeism by 3%	
3.9						

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.

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

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 & Student Services	All students who are experiencing truancy, personal needs, or academic concerns will have access to the Student Services team that includes case management as monitored by the student support team via PowerSchool reports or referrals.	$33,673.18	Yes
3.2	Increase Family and Student Engagement	Through a variety of committees, events, and education families and students will have access to resources, support services, input in decision making and capacity building.	$29,570.16	No
3.3	Program Case Manager	Hire a program case manager to take a preliminary assessment of student needs and manage services.		Yes
3.4	Needs Assessment	Create a needs assessment process to collect data on student needs and analyze available data (service logs) to determine appropriate support services.	$11,868.76	Yes
3.5	Student Involvement	Increase the number of students who provide input through survey, participation in training, and committees.	$46,864.85	No
3.6	Social-emotional Wellbeing	Provide professional mental health services, programs and trainings at the school site that is evidence based and sustainable.	$34,351.36	No

Action #	Title	Description	Total Funds	Contributing
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.	$549,884.12	Yes
3.8	Academic Tutoring & Enrichment Programs	Coordinate a sustainable tutoring and enrichment program to support academic achievement and social emotional wellbeing.	$44,785.20	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
3.12				
3.14				

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
$1,938,556	$260,190

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
27.943%	0.000%	$0.00	27.943%

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 **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		
1.3	**Action:** PD for Performance Tasks/Project Based Learning **Need:** Low student performance data for English Learners and Low Income students. **Scope:** LEA-wide	Equipping teachers with the skills to develop 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
1.4	**Action:** Google Classroom Learning Goals & Tracking System **Need:** Students engaged in tracking their academic progress. **Scope:**	Students will engage more directly in goal-setting and reflection activities, supported by clearer access to their progress data through classroom and digital platforms.	Google Classroom usage data and surveys
1.6	**Action:** Data Analysis to Inform Instruction **Need:** Low student performance data for English Learners and Low Income sstudents. **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.

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
1.7	**Action:** PD Strategic Plan **Need:** Low student performance data for English Learners and Low Income students. **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.
1.8	**Action:** ELD PD **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.
1.9	**Action:** External PD **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.
1.12	**Action:** Teacher Credentialing **Need:**	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	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
	Low student performance data for English Learners and Low Income students **Scope:**	frequent modifications to curriculum and instructional practices, enhancing student outcomes.	
2.1	**Action:** Alignment of Curriculum **Need:** High number of students 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 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.
2.6	**Action:** PD for Classified & Certificated Staff: Tech & Assessments **Need:** High number of students not meet their NWEA annual growth target in reading and math. **Scope:**	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.

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		
2.10	**Action:** Additional Academic Support **Need:** High number of students do not meet their NWEA annual growth target in reading and math. **Scope:** LEA-wide	Teacher Assistants will provide additional academic support to ELD students or students who are not meeting learning outcomes.	Student achievement data, progress monitoring reports, and assessment scores.
2.11	**Action:** Digital Literacy **Need:** High number of students do not meet their NWEA annual growth target in reading and math. **Scope:** LEA-wide	Offer targeted digital literacy courses and integrate technology into the curriculum.	Course participation and student achievement data.
3.1	**Action:** Truancy & Student Services **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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Program Case Manager **Need:** Needs assessment data shows a wide variety of needs to address to support student success in school. **Scope:** LEA-wide	Ensures comprehensive assessment and management of services to address the unique needs of these students.	Case management reports,service utilization data, student outcome data.
3.4	**Action:** Needs Assessment **Need:** A high number of students do not meet their NWEA annual growth target in reading and math. **Scope:** LEA-wide	Efficiently collect data on student needs to determine appropriate support services to support student success.	Needs assessment data, service utilization data, and 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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.8	**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		1:30
Staff-to-student ratio of certificated staff providing direct services to students		1:20

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	6,937,476	1,938,556	27.943%	0.000%	27.943%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,645,834.21	$0.00	$0.00	$0.00	$2,645,834.21	$2,564,196.78	$81,637.43

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	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$336,775.36	$0.00	$336,775.36				$336,775.36	
1	1.3	PD for Performance Tasks/Project Based Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Year Round	$169,629.55	$0.00	$169,629.55				$169,629.55	
1	1.4	Google Classroom Learning Goals & Tracking System	All	No			All Schools	Year Round	$13,734.00	$3,120.00	$16,854.00				$16,854.00	
1	1.5	PD for Google Classroom Tracking	All	No			All Schools	Year Round								
1	1.6	Data Analysis to Inform Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Year Round	$217,089.27	$0.00	$217,089.27				$217,089.27	
1	1.7	PD Strategic Plan	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Year Round	$42,292.76	$0.00	$42,292.76				$42,292.76	
1	1.8	ELD PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$256,357.51	$30,604.42	$286,961.93				$286,961.93	
1	1.9	External PD	All	No			All Schools									
1	1.10	Instructional Practices to Advance Student Achievement	All	No			All Schools									
1	1.11	PD Database	All	No			All Schools		$4,522.89	$0.00	$4,522.89				$4,522.89	

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	1.12	Teacher Credentialing	All	No			All Schools									
1	1.13		All	No			All Schools									
2	2.1	Alignment of Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$63,294.22	$0.00	$63,294.22				$63,294.22	
2	2.2	Establish Learning Outcomes	All	No			All Schools	Year Round								
2	2.3	College & Career Pathways	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$84,115.18	$0.00	$84,115.18				$84,115.18	
2	2.4	Communication of Curriculum & Assessment	All	No			All Schools	Year Round	$13,734.00	$0.00	$13,734.00				$13,734.00	
2	2.5	Refinement of Resources	All	No			All Schools	Year Round	$13,734.00	$0.00	$13,734.00				$13,734.00	
2	2.6	PD for Classified & Certificated Staff: Tech & Assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$316,568.91	$5,100.74	$321,669.65				$321,669.65	
2	2.7	PD for New Curriculum	All	No			All Schools	Year Round								
2	2.8	PD for School Leaders & Instructional Staff	All	No			All Schools	Year Round	$0.00	$15,302.21	$15,302.21				$15,302.21	
2	2.9	Allocation of Resources to Successfully Implement the Curriculum & Assessment Framework	All	No			All Schools	Year Round	$47,544.42	$0.00	$47,544.42				$47,544.42	
2	2.10	Additional Academic Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Year Round	$241,083.14	$0.00	$241,083.14				$241,083.14	
2	2.11	Digital Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools									
2	2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	All	No			All Schools		$13,734.00	$0.00	$13,734.00				$13,734.00	
2	2.13	High School A-G course approvals	All	No			All Schools		$6,500.00	$0.00	$6,500.00				$6,500.00	
3	3.1	Truancy & Student Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$33,673.18	$0.00	$33,673.18				$33,673.18	
3	3.2	Increase Family and Student Engagement	All	No			All Schools	Year Round	$29,570.16	$0.00	$29,570.16				$29,570.16	

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
3	**3.3**	Program Case Manager	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round								
3	**3.4**	Needs Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$7,121.37	$4,747.39	$11,868.76				$11,868.76	
3	**3.5**	Student Involvement	All	No			All Schools	Year Round	$46,864.85	$0.00	$46,864.85				$46,864.85	
3	**3.6**	Social-emotional Wellbeing	All	No			All Schools	Year Round	$34,351.36	$0.00	$34,351.36				$34,351.36	
3	**3.7**	Community School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$527,121.45	$22,762.67	$549,884.12				$549,884.12	
3	**3.8**	Academic Tutoring & Enrichment Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	$44,785.20	$0.00	$44,785.20				$44,785.20	
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								
3	**3.13**							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
6,937,476	1,938,556	27.943%	0.000%	27.943%	$2,403,122.32	0.000%	34.640 %	**Total:**	$2,403,122.32
								LEA-wide Total:	$2,403,122.32
								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	Yes	LEA-wide	English Learners Low Income	All Schools	$336,775.36	
1	1.3	PD for Performance Tasks/Project Based Learning	Yes	LEA-wide	English Learners Low Income		$169,629.55	
1	1.4	Google Classroom Learning Goals & Tracking System				All Schools	$16,854.00	
1	1.5	PD for Google Classroom Tracking				All Schools		
1	1.6	Data Analysis to Inform Instruction	Yes	LEA-wide	English Learners Low Income		$217,089.27	
1	1.7	PD Strategic Plan	Yes	LEA-wide	English Learners Low Income		$42,292.76	
1	1.8	ELD PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$286,961.93	
1	1.9	External PD				All Schools		
1	1.12	Teacher Credentialing				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Alignment of Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$63,294.22	
2	**2.3**	College & Career Pathways	Yes	LEA-wide	English Learners Low Income	All Schools	$84,115.18	
2	**2.6**	PD for Classified & Certificated Staff: Tech & Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	$321,669.65	
2	**2.10**	Additional Academic Support	Yes	LEA-wide	English Learners Low Income		$241,083.14	
2	**2.11**	Digital Literacy	Yes	LEA-wide	English Learners Low Income	All Schools		
3	**3.1**	Truancy & Student Services	Yes	LEA-wide	English Learners Low Income	All Schools	$33,673.18	
3	**3.3**	Program Case Manager	Yes	LEA-wide	English Learners Low Income	All Schools		
3	**3.4**	Needs Assessment	Yes	LEA-wide	English Learners Low Income	All Schools	$11,868.76	
3	**3.7**	Community School	Yes	LEA-wide	English Learners Low Income	All Schools	$549,884.12	
3	**3.8**	Academic Tutoring & Enrichment Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$44,785.20	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,199,259.25	$3,294,888.50

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	Yes	$517,250.70	$439,083.59
1	**1.3**	PD for Performance Tasks/Project Based Learning	Yes	$260,060.25	$239,426.54
1	**1.4**	Google Classroom Tracking Learning Goals	Yes	$14,577.60	$16,854.00
1	**1.5**	PD for Google Classroom Tracking			
1	**1.6**	Google Classroom Tracking System	No		
1	**1.7**	Data Analysis to Inform Instruction	Yes	$278,493.25	$266,866.24
1	**1.8**	PD Strategic Plan	Yes	$43,049.60	$41,485.20
1	**1.9**	ELD PD	Yes	$315,047.05	$458,449.16
1	**1.10**	External PD	No		
1	**1.11**	Instructional Practices to Advance Student Achievement	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)
1	1.12	PD Database	Yes	$3,957.60	$4,395.00
1	1.13	Teacher Credentialing	No		
2	2.1	Alignment of Curriculum	Yes	$55,616.15	$80,531.35
2	2.2	Establish Learning Outcomes	No		
2	2.3	College & Career Pathways	Yes	$97,930.30	$149,629.00
2	2.4	Communication of Curriculum & Assessment	No	$11,457.60	$13,734.00
2	2.5	Refinement of Resources	No	$11,457.60	$13,734.00
2	2.6	PD for Classified & Certificated Staff: Tech & Assessments	Yes	$315,716.15	$367,261.43
2	2.7	PD for New Curriculum	No		
2	2.8	PD for School Leaders & Instructional Staff	No	$31,338.00	$15,302.21
2	2.9	Allocation of Resources to Successfully Implement the Curriculum & Assessment Framework	No	$45,798.00	$41,560.00
2	2.10	Additional Academic Support	Yes	$75,509.50	$231,331.75
2	2.11	Digital Literacy	Yes		

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	**2.12**	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	No	$11,457.60	$13,734.00
2	**2.13**	High School A-G course approvals	No	$6,500.00	$0
3	**3.1**	Truancy & Student Services	Yes	$33,387.00	$32,721.00
3	**3.2**	Increase Family and Student Engagement	No	$49,369.00	$57,414.25
3	**3.3**	Program Case Manager	Yes	$138,271.05	$76,745.00
3	**3.4**	Needs Assessment	Yes	$13,618.50	$26,321.75
3	**3.5**	Student Involvement	No	$51,686.95	$57,414.25
3	**3.6**	Social-emotional Wellbeing	No	$32,785.35	$33,380.00
3	**3.7**	Community School	Yes	$708,151.90	$555,357.43
3	**3.8**	Academic Tutoring & Enrichment Programs	Yes	$76,772.55	$62,157.35
3	**3.9**	Academic Achievement Recognition	No		
3	**3.10**	Educational Partners Communication	No		
3	**3.11**	High School Post-secondary engagement	No		
3	**3.12**				

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)
$1,779,618	$2,947,409.15	$3,048,615.79	($101,206.64)	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	Yes	$517,250.70	$439,083.59		
1	**1.3**	PD for Performance Tasks/Project Based Learning	Yes	$260,060.25	$239,426.54		
1	**1.4**	Google Classroom Tracking Learning Goals	Yes	$14,577.60	$16,854.00		
1	**1.7**	Data Analysis to Inform Instruction	Yes	$278,493.25	$266,866.24		
1	**1.8**	PD Strategic Plan	Yes	$43,049.60	$41,485.20		
1	**1.9**	ELD PD	Yes	$315,047.05	$458,449.16		
1	**1.12**	PD Database	Yes	$3,957.60	$4,395.00		
2	**2.1**	Alignment of Curriculum	Yes	$55,616.15	$80,531.35		
2	**2.3**	College & Career Pathways	Yes	$97,930.30	$149,629.00		
2	**2.6**	PD for Classified & Certificated Staff: Tech & Assessments	Yes	$315,716.15	$367,261.43		
2	**2.10**	Additional Academic Support	Yes	$75,509.50	$231,331.75		
2	**2.11**	Digital Literacy	Yes				
3	**3.1**	Truancy & Student Services	Yes	$33,387.00	$32,721.00		

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	**3.3**	Program Case Manager	Yes	$138,271.05	$76,745.00		
3	**3.4**	Needs Assessment	Yes	$13,618.50	$26,321.75		
3	**3.7**	Community School	Yes	$708,151.90	$555,357.43		
3	**3.8**	Academic Tutoring & Enrichment Programs	Yes	$76,772.55	$62,157.35		

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)
$6,367,031	$1,779,618		27.951%	$3,048,615.79	0.000%	47.881%	$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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