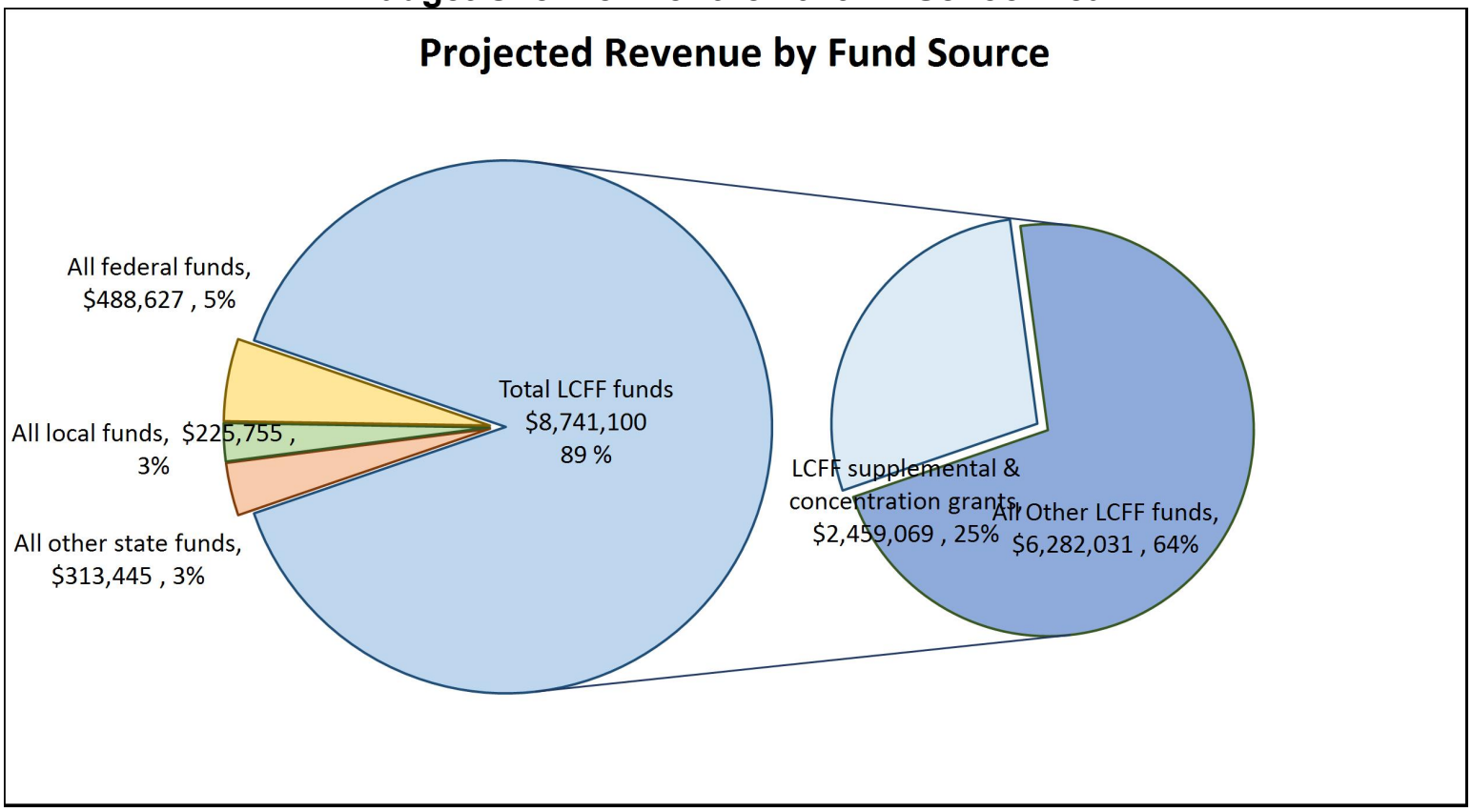
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cecil Avenue Math and Science Academy
CDS Code: 15634046009351
School Year: 2026-27
LEA contact information:
Lionel Reyna
Principal
lreyna@duesd.org
6617423779

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

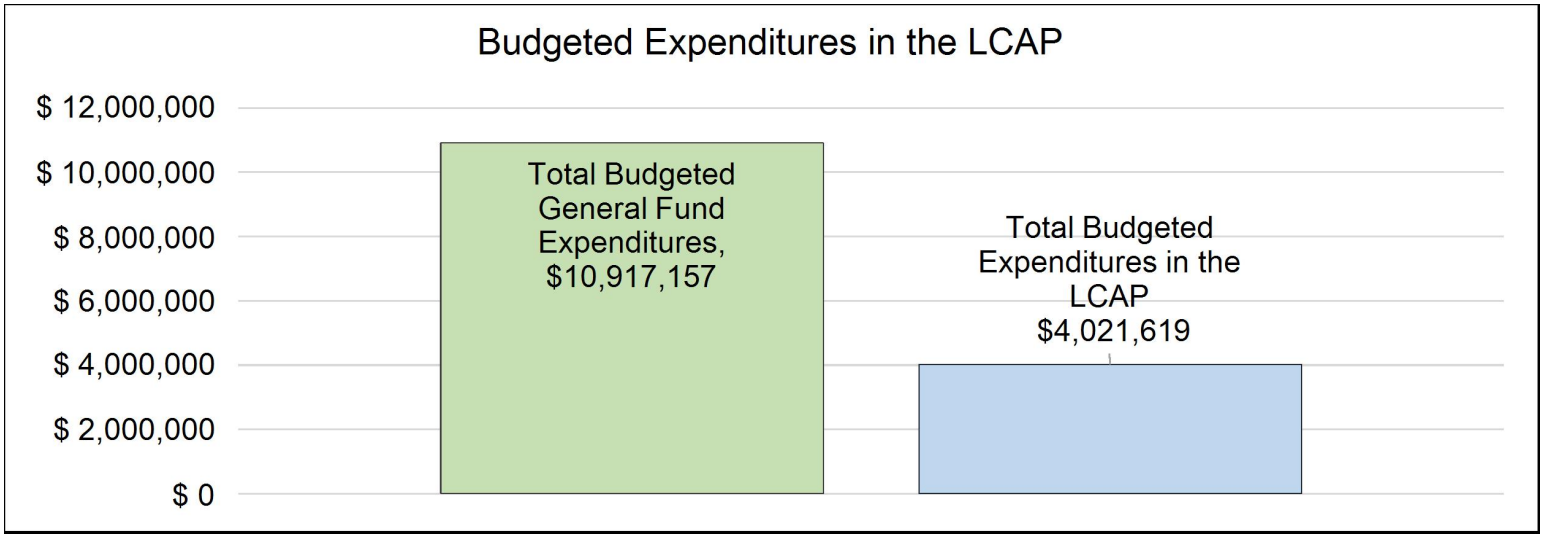



This chart shows the total general purpose revenue Cecil Avenue Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cecil Avenue Math and Science Academy is $9,768,927, of which $8,741,100 is Local Control Funding Formula (LCFF), $313,445 is other state funds, $225,755 is local funds, and $488,627 is federal funds. Of the $8,741,100 in LCFF Funds, $2,459,069 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 Cecil Avenue Math and Science Academy 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: Cecil Avenue Math and Science Academy plans to spend $10,917,157 for the 2026-27 school year. Of that amount, $4,021,619 is tied to actions/services in the LCAP and $6,895,538 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

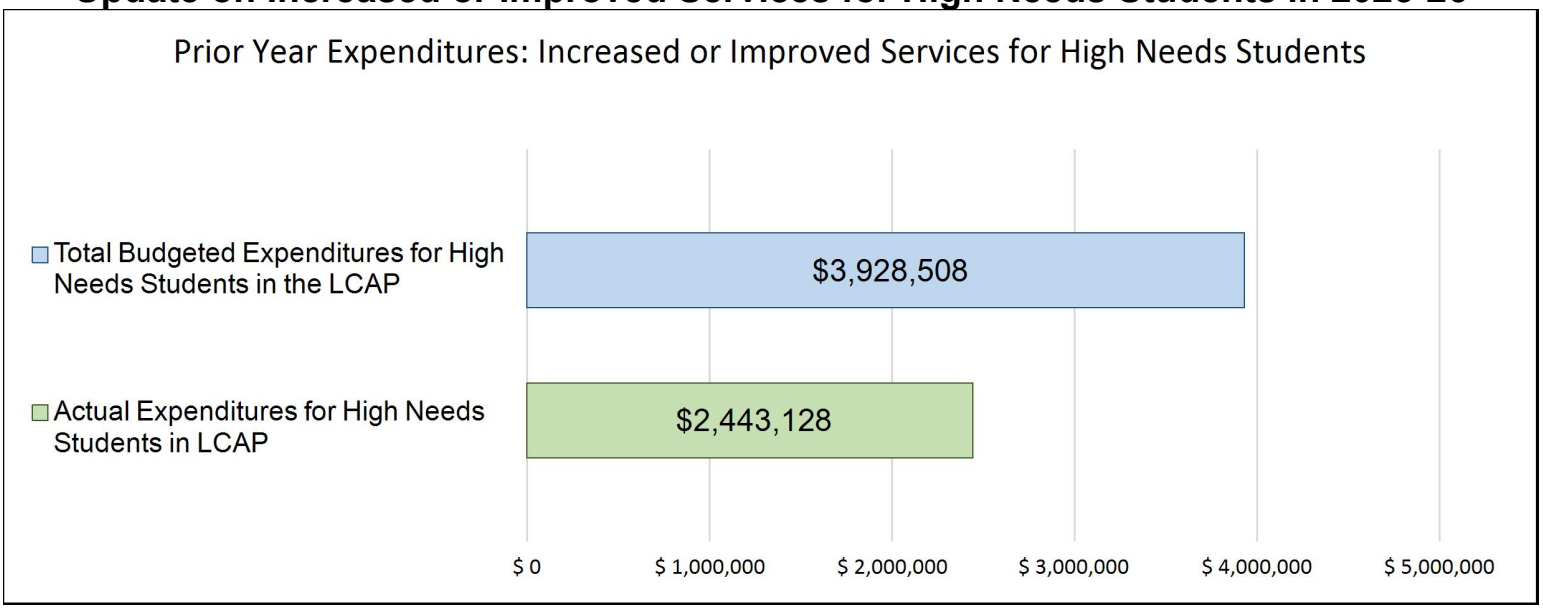
In addition to the funds that are allocated in the Local Control Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental health and social and emotional learning, after school intervention programs and opportunities for expanded learning and enrichment programs (music, art, etc.) The General Fund also supports the core academic program by providing the staff to maintain a staff to pupil ratio of 32-1 in grades 6th-8th. A Learning Coordinator is provided to support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated English Language Development instruction. Funds are also utilized to maintain all facilities in good repair and provide a safe learning environment for students and staff.

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

In 2026-27, Cecil Avenue Math and Science Academy is projecting it will receive $2,459,069 based on the enrollment of Foster Youth, English learner, and low-income students. Cecil Avenue Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cecil Avenue Math and Science Academy plans to spend $3,628,365 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 Cecil Avenue Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cecil Avenue Math and Science Academy 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, Cecil Avenue Math and Science Academy's LCAP budgeted $3928508 for planned actions to increase or improve services for high needs students. Cecil Avenue Math and Science Academy actually spent $2443128 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,485,380 had the following impact on Cecil Avenue Math and Science Academy’s ability to increase or improve services for high needs students:

Cecil Avenue Math & Science Academy (CAMSA) continues to actively address both the academic and social-emotional needs of its students. Analysis of data from the California School Dashboard, local assessments, stakeholder feedback, and school climate measures indicates that while progress has been made among several student groups, achievement gaps persist and many students continue to perform below grade-level expectations. Academic performance data reveal significant disparities for unduplicated student groups, particularly in English Language Arts (ELA) and Mathematics. In ELA, English Learners scored 26.6 points below standard, socioeconomically disadvantaged (SED) students scored 17.9 points below standard, and Hispanic students scored 17.8 points below standard. Mathematics performance demonstrates even greater challenges, with English Learners scoring 81.9 points below standard, SED students 70.3 points below standard, and Hispanic students 69.8 points below standard. These results indicate that English Learners, low-income students, foster youth, and students experiencing homelessness continue to perform at lower levels than the overall student population and will remain priority groups for targeted support and ongoing progress monitoring.
Local assessment data further highlight the need for intensive academic intervention. Only 13.03% of CAMSA students performed above standard, while 58.54% were at or near standard and 28.93% performed below standard. These results demonstrate a need to accelerate learning and move students from approaching standards to meeting and exceeding grade-level expectations. Targeted small-group instruction focused on foundational literacy skills, reading fluency, comprehension, and differentiated mathematics support will be critical to improving outcomes for struggling learners.
To effectively address these needs, teachers require ongoing professional development, coaching, and collaboration with content-area experts to strengthen instructional practices, intervention strategies, lesson design, and differentiated delivery. Additional support will help ensure that instruction is responsive to students' diverse academic needs and aligned with evidence-based practices.

School climate data also indicate a need to strengthen student connectedness and engagement. Approximately 80% of students report feeling connected to school, suggesting that one in five students may not experience a strong sense of belonging. Improving school connectedness is particularly important for unduplicated students, as research demonstrates a strong relationship between belonging, attendance, engagement, and academic success. CAMSA will continue to provide resources, programs, and supports designed to increase student engagement, strengthen relationships, and improve attendance outcomes, particularly for low-income students, foster youth, and students experiencing homelessness.

Stakeholder feedback from parents and staff further identified the need for enhanced support in Language Arts and Mathematics through expanded access to instructional technology, literacy resources, reading materials, college and career readiness opportunities, and targeted interventions to address unfinished learning and learning loss. These supports are intended to increase access to rigorous instruction and provide students with the tools necessary to achieve academic success.

While the actions and services outlined in this plan will be implemented schoolwide, they are principally directed toward addressing the identified needs of unduplicated students. These students often face barriers to academic success and may have limited access to educational supports outside of school. Therefore, the planned actions are designed to provide increased opportunities, targeted interventions, and additional resources that will improve outcomes for low-income students, English Learners, foster youth, and students experiencing homelessness, while also benefiting the broader student population.

# 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 |
|---|---|---|
| Cecil Avenue Math and Science Academy | Lionel Reyna<br>Principal | lreyna@duesd.org<br>6617423779 |

# 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.

Cecil Avenue Math and Science Academy (CAMSA) offers a comprehensive educational experience to its approximately 600 students, who primarily come from Hispanic (90%) and Filipino (7.5%) backgrounds, with a smaller percentage of White (0.5%), African-American (0.8%), or Black students. The school caters to 6th, 7th, and 8th-grade pupils within the Delano Union Elementary School District in central Delano.

CAMSA boasts a variety of facilities to support its educational programs and extracurricular activities, including a large gymnasium, a band room, two fitness labs, 2 Science labs, 1 math lab, and an auditorium. Each classroom is equipped with computers for both teacher and student use, as well as high-speed broadband Internet connection and Wi-Fi access. ViewSonic Televisions are utilized for interactive learning experiences.

The school's mascot, the Patriot, reflects its values of integrity and excellence, while its colors of red, white, and blue evoke a sense of patriotism and unity. All students at CAMSA have equal opportunities to participate in a wide range of academic subjects, including math, science, language arts, social studies, physical education, and elective courses. Additionally, students who require additional support in any academic area can benefit from targeted intervention through an after-school program, providing them with extra learning opportunities.

CAMSA encourages students to engage in numerous extracurricular activities, such as sports, clubs, the Oral Language Festival, Science Fair, GATE (Gifted and Talented Education), cheerleading, Spelling Bee, and History Day. This emphasis on extracurricular involvement helps students develop diverse skills and interests while fostering a sense of community and belonging.

Overall, Cecil Avenue Math and Science Academy provides a nurturing and inclusive environment where students can thrive academically, socially, and personally.

# Reflections: Annual Performance

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

Cecil Avenue Math and Science Academy (CAMSA) is worked hard in closing the learning gap and improving student achievement. The school continues to focus on giving all students the help they need, especially those in special groups like English Learners, students with disabilities, and students without stable housing.

The state and local data reported below highlights areas that have demonstrated success and areas that need additional support. Actions within this LCAP will focus on providing the necessary resources to ensure that unduplicated pupils receive the support they need to attain success.
Academic Performance:

Based on the California School Dashboard for 2025:
1. Cecil Avenue Math and Science Academy is now 14 points below standard in English Language Arts and is now in the yellow performance level after an increase of 15.2 points. The Filipino subgroup is in the green performance level and is 31.3 points above standard. The Hispanic, English Learners, and SED groups are all in the yellow performance level and only LTELs and SWD subgroups are in the orange performance levels. There are no subgroups in the red performance level. The school's increase of 15.2 points in ELA and movement into the yellow performance level indicates that academic interventions and targeted instructional supports contributed to improved literacy outcomes because students received additional small-group instruction, intervention time, and access to standards-aligned supports. However, the orange performance levels for LTELs and SWD indicate that existing interventions were not sufficient for all students, specifically those requiring intensive individualized support.

2. In Mathematics, CAMSA increased by 15.5 points and is now 65.3 points below standard and in the yellow performance level. The following subgroups are in the yellow performance level: English Learners, Filipino, SED, and Hispanic. LTELs and SWD subgroups are in the orange performance level. The school did not have any subgroups in the red performance level. Through Goals 1 and 3, the district will continue providing intervention periods and targeted tutoring because these support increase instruction time and provide students with immediate corrective feedback on foundational literacy and mathematical skills.

3. CAMSA's Chronic Absentee rate is 5%. This is an decrease of 7.1% from the previous school year. This has now placed the school in the blue performance level. Our Filipino subgroup is in the blue performance level and the Hispanic, English Learners, Long Term English Learners, Students with Disabilities, and SED subgroups are in the green performance level.

4. CAMSA's suspension rate is 1.4%. The school decreased 4.1% from the previous year. This placed the district in the blue performance level. There are no subgroups in the red, orange, or yellow performance levels, two subgroups are in the green performance level, and four are in the blue. The school will continue to work with staff to provide specific interventions via Goal 2 to all subgroups and continue implementing MTSS strategies to improve behavior.

5. The English Learner Progress Indicator (ELPI) is 56.9% and 63.5% for Long Term English Learners. This places the English Learners in the blue performance level due to an increase of 12% points, with LTELs also in the blue performance level since they also increased by 63.5% points.

Based on local data for 2025-26:
STAR
ELA - On/Above Grade Level = 33%, Near Grade Level 15%, Below Grade Level = 22%, Far Below Grade Level = 21%
Math - On/Above Grade Level = 37%, Near Grade Level = 18%, Below Grade Level = 22%, Far Below Grade Level = 20%

Based on local data for 2024- 2025:
STAR
ELA - On/Above Grade Level = 41%, Near Grade Level 16%, Below Grade Level = 20%, Far Below Grade Level = 23%
Math - On/Above Grade Level = 40%, Near Grade Level = 18%, Below Grade Level = 21%, Far Below Grade Level = 22%
Local STAR data demonstrates a decrease in ELA proficiency with students performing on or above grade level decreasing from 41% to 33%. Mathematics proficiency also saw decline slightly from 40% to 37% indicating a continued need for targeted mathematics and intervention and foundational skill support.

The school will continue to focus on actions in Goal 1 that will address the needs in ELA and Math for English learners, Foster Youth, Socio-economically disadvantaged and Students with Disabilities. Based on data analysis, these are the groups that need attention and support to ensure that they attain adequate growth and receive extra help with reading skills, math skills, and language acquisition to ensure that their specific academic needs are addressed. The school has created actions in Goal 2 to address attendance, suspensions, and SEL. The school will also address their personal needs such as clothing, hygiene packs, backpacks, shoes, glasses, and healthcare. In addition, CAMSA created actions in Goal 3 to ensure that these subgroups have equal access to a well-rounded education. All students will have access to science, technology, engineering, arts, and math.
Analysis of state and local data indicates that school actions contributed to improvements in ELA achievement, chronic absenteeism, and suspension rates because students received increased academic interventions, attendance supports, and social-emotional services. Based on these findings, the school will maintain and expand targeted tutoring, intervention, MTSS supports, and specialized services for unduplicated pupils and students with disabilities. Metrics connected to Dashboard indicators and local assessments will be used to monitor implementation effectiveness and student outcomes.

The Cecil Avenue Math and Science Academy has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year. The following actions will be funded using LREBG monies, in whole or in part, to address the students' needs based on the needs assessment.

Goal 1:
Action 1.5 - LREBG funds will be utilized to support this action. A total of $327,195 LREBG carry-over funds were directed to support this action. This action will be measured by metrics 1.4 and 1.6. This action is aligned with EC 32526 (2)(A)  Identifies pupils in the greatest need of learning recovery supports and the interventions that the LEA has selected to address those pupils’ needs pursuant to paragraph (2) of subdivision (c).

Based on the needs assessment, funds will be allocated to support unduplicated student groups and students requiring additional academic assistance at CAMSA. Specialized intervention teachers will provide targeted instruction in Mathematics and English Language Arts (ELA) to address learning gaps identified through state and local assessment data. These services are designed to improve student achievement by delivering focused academic support and interventions tailored to individual student needs.

Based on the California School Dashboard for 2023:
1. The school's Chronic Absentee rate was 14.8%. This was a decrease of 13.5% from the previous school year. This placed the school in the yellow performance level. Our Filipino subgroup was in the green performance level and all other subgroups were in the yellow performance level.

# Reflections: Technical Assistance

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

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | The school met with parents during School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings to review state and local data. These meetings included interactive discussions that helped parents better understand the information and provided opportunities for them to share their input. In addition, parents completed surveys, and their feedback played a key role in shaping the goals and actions outlined in the Local Control and Accountability Plan (LCAP), ensuring their voices were included in the decision-making process. |
| Students | The school administered surveys to all students in grades 6–8 during the month of April. The results, along with student feedback, informed revisions to several actions in the LCAP to better address their concerns and needs related to mental health services. |
| Teachers | Teachers provided input through data meetings held by site administration throughout the school year, where they identified areas of need. In addition, teachers completed surveys, and their responses were carefully reviewed. Their feedback led to refinements in professional development to better support their ability to effectively serve unduplicated student groups. Site administration also met with Tamika Hollingsworth, Esmeralda Robles, Rochelle Rosales, and Miguel Hernandez as part of our school site council team. |
| Administration | Site administration held ongoing monthly meetings during the 2025–2026 school year to review state and local data. The administrative team discussed potential revisions to LCAP actions to address identified areas of need, while also maintaining effective actions that |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | have supported student success. The administration also met with the school leadership team and collaborated regularly to analyze data on student achievement, attendance, behavior, and stakeholder feedback to identify areas of need and guide school improvement efforts. Particular emphasis was placed on continuing to meet the needs of unduplicated student subgroups. |
| Other School Personnel | Site administration met with other school personnel—including site resource teachers, learning coordinators, academic counselors, librarians, school nurses, and additional staff—during the months of March and April. After reviewing state and local data, participants engaged in a question-and-answer session and were provided with a survey to gather additional input. Site administration also met with Tamika Hollingsworth, Esmeralda Robles, Rochelle Rosales, and Miguel Hernandez as part of our school site council team. |
| SELPA | In December 2025, the district consulted with Kern County SELPA representatives to discuss support for students with exceptional needs through the LCAP. The discussion included the role of the co-teaching coach in supporting these students, as well as plans for summer professional development to better equip teachers with the strategies and tools needed to effectively serve them. |
| GATE Parent Advisory Committee | In March 2026, the district met with the GATE Parent Advisory Committee and presented state and local data, including key metrics and outcomes. The meeting included an interactive discussion, during which parents shared their perspectives on how the LCAP could better support their children. Based on demographic data indicating that many GATE students are part of an unduplicated subgroup, parents emphasized the need for LCAP funds to support their academic growth and ensure access to a broad course of study. Parents also expressed a desire to expand the GATE program by offering more robust enrichment opportunities and requested additional training and support for GATE instructors. |
| Local Bargaining Units | The district met with both certificated and classified bargaining units in March 2026. State and local data was reviewed with the bargaining units and their input was noted. Both units received surveys for their members. The results of the surveys guided the refinement of some actions within this LCAP. |

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

Once CAMSA completed its educational partner meetings, surveys were distributed through ParentSquare to families, Google Forms to staff, and Google Forms to students in grades 6–8. Students were provided opportunities during the school day to complete the surveys and participate in discussions regarding school programs, academic support, school climate, and student needs. Feedback collected through surveys, School Site Council (SSC), English Learner Advisory Committee (ELAC), GATE Parent Advisory Committee meetings, and staff discussions was carefully reviewed and analyzed. This input directly informed revisions to several actions and services within the LCAP. While the overall goals remained consistent, adjustments were made to better address identified needs and strengthen services for all students, particularly unduplicated pupils.

Following ongoing meetings with the CAMSA Leadership Team, including site administrators, the learning coordinator, academic counselor, resource teachers, and teacher leaders, the team determined that the current LCAP goals remained effective and aligned to student needs. Review of state and local data, including CAASPP, STAR Reading and Math, ELPAC, attendance, and school climate measures, demonstrated progress in several areas while also identifying continued needs in mathematics, literacy, writing, and support for English learners and other student groups. The leadership team analyzed schoolwide and subgroup data to develop targeted plans addressing learning gaps and to guide revisions to interventions, instructional supports, and professional development opportunities. These data-driven decisions also informed the development and implementation of the School Plan for Student Achievement (SPSA).

Staff feedback highlighted the importance of ongoing professional development focused on effective instructional practices, intervention strategies, English learner supports, and data analysis. As a result, CAMSA will continue providing job-embedded coaching and professional development opportunities throughout the school year. The Learning Coordinator, Resource Teacher, and other instructional leaders will support teachers with lesson design, instructional delivery, small-group instruction, intervention planning, and analysis of student performance data.

Parent feedback indicated a desire for intervention opportunities, particularly in English Language Arts, mathematics, science, and enrichment activities. Parents expressed appreciation for the school's academic growth and requested continued intervention support for students performing below grade level. Families also supported expanded opportunities for hands-on learning, STEAM activities, and extended learning experiences that promote critical thinking, problem solving, and college and career readiness.

Parents identified school safety and social-emotional well-being as continuing priorities. Families expressed appreciation for CAMSA's efforts to create a safe and supportive learning environment and requested continued investment in social-emotional learning, mental health supports, supervision, and positive school climate initiatives. Parents also emphasized the importance of maintaining strong relationships between students and staff while continuing to prioritize student safety and emotional wellness.

Feedback regarding communication and school culture emphasized the importance of maintaining positive partnerships between home and school. Parents requested ongoing communication from staff regarding student progress, academic expectations, and available support services. Families also expressed appreciation for the welcoming environment provided by CAMSA and encouraged continued efforts to ensure students and families feel connected and supported throughout the school year.

Parents also requested flexibility in scheduling family engagement activities to accommodate varying work schedules. CAMSA will continue offering parent engagement opportunities at different times and through multiple formats to maximize participation and ensure families have meaningful opportunities to engage in their children's education.

GATE parents expressed interest in expanding enrichment opportunities for advanced learners through additional hands-on learning experiences, educational field trips, STEAM activities, and opportunities that promote higher-order thinking skills. CAMSA will continue to provide enrichment experiences and professional development for GATE facilitators to support the implementation of depth and complexity strategies and rigorous instructional practices for advanced learners.

Through consultation with ELAC and other educational partners, CAMSA identified the continued need for targeted support for English learners, including newcomers and long-term English learners. The school will continue providing designated and integrated English Language Development instruction, intervention support, and ongoing professional development for staff working with English learners. Site leadership, the Learning Coordinator, and Resource Teacher will collaborate to ensure that language acquisition needs are addressed through evidence-based instructional practices and targeted supports.

Educational partners also emphasized the need for ongoing training and support for staff serving students with disabilities and students with exceptional needs. CAMSA will continue providing professional development focused on inclusive instructional practices, co-teaching models, differentiated instruction, and effective intervention strategies to ensure all students have access to high-quality instruction and support services.

Feedback and data analysis supported the continuation of CAMSA's existing goals with targeted revisions designed to better meet the needs of unduplicated pupils and students requiring additional academic, behavioral, and social-emotional support.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Cecil Avenue Math & Science Academy endeavors to deliver an unparalleled educational experience within a nurturing atmosphere, igniting an innate curiosity and fervor for learning. Our commitment is to cultivate an environment that fosters academic excellence, preparing students for the rigors of higher education and professional endeavors. Through enhancing the caliber of instruction and support services, we aim to elevate academic attainment levels, thereby equipping our students with the requisite skills and knowledge for success in college, careers, and beyond. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CAMSA's review of CAASPP, ELPAC, and local assessment data demonstrates the need to continue improving the quality of instruction while building upon recent academic gains. According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in Math. Additionally, English learners are performing 26.6 points below standard in ELA and 81.9 points below standard in Math, while socioeconomically disadvantaged students are performing 17.9 points below standard in ELA and 70.3 points below standard in Math. Hispanic students are performing 17.8 points below standard in ELA and 69.8 points below standard in Math. Data from the California School Dashboard also indicates that English learners and socioeconomically disadvantaged students are performing in the Yellow performance level, while students with disabilities are performing in the Orange performance level. This data, along with input from families and staff, helped shape this goal and its associated actions and services.

Despite these challenges, CAMSA has experienced encouraging growth in student achievement as evidenced by recent CAASPP and local assessment results, including increases in the percentage of students meeting or exceeding standards. As a result of this positive progress, CAMSA will continue implementing the strategies and supports that have contributed to student growth. The school remains committed to maintaining fully credentialed teachers, providing ongoing professional development, supporting teachers through collaboration with the Learning Coordinator and Resource Teacher, and delivering targeted interventions for students most in need of support. By continuing these evidence-based practices and refining them through ongoing data analysis, CAMSA aims to accelerate achievement for all students while closing performance gaps among unduplicated student groups.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Priority 1(a) – teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; | Cecil Avenue Math & Science Academy currently has 3 teachers who are not fully credentialed. This indicates that 89% of teachers are appropriately assigned and fully credentialed. | Cecil Avenue Math & Science Academy has 5 teachers who are not fully credentialed. This indicates that 85% of our teachers are appropriately assigned and fully credentialed for the 2024-2025 school year. | Cecil Avenue Math & Science Academy has 10 teachers who are not fully credentialed. This indicates that 74% of our teachers are appropriately assigned and fully credentialed for the 2025-2026 school year. | The desired outcome is 100% for the 2026 - 2027 school year. | .15% decrease in fully credentialed teachers for the 2025-2026 school year. |
| 1.2 | Priority 1(b) – every pupil in the school district has sufficient access to the standards-aligned instructional materials; | Based on the Williams Team visits in August 2023, CAMSA received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage. | Based on the Williams Team visit in August 2024, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage. | CAMSA has achieved 100% sufficiency of standards-aligned textbooks in the 2025-2026 school year ensuring that all students have access to the appropriate instructional materials needed to meet state academic standards. | The desired outcome for 2026-2027 school year is 100% | No Difference |
| 1.3 | Priority 1(c) – school facilities are maintained in good repair; | Based on the Facilities Inspection Tool from the Williams Team visit in August, 2023, CAMSA received a rating of Exemplary 100%. | Based on the Facilities Inspection Tool from the Williams Team visit in August 2024, CAMSA received a rating of Exemplary 100%. | CAMSA received an exemplary rating on the 2025 Facility Inspection Report (FIT) data report. | The desired outcome for 2026-2027 school year is Exemplary 100%. | No Difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | Priority 2(a) - the implementation of state board adopted academic content and performance standards for all students. | Cecil Avenue Math & Science Academy will continued to implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS. | 100% of teachers at Cecil Avenue Math and Science Academy are currently implementing CCSS and state board adopted academic content performance standards for the 2024-2025 school year. | 100% of teachers at Cecil Avenue Math and Science Academy are currently implementing CCSS and state board adopted academic content performance standards for the 2025-2026 school year. | Desired outcome for 2026-2027 is 100% of teachers achieving full implementation | 10% increase |
| 1.5 | Priority 2(b) - how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency. | The ELD standards were substantially implemented. Based on classroom walkthroughs by the learning coordinator and principal, English Language Arts teachers are implementing the ELD standards during the ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. Teachers are providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content. The implementation is | All ELA classes at CAMSA are currently implementing ELD standards and strategies. In addition, other content areas are also implementing integrated ELD strategies for the 2024-2025 school year. | All ELA classes at CAMSA are currently implementing ELD standards and strategies. In addition, other content areas are also implementing integrated ELD strategies for the 2025-2026 school year. | The desired outcome for 2026-2027 is continued implementation of ELD standards during the ELD block. | No Difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | only partial for Integrated ELD, as evidenced by SBAC, ELPAC, and Redesignation data. | | | | |
| 1.6 | Priority 4(a) - statewide assessments administered pursuant to Article 4. | CAASPP Results 2023:<br><br>6th GRADE<br>ELA:<br>Standard Exceeded; 7.01%<br>Standard Met: 23.57%<br>Standard Nearly Met: 20.38%<br>Standard Not Met: 49.04%<br><br>Math:<br>Standard Exceeded; 5.03%<br>Standard Met: 8.81%<br>Standard Nearly Met: 27.67%<br>Standard Not Met: 58.49%<br><br>7th GRADE<br>ELA:<br>Standard Exceeded; 7.93%<br>Standard Met: 31.72%<br>Standard Nearly Met: 20.26%<br>Standard Not Met: 40.09% | CAASPP Results 2024:<br><br>6th GRADE<br>ELA:<br>Standard Exceeded; 13.53%<br>Standard Met: 32.35%<br>Standard Nearly Met: 27.06%<br>Standard Not Met: 27.06%<br><br>Math:<br>Standard Exceeded; 6.36%<br>Standard Met: 13.29%<br>Standard Nearly Met: 30.06%<br>Standard Not Met: 50.29%<br><br>7th GRADE<br>ELA:<br>Standard Exceeded; 15.58%<br>Standard Met: 21.61% | CAASPP Results 2025:<br><br>6th GRADE<br>ELA:<br>Standard Exceeded; 12.31%<br>Standard Met: 34.36%<br>Standard Nearly Met: 28.72%<br>Standard Not Met: 24.62%<br><br>Math:<br>Standard Exceeded; 5.61%<br>Standard Met: 19.9%<br>Standard Nearly Met: 31.63%<br>Standard Not Met: 42.86%<br><br>7th GRADE<br>ELA:<br>Standard Exceeded; 13.95%<br>Standard Met: 36.82% | CAASPP Results 2023:<br><br>6th GRADE<br>ELA:<br>Standard Exceeded; 13.01%<br>Standard Met: 26.57%<br>Standard Nearly Met: 26.38%<br>Standard Not Met: 43.04%<br><br>Math:<br>Standard Exceeded; 10.03%<br>Standard Met: 13.81%<br>Standard Nearly Met: 25.67%<br>Standard Not Met: 50.49%<br><br>7th GRADE<br>ELA:<br>Standard Exceeded; 11.93%<br>Standard Met: 25.72% | 6th GRADE<br>ELA:<br>Standard Exceeded; +6%<br>Standard Met: 32.35%<br>Standard Nearly Met: 27.06%<br>Standard Not Met: 27.06%<br><br>Math:<br>Standard Exceeded; 6.36%<br>Standard Met: 13.29%<br>Standard Nearly Met: 30.06%<br>Standard Not Met: 50.29%<br><br>7th GRADE<br>ELA:<br>Standard Exceeded; 15.58%<br>Standard Met: 21.61%<br>Standard Nearly Met: 25.13%<br>Standard Not Met: 37.69% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Math:<br>Standard Exceeded; 4.78%<br>Standard Met: 11.74%<br>Standard Nearly Met: 30.87%<br>Standard Not Met: 52.61%<br><br>8th GRADE<br>ELA:<br>Standard Exceeded; 9.30%<br>Standard Met: 31.16%<br>Standard Nearly Met: 21.40%<br>Standard Not Met: 38.14%<br><br>Math:<br>Standard Exceeded; 12.33%<br>Standard Met: 14.16%<br>Standard Nearly Met: 20.09%<br>Standard Not Met: 53.42%<br><br>Socioeconomically Disadvantages:<br>ELA: 44.7 pts below standard<br>Math: 95.5 pts below standard | Standard Nearly Met: 25.13%<br>Standard Not Met: 37.69%<br><br>Math:<br>Standard Exceeded; 5.94%<br>Standard Met: 16.34%<br>Standard Nearly Met: 24.75%<br>Standard Not Met: 52.97%<br><br>8th GRADE<br>ELA:<br>Standard Exceeded; 6.87%<br>Standard Met: 31.33%<br>Standard Nearly Met: 27.47%<br>Standard Not Met: 34.33%<br><br>Math:<br>Standard Exceeded; 10.64%<br>Standard Met: 11.91%<br>Standard Nearly Met: 26.81%<br>Standard Not Met: 50.64% | Standard Nearly Met: 21.89%<br>Standard Not Met: 27.36%<br><br>Math:<br>Standard Exceeded; 6.37%<br>Standard Met: 19.61%<br>Standard Nearly Met: 29.41%<br>Standard Not Met: 44.61%<br><br>8th GRADE<br>ELA:<br>Standard Exceeded; 12.82%<br>Standard Met: 27.18%<br>Standard Nearly Met: 26.15%<br>Standard Not Met: 33.85%<br><br>Math:<br>Standard Exceeded; 12.94%<br>Standard Met: 17.41%<br>Standard Nearly Met: 23.38%<br>Standard Not Met: 46.27% | Standard Nearly Met: 18.26%<br>Standard Not Met: 38.09%<br><br>Math:<br>Standard Exceeded; 10.78%<br>Standard Met: 11.74%<br>Standard Nearly Met: 30.87%<br>Standard Not Met: 47.61%<br><br>8th GRADE<br>ELA:<br>Standard Exceeded; 13.30%<br>Standard Met: 25.16%<br>Standard Nearly Met: 27.40%<br>Standard Not Met: 32.14%<br><br>Math:<br>Standard Exceeded; 16.33%<br>Standard Met: 19.16%<br>Standard Nearly Met: 18.09%<br>Standard Not Met: 50.42% | Math:<br>Standard Exceeded; 5.94%<br>Standard Met: 16.34%<br>Standard Nearly Met: 24.75%<br>Standard Not Met: 52.97%<br><br>8th GRADE<br>ELA:<br>Standard Exceeded; 6.87%<br>Standard Met: 31.33%<br>Standard Nearly Met: 27.47%<br>Standard Not Met: 34.33%<br><br>Math:<br>Standard Exceeded; 10.64%<br>Standard Met: 11.91%<br>Standard Nearly Met: 26.81%<br>Standard Not Met: 50.64%<br><br>Socioeconomically Disadvantages:<br>ELA: 31.4 pts below standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | English Learners<br>ELA: 72.3 pts below standard<br>Math: 121.8 points below standard<br><br>SpEd<br>ELA: 126.1 pts below standard<br>Math: 187.6% pts below standard<br><br>Foster Youth:<br>ELA: less than 11 tested<br>Math: less than 11 tested<br><br>Hispanics:<br>ELA: 48.1 pts below standard<br>Math: 98.4 pts below standard<br><br>ELPAC<br>Level 4 - 25.00%<br>Level 3 - 36.67%<br>Level 2 - 26.67%<br>Level 1 - 11.67% | Socioeconomically Disadvantages:<br>ELA: 31.4 pts below standard<br>Math: 83.1 pts below standard<br><br>English Learners<br>ELA: 53.8 pts below standard<br>Math: 106.8 points below standard<br><br>SpEd<br>ELA: 126.1 pts below standard<br>Math: 187.6% pts below standard<br><br>Foster Youth:<br>ELA: less than 11 tested<br>Math: less than 11 tested<br><br>Hispanics:<br>ELA: 34.3 pts below standard<br>Math: 85.9 pts below standard<br><br>ELPAC<br>Level 4 - 17.00%<br>Level 3 - 37.00%<br>Level 2 - 29.50%<br>Level 1 - 16.50% | Socioeconomically Disadvantages:<br>ELA: 17.9 pts below standard<br>Math: 70.3 pts below standard<br><br>English Learners<br>ELA: 26.6 pts below standard<br>Math: 81.9 points below standard<br><br>SpEd<br>ELA: 80.3 pts below standard<br>Math: 114 pts below standard<br><br>Foster Youth:<br>ELA: less than 11 tested<br>Math: less than 11 tested<br><br>Hispanics:<br>ELA: 17.8 pts below standard<br>Math: 69.8 pts below standard<br><br>ELPAC<br>Level 1 = 16.30%<br>Level 2 = 29.89%<br>Level 3 = 33.70%<br>Level 4 = 20.11% | Socioeconomically Disadvantages:<br>ELA: 35.7 pts below standard<br>Math: 86.5 pts below standard<br><br>English Learners<br>ELA: 63.3 pts below standard<br>Math: 112.8 points below standard<br><br>SpEd<br>ELA: 120.1 pts below standard<br>Math: 181.6% pts below standard<br><br>Foster Youth:<br>ELA:<br>Math:<br><br>ELPAC<br>Level 4 - 30.00%<br>Level 3 - 36.67%<br>Level 2 - 23.67%<br>Level 1 - 11.67% | Math: 83.1 pts below standard<br><br>English Learners<br>ELA: 53.8 pts below standard<br>Math: 106.8 points below standard<br><br>SpEd<br>ELA: 126.1 pts below standard<br>Math: 187.6% pts below standard<br><br>Foster Youth:<br>ELA: less than 11 tested<br>Math: less than 11 tested<br><br>Hispanics:<br>ELA: 34.3 pts below standard<br>Math: 85.9 pts below standard<br><br>ELPAC<br>Level 4 - 17.00%<br>Level 3 - 37.00%<br>Level 2 - 29.50%<br>Level 1 - 16.50% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.10 | Priority 4(e) - the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California. | The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE –<br><br>ELPAC<br>Level 4 - 25.00%<br>Level 3 - 36.67%<br>Level 2 - 26.67%<br>Level 1 - 11.67% | The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the Our current Results for 2024 are:<br>Level 1 = 16.50%<br>Level 2 = 29.50%<br>Level 3 = 37.00%<br>Level 4= 17.00 % | The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the Our current Results for 2025 are:<br>Level 1 = 16.30%<br>Level 2 = 29.89%<br>Level 3 = 33.70%<br>Level 4 = 20.11% | The desired outcome for the 2026-2027 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are:<br><br>Level 4 - 30%<br>Level 3 - 40%<br>Level 2 - 30%<br>Level 1 - 15% | Level 1 = + 4.63%<br>Level 2 = + 3.22%<br>Level 3 = + 2.97%<br>Level 4 = - 4.89% |
| 1.11 | Priority 4(f) - the English learner reclassification rate. | The ELL reclassification rate for 2023-2024 school year was 0.10 or 10.1% | The ELL reclassification rate for 2024-2025 school year is 0.05% | The current ELL reclassification rate for the 2025-2026 school year is 0.03% | Desired outcome for 2026-2027 is 15% | + 4.9% |
| 1.13 | | | | | | |

# 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.

CAMSA made every effort to successfully implement all actions associated with Goal 1. The following describes the successes, implementation outcomes, and any substantive differences experienced throughout the school year.

Action 1.1 – Professional Development
This action was fully implemented. CAMSA provided ongoing professional development opportunities for certificated and classified staff beginning in the summer and continuing throughout the school year. Training focused on Common Core State Standards, effective instructional practices, intervention strategies, English Language Development, technology integration, data analysis, and strategies to support unduplicated pupils. The Learning Coordinator and site leadership team provided job-embedded coaching and support to ensure that

professional learning translated into improved classroom instruction. There were no substantive differences in the implementation of this action.

Action 1.2 – Academic Counselor
This action was successfully implemented. The Academic Counselor worked closely with students, families, and staff to monitor academic progress, provide individualized support, and address barriers to student achievement. The counselor facilitated parent meetings, student conferences, and intervention planning while prioritizing support for unduplicated students and students identified as academically at-risk. This action was implemented as planned with no significant challenges.

Action 1.3 – Site Resource Teacher
The Site Resource Teacher successfully provided leadership and instructional support throughout the school year. Responsibilities included monitoring the progress of English learners and Long-Term English Learners, supporting intervention programs, assisting with data analysis, collaborating with teachers, and participating in School Site Council and parent engagement activities. The Site Resource Teacher played a key role in strengthening instructional practices and ensuring that students received timely support and intervention. There were no substantive differences in implementation.

Action 1.4 – Learning Coordinator
This action was fully implemented. The Learning Coordinator provided instructional leadership through curriculum support, classroom coaching, professional development, lesson design assistance, and data analysis. The coordinator worked closely with teachers and administrators to identify learning gaps, refine instructional practices, and monitor student achievement. Particular emphasis was placed on improving outcomes for English learners, Long-Term English Learners, students with disabilities, and other unduplicated student groups. Implementation occurred as planned throughout the school year.

Action 1.5 – Intervention Teachers
CAMSA successfully implemented this action through the use of specialized reading and mathematics intervention teachers funded through site resources and Learning Recovery Emergency Block Grant (LREBG) funds. Intervention teachers provided targeted small-group instruction during the school day to students identified through STAR, CAASPP, classroom assessments, and other local measures. Additional intervention support was provided to accelerate learning recovery and address unfinished learning in English Language Arts and Mathematics. These services were prioritized for unduplicated pupils and students performing below grade level. There were no significant challenges in implementation.

Action 1.7 – Additional Sixth Grade Teacher
This action was fully implemented. The addition of a sixth-grade teacher reduced class sizes and provided students with greater access to individualized instruction and timely interventions. Smaller class sizes allowed teachers to provide targeted support, increase student engagement, and better address learning gaps. This action supported improved academic outcomes and enhanced opportunities for differentiated instruction throughout the school day.

Action 1.8 – Physical Education Teacher
CAMSA successfully implemented this action by providing students with expanded physical education opportunities focused on fitness, wellness, and social-emotional development. The Physical Education teacher supported students in developing healthy habits while

promoting teamwork, self-confidence, and overall well-being. Daily opportunities for physical activity and social-emotional learning contributed positively to student engagement and school climate, particularly for unduplicated student groups.

Action 1.9 – English Learner Support
This action was fully implemented. CAMSA prioritized both integrated and designated English Language Development instruction to support English learners, newcomers, immigrant students, reclassified students, and Long-Term English Learners. The Learning Coordinator and Resource Teacher worked closely with teachers to provide professional development, monitor student progress, analyze data, and implement effective language acquisition strategies. Instructional support and intervention services were provided based on student need, and staff collaborated regularly to ensure English learners had access to rigorous academic content while developing language proficiency.

Action 1.10 – Long-Term English Learner Support
CAMSA continued to focus on improving outcomes for Long-Term English Learners through ongoing monitoring, targeted interventions, and implementation of the California ELD Standards. Staff used assessment data to identify student needs and provide timely support to accelerate language acquisition and academic achievement. Progress monitoring and collaboration among teachers, administrators, the Learning Coordinator, and Resource Teacher helped ensure that students remained on track toward English proficiency and reclassification.

Overall Implementation
All actions within Goal 1 were fully implemented and appropriately staffed throughout the school year. CAMSA experienced success across all action areas, including professional development, intervention services, English learner support, academic counseling, instructional leadership, and student wellness initiatives. The collaborative efforts of teachers, intervention staff, site leadership, and support personnel helped ensure that students, particularly unduplicated pupils, received the academic and social-emotional supports necessary to improve student achievement and overall school 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.

CAMSA conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 1. Overall, expenditures remained closely aligned with the planned actions and services. The most significant variance occurred in Action 1.4, which was under-expended by approximately $60,000 due to expenditures being supported through an alternate funding source. Similarly, Action 1.5 was under-expended because a portion of the costs associated with intervention services and supports were funded through another available funding source, reducing the amount charged to Goal 1.

Action 1.8 was over-expended by approximately $28,000 due to a staffing change that resulted in higher personnel costs than originally projected. Actions 1.9 and 1.10 did not incur expenditures from Goal 1 funding because these services were fully supported through alternate funding sources. Despite these expenditure variances, all actions and services outlined in Goal 1 were fully implemented as planned. Budget adjustments and the strategic use of multiple funding sources ensured that all students continued to receive the intended ac

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

Action 1.1 - Professional Development

- Metrics 1.4, 1.5, 1.6 - According to the California School Dashboard, all students are currently performing 14 points below standard in English Language Arts (ELA), representing a 15.2-point improvement. In Math, students are 65.3 points below standard, reflecting a growth of 15.5 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 26.6 points below standard, an improvement of 27.2 points; socioeconomically disadvantaged (SED) students are 17.9 points below, showing a gain of 13.5 points; and Hispanic students are 17.8 points below standard, with a 16.5-point increase. In Math, the gaps remain more significant, with English learners scoring 81.9 points below standard, a 24.8-point gain; SED students 70.3 points below, improving by 12.8 points, and Hispanic students 69.8 points below standard, showing a 16.1 point gain.

Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must continue to enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified

Action 1.2 - Academic Counselor

- Metrics 1.2, 1.4, 1.5, 1.6 - According to the California School Dashboard, all students are currently performing 14 points below standard in English Language Arts (ELA), representing a 15.2-point improvement. In Math, students are 65.3 points below standard, reflecting a growth of 15.5 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 26.6 points below standard, an improvement of 27.2 points; socioeconomically disadvantaged (SED) students are 17.9 points below, showing a gain of 13.5 points; and Hispanic students are 17.8 points below standard, with a 16.5-point increase. In Math, the gaps remain more significant, with English learners scoring 81.9 points below standard, a 24.8-point gain; SED students 70.3 points below, improving by 12.8 points, and Hispanic students 69.8 points below standard, showing a 16.1 point gain.

Feedback from educational partners via surveys indicates that students require additional support to access the core curriculum and achieve academic success. Intervention counselors will identify learning gaps in unduplicated students who are at risk of academic failure.

Action 1.3 - Site Resource Teacher

- Metrics 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 - The Site Resource Teacher played a vital role in supporting student achievement by providing targeted academic interventions at the school site, specifically for students identified as being at risk of academic failure. They worked directly with students in grades 6–8, delivering focused instruction in core content areas and consistently monitoring progress to ensure growth. Special attention was given to English Learners, Foster Youth, and Socioeconomically Disadvantaged students to meet their individual academic needs. Beyond instructional support, the Site Resource Teacher was an active member of the school's leadership team, contributing to parent engagement activities, school events, and site committees. These services were supplemental to the district's core instructional program and aimed to close performance gaps.

According to the California School Dashboard, all students are currently performing 14 points below standard in English Language Arts (ELA), representing a 15.2-point improvement. In Math, students are 65.3 points below standard, reflecting a growth of 15.5 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 26.6 points below standard, an improvement of 27.2 points; socioeconomically disadvantaged (SED) students are 17.9 points below, showing a gain of 13.5 points; and Hispanic students are 17.8 points below standard, with a 16.5-point increase. In Math, the gaps remain more significant, with English learners scoring 81.9 points below standard, a 24.8-point gain; SED students 70.3 points below, improving by 12.8 points, and Hispanic students 69.8 points below standard, showing a 16.1 point gain.

Action 1.4 - Learning Coordinator

- Metrics 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 - According to staff surveys, 10% of teachers reported needing better resources to support unduplicated pupils. Additionally, 20% expressed a need for more training and professional development to assist struggling students in their classrooms. Furthermore, 20% indicated a need for support in their instruction and in choosing supplemental curriculum and materials to aid unduplicated pupils. According to the California School Dashboard, all students are currently performing 14 points below standard in English Language Arts (ELA), representing a 15.2-point improvement. In Math, students are 65.3 points below standard, reflecting a growth of 15.5 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 26.6 points below standard, an improvement of 27.2 points; socioeconomically disadvantaged (SED) students are 17.9 points below, showing a gain of 13.5 points; and Hispanic students are 17.8 points below standard, with a 16.5-point increase. In Math, the gaps remain more significant, with English learners scoring 81.9 points below standard, a 24.8-point gain; SED students 70.3 points below, improving by 12.8 points, and Hispanic students 69.8 points below standard, showing a 16.1 point gain.

Action 1.5 - Intervention Teacher

- Metrics 1.4, 1.6 - According to the California School Dashboard, all students are currently performing 14 points below standard in English Language Arts (ELA), representing a 15.2-point improvement. In Math, students are 65.3 points below standard, reflecting a growth of 15.5 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 26.6 points below standard, an improvement of 27.2 points; socioeconomically disadvantaged (SED) students are 17.9 points below, showing a gain of 13.5 points; and Hispanic students are 17.8 points below standard, with a 16.5-point increase. In Math, the gaps remain more significant, with English learners scoring 81.9 points below standard, a 24.8-point gain; SED students 70.3 points below, improving by 12.8 points, and Hispanic students 69.8 points below standard, showing a 16.1 point gain. In the 2025-2026 school year, a 6th grade intervention teacher was utilized to provide targeted intervention to students performing below standard.

Educational partner feedback from meetings with the parents of students with exceptional needs indicates a need to provide more strategic opportunities for students to receive intervention in mathematics and english language arts. Parents highlighted the importance of equipping our intervention teachers with effective strategies and lessons to offer appropriate support to these students. This feedback underscores the necessity of targeted interventions to ensure all students, particularly those with exceptional needs, achieve their full potential in mathematics and english language arts.

Action 1.7 - 6th Grade Teacher

- Metrics 1.2, 1.5, 1.6 - According to the California School Dashboard, all students are currently performing 14 points below standard in English Language Arts (ELA), representing a 15.2-point improvement. In Math, students are 65.3 points below standard, reflecting a growth of 15.5 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 26.6 points below standard, an improvement of 27.2 points; socioeconomically disadvantaged (SED) students are 17.9 points below, showing a gain of 13.5 points; and Hispanic students are 17.8 points below standard, with a 16.5-point increase. In Math, the gaps remain more significant, with English learners scoring 81.9 points below standard, a 24.8-point gain; SED students 70.3 points below, improving by 12.8 points, and Hispanic students 69.8 points below standard, showing a 16.1 point gain.

Based on input from educational partners, survey responses highlighted the need for class size reduction. Parent surveys indicated this need across all grade levels. The district will prioritize grade span adjustments for students with high concentrations of unduplicated pupils.

Action 1.8 - Physical Education Teacher

- Metrics 1.2, 1.5 - According to the California Healthy Kids Survey, 50% of middle school students reported being teased about their body appearance. Implementing physical fitness instruction in middle school will educate and motivate students to adopt a healthy, active lifestyle, positively impacting their mental health. Unduplicated students often lack access to gyms or sports teams after school due to program costs. Cecil Avenue Math & Science Academy is implementing targeted interventions to address these critical issues. Recognizing the impact of physical health on overall well-being and academic performance, the academy will introduce specialized programs focused on promoting healthy lifestyles and physical fitness. Concurrently, the school will enhance its social-emotional learning (SEL) initiatives to support students' mental and emotional health, fostering resilience, positive relationships, and self-awareness. By addressing both physical and emotional health, the academy aims to create a holistic and supportive environment that empowers students to thrive academically and personally.

Educational partner surveys reveal that 90% of parents believe CAMSA provides a safe and healthy environment for their children. Parents appreciate the efforts made by the school to foster a secure and nurturing atmosphere. They recognize the importance of physical activity in promoting overall well-being and strongly support the continuation and enhancement of programs that keep students active. By maintaining and possibly expanding these initiatives, parents hope to ensure that their children not only excel academically but also develop lifelong habits that contribute to a healthy lifestyle. This commitment to student wellness is seen as a vital component of CAMSA’s mission, contributing to both the physical and mental health of the students.

Action 1.9 - English Learner Support

- Metrics 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 - This marks an improvement because Cecil Avenue Math & Science Academy has taken intentional steps to address serious concerns revealed by the California Healthy Kids Survey, where 50% of middle school students reported being teased about their body appearance. In response, the school introduced physical fitness instruction to promote healthy, active lifestyles, especially for unduplicated students who often lack access to extracurricular fitness opportunities. These efforts not only support physical health but also contribute to better mental and emotional well-being. Coupled with strengthened social-emotional learning (SEL) programs, CAMSA is fostering a more supportive and inclusive school climate. Parent feedback confirms this positive shift, with 90% stating that the school provides a safe and healthy environment, and many expressing strong support for continuing and expanding these initiatives.

Action 1.10 - Long Term English Learner - CA ELD Standards were fully implemented in all classrooms across the school. A significant achievement at Cecil Avenue Math and Science Academy is that 56.3% of English learners progressed at least one level on the English Language Proficiency Index (ELPI). Additionally, 29.3% of English learners maintained their ELPI level at 1, 2L, 2H, 3L, or 3H.

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.

Cecil Avenue Math and Science Academy plans to adjust funding allocations based on current-year expenditures and staffing needs. For Action 1.1, the school will increase funding by $18,000 to purchase additional instructional supplies for classroom staff. Funding for Action

1.4 will also increase, as the school will now fully fund the Learning Coordinator position, which was previously supported through an alternative funding source.
Additionally, funding for Action 1.5 will increase and continue to be supported through LREBG funding. A total of $327,195 has been allocated to provide targeted intervention support for unduplicated pupils in the upper grades. The vacated 6th-grade intervention teacher position will not be backfilled, as the associated funds have been redirected to support chronic absenteeism initiatives through an alternative funding source. 1.7 will continue to support an additional sixth-grade teacher to maintain class size reduction efforts. These adjustments reflect the school's commitment to sustaining effective instructional support and addressing student needs. CAMSA will also add a new action under this goal. Action 1.10 is being added to ensure that Long-Term English Learners receive the academic interventions and language acquisition support necessary for success. In addition, the school has added an ELPI metric specifically for Long-Term English Learners to monitor progress and outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development and Instruction | CAMSA will provide staff with professional development focused on Common Core implementation and intervention strategies, along with materials to support effective program implementation. Trainings will offer enhanced and supplemental learning opportunities in the areas of English Language Arts, Mathematics, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority for services and support will be given to unduplicated students. Funds will also be used to purchase materials and supplies that strengthen high-quality first instruction in ELA, ELD, Mathematics, and 21st Century learning, including resources necessary to support professional development activities. A significant portion of this goal will be funded through Title I funds.<br><br>Priority 1,2,4<br>Roadmap Principles 2 (B,D, F) | $96,263.00 | Yes |
| **1.2** | Academic Counselor | CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to | $180,550.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | help students succeed. Services will be principally directed to high need unduplicated students.<br>Roadmap Principles 1 (C, D) | | |
| **1.3** | Site Resource Teacher | CAMSA will employ a Site Resource Teacher to provide leadership, expertise, and support at the school site level. The site resource teacher will monitor the progress of English learners and will serve as a liaison for parents through their involvement in School Site Council and other parent committees. They will also assist with the full implementation and assessment of specific core and intervention content in grades 6-8.<br>Roadmap Principles 2 (B,D) | $36,931.00 | Yes |
| **1.4** | Learning Coordinator | Instructional support - Learning Coordinator<br><br>Our site Learning Coordinator here at Cecil Avenue Math & Science Academy will assist in curriculum development, supervision of instruction, classroom delivery methods, and related curricular staff development. The Learning Coordinator will assist the site principal with achieving and maintaining standards of excellence within all curricular areas.<br><br>A. Conducts demonstration lessons in instructional strategies and the use of appropriate instructional materials.<br>B. Provides staff development regarding lesson design and curriculum that is aligned to the California standards.<br>C. Conducts classroom visitations and provides support to the principal.<br>D. Meets regularly with site and district administrators to review assessment data and assess outcomes<br>established for grade levels and departments.<br>E. Assists teachers in preparing, mapping and pacing for instruction.<br>F. May assist site and grade levels with setting goals for advancement of instruction.<br>G. Works with support staff to build a consistent intervention model.<br>H. Will serve as a resource in identifying appropriate instructional strategies and interventions to advance student<br>achievement.<br>I. May participate in grade level and/or department level meeting | $162,001.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Priority 1, Roadmap Principal 3 (B,D) | | |
| **1.5** | Intervention Teacher/HIT Tutors | In an effort to provide small group instruction for students in high need of academic intervention, Cecil Avenue Math & Science Academy will fund a reading and math intervention teacher and HIT Tutors to work with small groups of students with high needs. Priority will be given to unduplicated pupils. Partially funded by learning recovery. | $608,003.00 | Yes |
| **1.7** | 6th Grade Teacher | In a continued effort to mitigate learning loss and reduce class sizes in grade 6, CAMSA will employ 2 additional 6th grade teachers to help students understand and master the common core standards in smaller group sizes to provide tiered interventions during the school day. Priority will be given to unduplicated students.<br>Roadmap Principles 2 (B, D) | $261,924.00 | Yes |
| **1.8** | Physical Education Teacher | Due to the high number of students in the obesity range based on local assessment data and a need for Social-Emotional Support, CAMSA will employ a Physical Education teacher. The teacher will provide physical fitness and wellness instruction to address student's physical health and well being in grades 7 and 8. The teacher will also provide daily Social Emotional Learning curriculum as part of the instruction to focus on the student's mental health. Services will be principally directed to unduplicated students.<br>Roadmap Principles 2 (B, D) | $176,370.00 | Yes |
| **1.9** | English Learner Support | With nearly half of the student population classified as English learners, the district placed top priority on offering high quality integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English learners. In addition, the district will offer | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | a specialized class for newcomer students to accelerate language acquisition.<br>Priority 2,4<br>EL Roadmap Principle 2 (A,B,&F) and Principle 4 (C) | | |
| **1.10** | Long Term English Learners | Cecil Avenue Math and Science Academy will support Long Term English Learners by having our Site Resource Teacher work closely with site administration and teachers to ensure that LTELs are receiving the appropriate language acquisition support to ensure a successful academic journey. Our Site Resource Teacher will monitor LTELs closely and identify deficits and provide training to the teachers on how to address the deficits. | $10,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | All students shall benefit from an environment conducive to safety, security, engagement, and stimulation, tailored to accommodate the diverse needs of our student body, with particular emphasis on English Learners, Long Term English Learners, Foster Youth, and other cohorts identified as low-performing. The anticipated outcome for this objective is a discernible rise in student attendance, a decline in suspension occurrences, and heightened levels of student cohesion. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Drawing from analyses encompassing the Multi-Tier Systems of Support for positive behavioral interventions, disciplinary measures, attendance records, and vice principal observations, it is evident that there persists a pressing necessity to foster an inclusive, stimulating, and secure educational environment for all learners. Particular attention will be directed towards subgroups requiring heightened assistance. Examination of data from sources such as CALPADS, the SIS platform, the CA Healthy Kids Survey, the California School Dashboard, and local surveys underscores the imperative for additional measures aimed at enhancing student connectedness and engagement. Notably, current statistics reveal an overall attendance rate of 96.20%, with a chronic absenteeism rate of 9%. The institution remains steadfast in its commitment to actively encourage students to prioritize attendance and actively engage in their educational journey. Due to the LCAP school survey taken by our student body in the 2025-2026 school year, approximately 78% of students have a sense of safety and school connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Priority 5(a) - school attendance rates as measured by local data from SIS platform. | Attendance rate is 95.4% | Attendance rate for the 2024-2025 school year is 96.52% | Attendance rate for the current 2025-2026 school year is 96.44% | Desired outcome for 2026-2027 is 97.5% attendance rate. | +1.04% |
| 2.2 | Priority 5(b) - chronic absenteeism rates as | The chronic absenteeism rate is 14% | The chronic absenteeism rate | The chronic absenteeism rate for the current | Desired outcome for 2026-2027 is 5% absentee rate. | - 5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | measured by local data from SIS platform. | | for the 2024-2025 school year is 5% | 2025-2026 school year is 9% | | |
| 2.3 | Priority 5(c) - middle school dropout rates as measured by CALPADS EOY report. | Middle school dropout rate is 0 students. | Middle school dropout rate is 0 students. | Middle school dropout rate is 0 students. | Desired outcome for 2026-2027 is to maintain the rate at 0%. | No Change |
| 2.6 | Priority 6(a) - pupil suspensions measured by local data from SIS platform rates. | 34 students have were suspended in 2023-2024. | 9 students have were suspended in 2024-2025. | 13 students have been suspended in 2025-2026. | Desired outcome for 2026-2027 is 0 suspensions. | - 21 students |
| 2.7 | Priority 6(b) - pupil expulsion rates as measured by local data from SIS platform. | 2 students have been expelled in 2023 - 2024. | 0 students have been expelled in 2024 - 2025. | 0 students have been expelled in 2025 - 2026. | Desired outcome for 2026-2027 is 0. | No Change |
| 2.8 | Priority 6(c) - other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey. | Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness. | Due to the climate school survey taken by our student body in the 2024-2025 school year, approximately 70% of students have a sense of safety and school connectedness. | Due to the LCAP student survey taken by our student body in the 2025-2026 school year, approximately 78% of students have a sense of safety and school connectedness. | Desired outcome for 2026-2027 is 80% | - .1% |

# 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.

CAMSA made every effort to successfully implement all actions associated with Goal 2. The following describes the successes, implementation outcomes, and any substantive differences experienced throughout the school year.

Action 2.1 – Health Services
This action was fully implemented. CAMSA's school nurse supported student health and safety by providing direct health services, monitoring student medical needs, and serving as a liaison between the school, families, and staff. The nurse also provided training for parents and staff on important health-related topics, including EpiPen use, chronic disease management, HIV/AIDS education, CPR/AED usage, and first aid procedures. These services helped ensure that students had access to a safe and healthy learning environment. There were no substantive differences in the implementation of this action.

Action 2.3 – Vice Principal
This action was successfully implemented. The Vice Principal led the continued implementation of the Multi-Tiered System of Supports (MTSS), promoted student safety, and provided ongoing support to staff in addressing student behavior, attendance, and academic needs. The Vice Principal also worked closely with teachers to strengthen instructional practices and improve student outcomes. This action was implemented as planned with no significant challenges.

Action 2.4 – Campus Security
Campus security staff successfully supported student safety and supervision throughout the school year. Staff maintained visibility across campus, monitored common areas and surrounding school grounds, assisted with supervision during the school day and after-school activities, supported new duty aides, and assisted with home visits when needed. Their presence contributed to a safe and orderly campus environment. There were no substantive differences in implementation.

Action 2.5 – Positive School Climate
This action was fully implemented. CAMSA fostered a positive school culture through schoolwide activities designed to strengthen student engagement, staff morale, family participation, and school connectedness. Activities included assemblies, rallies, parent nights, recognition events, and other opportunities that promoted a welcoming and inclusive school environment. These efforts supported positive relationships and contributed to a stronger sense of belonging among students and families.

Action 2.6 – Parent Involvement
CAMSA successfully implemented this action by continuing to provide opportunities for families to participate in school meetings, workshops, and informational events. Parent involvement activities addressed topics such as gang awareness, drug prevention, bullying, student behavior, communication, and strategies to support student success at home. These events helped strengthen partnerships between the school and families, particularly for unduplicated student groups.

Action 2.7 – Behavior Intervention Instructor
This action was fully implemented. Behavior intervention staff provided direct support to students by helping redirect inappropriate behaviors, reinforcing positive behavior expectations, and assisting staff with the implementation of MTSS strategies. These supports contributed to improved student behavior, increased engagement, and a more positive school climate. There were no significant challenges in implementation.

Action 2.8 – MTSS Materials
CAMSA successfully implemented this action by using MTSS-aligned materials and resources to support a positive and inclusive learning environment. Materials supported student recognition, behavior expectations, intervention systems, engagement activities, and schoolwide

initiatives connected to positive behavior and student support. These resources helped reinforce school expectations and supported the continued development of a positive school climate.

Action 2.9 – School Safety
This action was successfully implemented. CAMSA continued to prioritize school safety through the support of safety personnel, including the site resource officer and coordination with district safety leadership. Safety supports included campus monitoring, home visits, relationship-building with families, and assistance with maintaining a secure learning environment. These efforts helped strengthen communication, increase visibility, and support student safety throughout the school year.

Action 2.10 – Academic and Incentive Field Trips
This action was fully implemented. CAMSA provided academic and incentive-based field trip opportunities to promote attendance, positive behavior, student motivation, and academic engagement. These experiences served as meaningful incentives for students while also expanding learning beyond the classroom. Multiple field trip opportunities were successfully provided throughout the year with no substantive differences in implementation.

Action 2.11 – Additional Student Supports
CAMSA successfully implemented this action by providing additional support to unduplicated pupils and students with high needs. Supports included access to essential personal care items, clothing, health-related resources, and other assistance intended to remove barriers to attendance, participation, and learning. These services helped ensure that students were better prepared to engage fully in school.

Action 2.12 – Mental Health and Social Emotional Learning
This action was fully implemented. The school social worker provided essential mental health and social-emotional support to students experiencing challenges related to home life, peer relationships, social pressures, and academics. Services included individual support, group sessions, parent communication, and collaboration with staff to address student needs. These supports helped students develop coping strategies, strengthen social-emotional skills, and remain connected to school.

Overall Implementation
All actions within Goal 2 were fully implemented and appropriately staffed throughout the school year. CAMSA experienced success across all action areas, including health services, school safety, MTSS implementation, parent involvement, behavior intervention, positive school climate, student supports, and mental health services. The collaborative efforts of administrators, support staff, campus security, the school nurse, the social worker, behavior intervention staff, and families helped ensure that students, particularly unduplicated pupils, had access to a safe, supportive, and engaging school environment.

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.

CAMSA conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 2. Overall, expenditures remained closely aligned with the planned actions and services designed to support student safety, school climate, parent engagement, and student wellness. The most significant variance occurred in Action 2.4, which was over-expended by approximately $70,000 due to the addition of staffing supports that were necessary to maintain campus safety, supervision, and student

support services throughout the school year. Action 2.5 was also over-expended by approximately $14,000 due to the purchase of additional materials, supplies, and resources used to strengthen positive school climate initiatives, student recognition programs, and activities that promote student engagement and school connectedness.

Action 2.8 did not incur expenditures from Goal 2 funding because the materials and resources associated with MTSS implementation were fully supported through an alternate funding source. Action 2.9 was under-expended by approximately $12,500 due to a reduction in planned activities and because some services were funded through another available funding source. Similarly, Action 2.12 was under-expended by approximately $9,000 because mental health and social-emotional learning services were partially supported through alternate funding sources. Despite these expenditure variances, all actions and services outlined in Goal 2 were fully implemented as planned. Through strategic budget management and the coordination of multiple funding sources, CAMSA ensured that students continued to receive the intended safety, wellness, behavioral, social-emotional, and engagement supports throughout the school year.

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

**Action 2.1 – Health Services**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
According to local attendance and school climate data, CAMSA continues to experience a need for expanded health and wellness supports to address barriers to student attendance and engagement. The current chronic absenteeism rate is 9%, indicating that some students continue to face challenges that impact their ability to attend school consistently. Educational partner feedback from parents and staff identified a need for ongoing health services, staff training, and family support related to student medical needs. Health services provided by the school nurse help ensure that students receive appropriate care, support, and access to learning while promoting a safe and healthy school environment.

**Action 2.3 – Vice Principal**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
School climate and attendance data indicate the continued need for strong site leadership to support student engagement, safety, and behavior. Educational partner surveys show that 90% of parents believe CAMSA provides a safe and secure environment for students. The Vice Principal plays a critical role in implementing MTSS, monitoring attendance and behavior data, supporting student interventions, and promoting a positive school climate. Continued leadership support will help strengthen student engagement, reduce behavioral concerns, and improve attendance outcomes for all students, particularly unduplicated pupils.

**Action 2.4 – Campus Security**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
Educational partner feedback consistently identifies school safety as a top priority. Local survey data indicates that 82% of students report feeling safe on campus, a rate that exceeds state averages. Maintaining campus security personnel provides additional supervision, visibility, and support for students throughout the school day and during extracurricular activities. Continued investment in campus safety personnel will help maintain a safe, structured, and supportive learning environment while strengthening relationships between students, families, and school staff.

**Action 2.5 – Positive School Climate**

**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
School climate data demonstrates the importance of continuing activities that strengthen student connectedness and belonging. Approximately 80% of students report feeling connected to school, while 82% report feeling safe on campus. Educational partners have expressed a desire for continued opportunities that promote positive school culture, student recognition, and family engagement. CAMSA will continue implementing assemblies, rallies, recognition programs, and other climate-building activities designed to foster a welcoming and inclusive environment for all students.

**Action 2.6 – Parent Involvement**
**Metric: 2.8**
Educational partner surveys and participation data indicate a continued need to strengthen family engagement opportunities. Parent participation in school events remains limited, with approximately 10% participation rates at some school activities. Parents have requested additional opportunities to engage with the school through flexible meeting times, family nights, and student-centered events. Increasing parent involvement remains a priority as strong family-school partnerships contribute to improved student achievement, attendance, and overall school success.

**Action 2.7 – Behavior Intervention Instructor**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
Student behavior and school climate data indicate a continued need for targeted behavioral supports and interventions. Approximately 78% of students report feeling safe at school, while educational partner feedback identifies student behavior and classroom disruptions as ongoing concerns. The Behavior Intervention Instructor provides direct support to students through Tier 2 interventions, behavior coaching, and collaboration with teachers. These services help improve student behavior, increase engagement, and support a positive learning environment for all students.

**Action 2.8 – MTSS Materials**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
School climate survey results highlight both strengths and areas for growth related to student engagement and school culture. More than 78% of students report feeling safe at school, while approximately 28% report experiencing or witnessing verbal bullying. Staff feedback also identified a need for additional resources to support consistent implementation of behavioral expectations and student interventions. MTSS materials and resources will continue to support positive behavior systems, student engagement activities, and interventions that strengthen school climate and improve student outcomes.

**Action 2.9 – School Safety**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
Educational partners continue to prioritize school safety as a critical component of student success. Survey data indicates that 78% of students feel safe on campus, while parents consistently identify campus safety as one of their highest priorities. Continued support from safety personnel and school resource officers will help maintain a secure learning environment, strengthen relationships with families, and ensure students have access to a positive educational experience.

**Action 2.10 – Academic and Incentive Field Trips**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**

Student engagement data and educational partner feedback support the continuation of academic and incentive-based field trips. These experiences connect classroom learning to real-world applications, increase student motivation, and provide exposure to college and career opportunities. More than 90% of students and staff support maintaining these opportunities, recognizing their value in promoting attendance, positive behavior, and student engagement.

**Action 2.11 – Additional Student Supports**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
The current chronic absenteeism rate of 9% and educational partner feedback indicate that some students continue to face barriers that impact school attendance and participation. Staff and families have identified access to clothing, hygiene items, and other basic necessities as important supports for students experiencing economic hardship. Providing additional student supports helps remove barriers to learning and ensures that unduplicated pupils have equitable access to educational opportunities.

**Action 2.12 – Mental Health and Social Emotional Learning**
**Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8**
School climate surveys and educational partner feedback highlight the importance of continuing mental health and social-emotional learning services. During the school year, approximately 170 students received support from the school social worker to address emotional, behavioral, and social challenges. Parents, staff, and students consistently identify mental health services as a priority area of need. Continued access to counseling, social-emotional learning, and mental health supports will help students develop coping skills, build resilience, improve attendance, and strengthen their connection to school.

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.

Cecil Avenue Math and Science Academy plans several funding adjustments for the upcoming school year based on prior expenditures, educational partner feedback, and identified student needs. Funding for Action 2.1 will continue to support health services, including the school nurse and health assistant, ensuring students have access to medical support and resources that promote attendance, wellness, and academic success. For Action 2.5, funding will be reduced by approximately $25,000 due to fewer anticipated school climate activities based on historical expenditure patterns while maintaining core programs that support student engagement and school connectedness.

To strengthen attendance intervention efforts, funding for Action 2.8 will increase by approximately $95,000 to support a temporary Independent Studies Clerk position. This position will assist students and families during periods of absence, coordinate independent study services, and help reduce learning loss associated with chronic absenteeism. The additional support is intended to address CAMSA's chronic absenteeism rate of 9%, which increased by 4.2 percentage points from the previous year. Additionally, funding for Action 2.10 will increase by approximately $40,000 to align with the number and cost of academic and incentive-based field trips provided during the 2025–2026 school year. These adjustments reflect CAMSA's continued commitment to improving attendance, increasing student engagement, promoting positive school climate, and ensuring students receive the supports necessary to succeed academically and socially.

**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** | Health Services | CAMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and any other areas that need professional development. The nurses will be trained by the Director of Health Services who will ensure that services are principally directed to unduplicated pupils.<br><br>Priority 5<br>EL Roadmap Principle 3 (B) | $120,292.00 | Yes |
| **2.3** | Vice Principal | CAMSA will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students. Additional duties will include providing additional services such as<br>increased connection and outreach to families of unduplicated students. The vice principal will serve as a parent liaison and will monitor attendance and discipline to ensure that students feel connected to school.<br>Priority 5, 6<br>Roadmap Principles 1 (C, D) | $172,246.00 | Yes |
| **2.4** | Campus Security | The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas. Additional duties include participation in-home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils.<br>Priority 6<br>Roadmap Principles 1 (C, D) | $285,459.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.5** | Positive School Climate | CAMSA will promote a positive school culture by providing culture-building activities for students, staff, and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Services will be principally directed and special focus will be placed on recruiting unduplicated pupils and their parents.<br>Priority 6<br>Roadmap Principles 1 (C, D) | $50,000.00 | Yes |
| **2.6** | Parent Involvement | CAMSA will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Services will be principally directed with special focus placed on recruiting unduplicated pupils and parents.<br>Priority 5, 6<br>Roadmap Principles 1 (C, D | $3,000.00 | Yes |
| **2.7** | Behavior Intervention Instructor | CAMSA will employ and train 2 intervention teachers to support MTSS and provide the Tier 2 behavior intervention. Services will be principally directed for unduplicated pupils.<br>Priority 5 6<br>Roadmap Principles 1 (C) | $311,462.00 | Yes |
| **2.8** | MTSS | CAMSA will make every effort to create a positive learning environment and will support activities that promote a positive school climate. Meetings will be held to help determine what can be done and to also determine how to offer activities that promote a positive culture for staff, students, and parents to ensure connectedness to school. This will be an effort to reduce chronic absentee rates and increase attendance. Services will be principally directed to unduplicated pupils. CAMSA will also employ a temporary Independent Studies clerk to assist students and families with independent studies and provide families with additional support to minimize learning loss when a child is absent.<br>Priority 6 | $99,606.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Roadmap Principle 1 (D | | |
| **2.9** | School Safety | The Director of safety will work with school and district administrators and SROs to ensure that the district safety policies are successfully implemented and that all campuses monitor and implement their comprehensive safe school plants. The Director will monitor unduplicated subgroups of students to ensure that they have a safe and secure learning environment during school and are connected to community outreach services outside of the school.this action is provided as an LEA wide basis because all students will benefit from a safe and secure learning environment, positive discipline, and resources to feel connected to school<br>Priority 5, 6<br>Roadmap Principles 1 (C, D) | $37,631.00 | Yes |
| **2.10** | Academic Incentives and Academic Field Trips | CAMSA will focus on increasing attendance rates and improving positive behavior. The school will provide academic incentives and academic incentive field trips for all students, with a special focus on unduplicated students. Additionally, CAMSA will encourage students to actively participate in learning opportunities outside of school hours through enrichment activities, extended learning programs, and academic support opportunities designed to strengthen student engagement and achievement.<br>Priority 5, 6<br>Roadmap Principles 1 (C), 2 (C) | $100,000.00 | Yes |
| **2.11** | Additional Student Supports | CAMSA will support unduplicated pupils that demonstrate a need for personal care items. The school will take care of clothing, health needs, dental and eye wear for unduplicated students in high need.<br>Priority 5, 6<br>Roadmap Principles 1 (C, D) | $2,000.00 | Yes |
| **2.12** | Mental Health and Social Emotional | CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Learning | name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success. The social worker will prioritize services to unduplicated<br>pupils.<br>Roadmap Principles 1 (C, D) | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Cecil Avenue Math & Science Academy will continue in establishing a 21st Century learning community, fostering a dynamic synergy between students and parents. This endeavor will cultivate a culture ripe with avenues for progression, facilitating expanded access to a diverse array of academic disciplines, spanning Science, Technology, Engineering, Arts, and Mathematics (STEAM), while concurrently championing heightened levels of parental involvement. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Drawing from analyses of state and local assessment data, educational partner feedback, classroom observations, and student performance measures, CAMSA continues to recognize the importance of providing engaging, rigorous, and equitable learning opportunities for all students, with particular attention to unduplicated student groups and students requiring additional academic support. Feedback from parents, students, and staff consistently highlights the value of hands-on learning experiences, STEAM education, enrichment opportunities, and real-world applications that increase student engagement and academic achievement. As a result, CAMSA remains committed to expanding access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) experiences through project-based learning, enrichment activities, AVID strategies, extended learning opportunities, and family engagement events.

Analysis of the 2025 California Science Test (CAST) demonstrates the positive impact of these efforts. Overall, CAMSA students performed 45.3 points above standard and improved by 3.5 points from the previous year. English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities all demonstrated academic growth, with English Learners improving by 5.9 points. While Long-Term English Learners also showed improvement, they remain within the Orange performance level, indicating a continued need for targeted support and intervention. These results reinforce the effectiveness of CAMSA's current instructional programs and highlight the importance of sustaining and expanding STEAM-focused opportunities to promote academic success, student engagement, and college and career readiness for all students.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Priority 3(a) - the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by review of participation logs. | Based on sign in sheets, CAMSA had a significant increase in parent participation. 25% of our parents attended at least 1 parent engagement activity. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, back to school night, cookie night, paint night, Pandulce with the principal etc | Based on sign in sheets for the 2024-2025 school year, CAMSA had a decrease in parent participation. 20% of our parents attended at least 1 parent engagement activity. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, back to school night. | Based on sign in sheets for the 2025-2026 school year, CAMSA had a decrease in parent participation. 23% of our parents attended at least 1 parent engagement activity. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, back to school night. | Desired outcome for 2026-2027 is a continued effort to increase parent participation by 10% each year and to survey parents as to the effectiveness of the activities. | -2% |
| 3.2 | Priority 3(b) - how the school district will promote parental participation in programs for low income, English learner and foster youth pupils as measured by a review of attendance logs | English and Spanish parent surveys were provided to all parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited to attend, including the parents of unduplicated pupils. | For the 2024-2025 school year, English and Spanish parent surveys were provided to all parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited | For the 2025-2026 school year, English and Spanish parent surveys were provided to all parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited | Desired outcome for 2026-2027 is to continue to meet with parents and provide them with opportunities to be involved in their child's school site activities and meetings. Having at least a 30% parent participation rate will be our continued goal with a continued special emphasis | No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | to attend, including the parents of unduplicated pupils. | to attend, including the parents of unduplicated pupils. | being placed on inviting and promoting the participation of parents of unduplicated pupils and parents of children with disabilities. | |
| 3.3 | Priority 3(c) - how the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs. | Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents. | For the 2024-2025 school year, 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents. | For the 2025-2026 school year, 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents. | Desired outcome for the 2026-2027 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents. | No Change |
| 3.4 | Priority 7(a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the | 100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses. | For the 2024-2025 school year 100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. | For the 2025-2026 school year 100% of students had access to ELA, Math, Science, Social Studies, PE, | Desired outcome for the 2026-2027 school year is 100% as evidenced by the Williams Settlement report. | No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | adopted course of study for grades 7-12 as applicable as measured by daily master schedules. | | | | | |
| 3.5 | Priority 7(b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data. | 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records. | For the 2024-2025 School year, 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records. | For the 2025-2026 School year, 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance | Desired outcome for 2026-2027 is to continue to have 100% access for all students as evidenced by sign sheets and class rosters and attendance records. | No Change |
| 3.6 | Priority 7(c) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with | 100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including | For the 2024-2025 school year, 100% of unduplicated pupils, including students with exceptional needs, | For the 2025-2026 school year, 100% of unduplicated pupils, including students with exceptional needs, | Desired outcome for 2026-2027 is to continue to have 100% access for all students. Evidenced through class schedules | No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | exceptional needs as measured by program enrollment data | access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records | have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records | have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records | and program attendance records. | |
| 3.7 | Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as | Current local data:<br>All Students<br><br>STAR Reading - On/Above Grade Level : 21%<br>Near Grade Level: 18%<br>Below Grade Level: 21%<br>Far Below Grade Level: 40%<br><br>STAR Math<br>On/Above Grade Level: 30%<br>Near Grade Level: 15%<br>Below Grade Level: 22%<br>Far Below Grade Level: 33%<br><br>CA Healthy Kids Survey: Percentage of students who reported | Current local data:<br>All Students<br><br>STAR Reading<br>On/Above Grade Level : 41%<br>Near Grade Level: 16%<br>Below Grade Level: 20%<br>Far Below Grade Level: 23%<br><br>STAR Math<br>On/Above Grade Level: 40%<br>Near Grade Level: 18%<br>Below Grade Level: 21%<br>Far Below Grade Level: 22% | Current local data:<br>All Students<br><br>STAR Reading<br>On/Above Grade Level : 33%<br>Near Grade Level: 15%<br>Below Grade Level: 22%<br>Far Below Grade Level: 21%<br><br>STAR Math<br>On/Above Grade Level: 37%<br>Near Grade Level: 18%<br>Below Grade Level: 22%<br>Far Below Grade Level: 20% | Desired outcome for 2026-2027:<br><br>All Students<br><br>STAR Reading<br>On/Above Grade Level : 30%<br>Near Grade Level: 30%<br>Below Grade Level: 15%<br>Far Below Grade Level: 25%<br><br>STAR Math<br>On/Above Grade Level: 40%<br>Near Grade Level: 20%<br>Below Grade Level: 20%<br>Far Below Grade Level: 20% | STAR Reading<br>On/Above Grade Level : +12%<br>Near Grade Level: -3%<br>Below Grade Level: +1%<br>Far Below Grade Level: +19%<br><br>STAR Math<br>On/Above Grade Level: +7%<br>Near Grade Level: +3%<br>Below Grade Level: No Change<br>Far Below Grade Level: +13%<br><br>CA Healthy Kids Survey:<br>Percentage of students who |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | negative self image: 62% | CA Healthy Kids Survey: Percentage of students who reported negative self image: 62% | CA Healthy Kids Survey: Percentage of students who reported Life Satisfaction: 71% | CA Healthy Kids Survey: Percentage of students who reported Life Satisfaction: 75% | reported Life Satisfaction: 71% |

# 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.

CAMSA made every effort to successfully implement all actions associated with Goal 3. The following describes the successes, implementation outcomes, and any substantive differences experienced throughout the school year.

Action 3.1 – Visual and Performing Arts
This action was fully implemented. Under the leadership of Mrs. Perry-Reed, CAMSA's band program provided students with opportunities to learn musical instruments, develop artistic talents, and build confidence through performance. Participation in music also supported important life skills such as discipline, teamwork, focus, and self-expression. These opportunities contributed to a more balanced educational experience and expanded student access to the arts.

Action 3.2 – Family Engagement
This action was successfully implemented. CAMSA hosted family engagement events such as Math Night, Literacy Night, and Technology Night to strengthen parent involvement in student learning. These events provided families with practical tools and strategies to support their children at home while helping parents better understand classroom instruction and academic expectations. Family engagement efforts helped build stronger partnerships between the school and families.

Action 3.3 – Resource Clerk/Librarian
This action was fully implemented. The resource clerk and librarian supported parent involvement and student access to learning resources by organizing opportunities for families to participate in school activities before, during, and after school. Their efforts helped strengthen communication, increase access to resources, and build a stronger connection between families and the school community.

Action 3.4 – AVID Instruction/Elective Course
CAMSA successfully implemented this action by providing students with rigorous, evidence-based instruction in core academic subjects while also offering access to elective courses. These learning opportunities allowed students to explore their interests, strengthen

organization and study skills, and develop critical skills such as problem-solving, collaboration, and communication. AVID strategies and elective offerings supported preparation for high school, college, and future career pathways.

Action 3.5 – Technology Software
This action was fully implemented. CAMSA utilized instructional software to enhance classroom learning and provide additional academic support for students. These digital tools helped teachers deliver more engaging and interactive lessons, supported differentiated instruction, and provided students with opportunities to practice and strengthen academic skills. Technology software was used to support student achievement and address individual learning needs.

Action 3.6 – Technology Equipment and Infrastructure
CAMSA successfully implemented this action by continuing to invest in updated technology equipment and infrastructure, including computers, tablets, smart boards, and other classroom technology tools. These resources helped modernize instruction, improve student access to digital learning, and support effective teaching practices. Access to updated technology allowed students to engage with current tools that support college and career readiness.

Action 3.7 – STEAM Instruction
This action was fully implemented. Teachers received professional development and instructional materials to strengthen science instruction aligned with the Next Generation Science Standards (NGSS). CAMSA also expanded STEAM learning opportunities by integrating Science, Technology, Engineering, Arts, and Mathematics into classroom instruction and enrichment activities. These experiences encouraged creativity, innovation, critical thinking, and real-world problem solving.

Action 3.8 – Science Education/SCICON
CAMSA successfully implemented this action by providing sixth-grade students with outdoor science learning experiences through SCICON. This opportunity allowed students to participate in hands-on science instruction beyond the traditional classroom setting. The experience was especially valuable for underrepresented students, including English learners and students from low-income families, by expanding access to meaningful science enrichment opportunities.

Action 3.9 – Gifted and Talented Education
This action was fully implemented. CAMSA expanded its Gifted and Talented Education (GATE) program to increase access and participation for students from diverse backgrounds. The school worked to ensure that students had equitable opportunities to benefit from advanced academic experiences, enrichment activities, and higher-level learning opportunities. These efforts supported academic growth and strengthened access to rigorous instruction.

Action 3.10 – Biology
CAMSA successfully implemented this action by offering eighth-grade students the opportunity to take a high school-level biology course. Through engaging lessons, laboratory experiences, and supplemental instructional materials, students developed a stronger foundation in science and gained early exposure to high school-level coursework. This action supported college and career readiness while increasing access to rigorous academic opportunities.

Overall Implementation

All actions within Goal 3 were fully implemented throughout the school year. CAMSA experienced success across all action areas, including visual and performing arts, family engagement, AVID instruction, technology access, STEAM learning, science enrichment, GATE opportunities, and advanced coursework. These actions helped provide students with a balanced, engaging, and equitable educational experience while strengthening academic achievement, student engagement, family participation, and readiness for future learning opportunities.

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

CAMSA conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 3. Overall, expenditures remained closely aligned with the planned actions and services designed to provide students with enrichment opportunities, expanded access to technology, STEAM learning experiences, advanced coursework, and family engagement activities. The most significant variance occurred in Action 3.5, which was over-expended by approximately $10,000 due to the purchase of additional instructional software and technology resources needed to support classroom instruction, student learning, and teacher professional development. These investments enhanced access to digital learning tools and strengthened instructional delivery across content areas.

Action 3.6 was substantially under-expended because additional funding was allocated to this action during the budget development process, resulting in expenditures falling below the revised allocation. Action 3.7 was under-expended by approximately $49,000 due to fewer STEAM-related activities and expenditures occurring than originally anticipated during the school year. Action 3.9 was under-expended by approximately $7,000 because a portion of the GATE program expenditures were supported through an alternate funding source. Action 3.10 did not incur expenditures during the reporting period; however, the school anticipates utilizing the full budgeted amount to support Biology coursework and related instructional materials. Despite these expenditure variances, all actions and services outlined in Goal 3 were fully implemented as planned. Through strategic budget management and the coordination of multiple funding sources, CAMSA ensured that students continued to receive access to enrichment programs, technology resources, STEAM opportunities, advanced academic coursework, and family engagement activities throughout the school year.

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

**Action 3.1 – Visual and Performing Arts**
**Metrics: 3.4, 3.5, 3.6, 3.7**
Educational partner feedback and survey results continue to demonstrate the importance of providing students with access to visual and performing arts opportunities. Many families, particularly those of unduplicated pupils, indicated that access to music instruction and artistic enrichment outside of school is limited due to financial barriers. CAMSA's band program provides students with opportunities to develop creativity, confidence, self-expression, and collaboration skills while participating in a well-rounded educational experience. Continued investment in visual and performing arts ensures equitable access to enrichment opportunities that support student engagement and personal growth.

**Action 3.2 – Family Engagement**
**Metrics: 3.1, 3.2, 3.3**
Educational partner surveys and participation data highlight the importance of continuing family engagement opportunities that support student learning. Through events such as Math Night, Literacy Night, Education Night, and Technology Night, families gain valuable

strategies and resources to support academic achievement at home. Parents consistently express appreciation for opportunities to engage with the school and learn more about classroom instruction. Continued family engagement efforts will strengthen school-home partnerships and contribute to improved student outcomes.

**Action 3.3 – Resource Clerk/Librarian**
**Metrics: 3.1, 3.2, 3.3**
Parent participation and educational partner feedback indicate a continued need to strengthen communication and engagement with families, particularly unduplicated pupils. The Resource Clerk/Librarian supports family outreach, communication, and participation in school activities while providing students with access to academic resources and materials. These efforts help build stronger relationships between the school and families and increase opportunities for meaningful parent involvement in student learning.

**Action 3.4 – AVID Instruction/Elective Courses**
**Metrics: 3.4, 3.5, 3.6, 3.7**
Student achievement data and educational partner feedback support the continuation of AVID strategies and elective course offerings. These programs provide students with opportunities to strengthen organizational skills, communication, collaboration, critical thinking, and college and career readiness. Elective courses also allow students to explore personal interests while intervention opportunities provide targeted support for students who require additional academic assistance. Maintaining these opportunities ensures that students receive a balanced and engaging educational experience.

**Action 3.5 – Technology Software**
**Metric: 3.1**
Educational partner feedback consistently identifies technology access as an important component of student success. Survey data indicates that approximately 90% of parents believe CAMSA effectively provides students with access to technology and digital learning resources. Instructional software supports standards-based instruction, intervention efforts, and personalized learning opportunities while helping address learning gaps. Continued access to technology resources ensures that students, particularly unduplicated pupils, have equitable opportunities to engage with digital learning tools.

**Action 3.6 – Technology Equipment and Infrastructure**
**Metric: 3.1**
Parents, students, and staff continue to emphasize the importance of maintaining modern technology equipment and infrastructure to support effective instruction. Updated classroom technology provides students with access to current learning tools while allowing teachers to deliver engaging and interactive lessons. Technology resources also support collaboration, critical thinking, and college and career readiness skills that are essential for success in today's learning environment.

**Action 3.7 – STEAM Instruction**
**Metrics: 3.4, 3.5, 3.6, 3.7**
Educational partner feedback identified a strong desire for additional STEAM opportunities that promote hands-on learning, creativity, and real-world problem solving. Results from the California Science Test (CAST) demonstrate the effectiveness of these efforts. English-only students increased by 6.5 points to 47.8 points above standard, English Learners increased by 2.9 points to 29.9 points above standard, Recently Reclassified students increased by 6.8 points to 50.7 points above standard, and Long-Term English Learners increased by 2.9

points to 32.9 points above standard. These results indicate continued growth in science achievement and support the expansion of STEAM learning opportunities that engage students and strengthen academic outcomes.

**Action 3.8 – Science Education (SCICON)**
**Metrics: 3.4, 3.5, 3.6, 3.7**
Educational partners consistently identify SCICON as one of the school's most valuable enrichment opportunities. This outdoor science education experience provides students with hands-on learning opportunities that deepen their understanding of science concepts and environmental stewardship. SCICON complements classroom instruction while increasing student engagement, curiosity, and scientific inquiry. Continued participation in SCICON ensures that students have access to meaningful science experiences beyond the traditional classroom.

**Action 3.9 – Gifted and Talented Education (GATE)**
**Metrics: 3.4, 3.5, 3.6, 3.7**
Educational partner feedback supports the continuation and expansion of advanced learning opportunities for students. CAMSA remains committed to providing equitable access to GATE services and enrichment opportunities, particularly for unduplicated pupils. Through rigorous coursework, higher-level thinking activities, and enrichment experiences, students are able to strengthen academic skills, problem-solving abilities, and critical thinking. Continued investment in GATE programming helps ensure that advanced learners are challenged and supported.

**Action 3.10 – Biology**
**Metrics: 3.4, 3.5, 3.6, 3.7**
Student achievement data and educational partner feedback support continued access to advanced science coursework. The Biology program provides eighth-grade students with the opportunity to engage in rigorous, high school-level science instruction while developing foundational knowledge and laboratory skills. Through hands-on learning experiences and challenging coursework, students strengthen their scientific understanding and prepare for future academic success. Continued access to Biology supports college and career readiness while expanding advanced learning opportunities for all students.

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.

Cecil Avenue Math and Science Academy plans several funding adjustments for Goal 3 based on prior expenditures, staffing changes, program participation, and the strategic use of alternative funding sources. Funding for Action 3.1 will be reduced due to the retirement of a veteran teacher, with the final adjustment amount still being determined. Action 3.3 will receive a slight increase to reflect salary and benefit adjustments associated with the Resource Clerk/Librarian position, ensuring continued support for student access to resources and family engagement activities.

Funding for STEAM instruction will be adjusted to better align with actual program expenditures. Action 3.7 will be reduced by approximately $35,000 due to lower-than-anticipated costs associated with STEAM activities and instructional materials during the previous school year. To support rising costs associated with science education and enrichment opportunities, funding for Action 3.8 will increase by approximately $10,000 to maintain student access to hands-on science experiences, including SCICON and other science-related learning opportunities.

Additionally, Action 3.9 will be reduced by approximately $7,000 because a portion of the expenditures associated with the GATE program will be supported through an alternate funding source.

CAMSA will also discontinue Action 3.10 as a separate Biology honors course. Beginning next year, students will participate in an integrated science program that incorporates advanced science concepts and Next Generation Science Standards (NGSS)-aligned instruction within the core science curriculum. Because the integrated science model does not require additional staffing, materials, or supplemental funding beyond the existing instructional program, no additional funding will be allocated for this action. These adjustments reflect CAMSA's commitment to maintaining high-quality enrichment opportunities, expanding access to advanced learning experiences, and ensuring that students continue to benefit from a well-rounded educational program that supports academic achievement, creativity, innovation, and college and career readiness.

**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** | Visual/Performing Arts | CAMSA will provide a well-rounded education and opportunities for students to experience the arts. The school will continue to fund a music teacher to promote the arts and expand participation in current programs to all students. The teacher will offer instruction and support in the following areas; music, visual and performing arts, and band.<br>Priority 7<br>Roadmap Principles 1 (C), 2 (C, D) | $157,109.00 | Yes |
| **3.2** | Family Engagement | CAMSA will enhance family engagement by offering opportunities such as Math Nights, Literacy Nights, Latino Family Literacy, Education Nights, Technology Nights, and other events aimed at encouraging families to actively participate in their child's educational experience. The school will make special efforts to include and engage parents of unduplicated pupils and will promote continued learning and academic support opportunities for families outside of regular school hours.<br>Priority 3<br>Roadmap Principles 1 (C, D) | $5,000.00 | Yes |
| **3.3** | Resource Clerk/Librarian | CAMSA will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees | $195,931.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will offer opportunities for parent involvement before, during, and after school such as extended library hours. Special efforts will be made to involve parents of unduplicated pupils.<br>Priority 3<br>Roadmap Principles 1 (C, D) | | |
| **3.4** | AVID Instruction/Elective Course | CAMSA will provide students the opportunities to have AVID instruction to prepare them for 21st Century learning. The school will provide training for teachers in AVID strategies, will provide all necessary materials and supplies as needed. The school will also provide elective courses for all students. Electives will include a plethora of subjects to provide students with a well-rounded educational experience. Special focus will be placed on unduplicated pupils.<br>Priority 7<br>EL Roadmap Principle 4(C) | $173,919.00 | Yes |
| **3.5** | Technology (Software) | CAMSA will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs.<br>Priority 7<br>Roadmap Principles 1 (C), 3 (B) | $15,000.00 | Yes |
| **3.6** | Technology equipment/ Infrastructure | CAMSA will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs.<br>Priority 7<br>Roadmap Principles 1 (C), 3 (B) | $457,131.00 | Yes |
| **3.7** | STEAM Instruction | CAMSA will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS will continue to promote the development and | $227,791.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair. Services will be principally directed and special focus will be placed on sites with greatest needs based on unduplicated pupil counts.<br>Priority 7<br>Roadmap Principles 2 (B, C, D), 3 (B) | | |
| **3.8** | Science Education - SCICON | CAMSA will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program.<br>Priority 7<br>Roadmap Principles 1 (C, D), 2 (D), 3 (D) | $40,000.00 | Yes |
| **3.9** | Gifted and Talented Education | CAMSA will enhance and expand student opportunities in GATE activities. The school is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The school has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the schools demographics, the majority of students participating in the GATE program are unduplicated Pupils.<br>Priority 7<br>Roadmap Principles 2 (B, C, D), 3 (B) | $1,000.00 | Yes |
| **3.10** | Biology | CAMSA will offer students an opportunity to receive high school level biology instruction through its comprehensive educational program. CAMSA will ensure students have access to engaging lessons, hands-on experiments, and supplementary materials. Through this initiative, CAMSA aims to equip students with the knowledge and skills necessary for success in biology and beyond.<br>Priority 7<br>Roadmap Principles 1 (C, D), 2 (D), 3 (D) | $20,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

**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 |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

**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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $2,459,069 | $299,370.00 |

**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 |
|---|---|---|---|
| 39.144% | 18.385% | $1,106,491.99 | 57.529% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Professional Development and Instruction<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 | This initiative will provide ongoing professional development and training opportunities to help staff strengthen instructional practices and better support Unduplicated Pupils and students with exceptional needs. Implemented on an LEA-wide basis, this action ensures all students benefit from high-quality instruction delivered by well-trained and effective educators. | Metric #: 1.4, 1.5, 1.6 |

| 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 |
|---|---|---|---|
| | points below standard. In Math they have scored as follows: English learners 81.9 points below, SED 70.3 points below, and Hispanic 69.8.<br><br>Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must continue to enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified.<br><br>**Scope:**<br>Schoolwide | | |
| **1.2** | **Action:**<br>Academic Counselor<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points below, SED 70.3 points below, and Hispanic 69.8. | Academic counselors will help identify Unduplicated Pupils who are at risk of academic failure and provide early, personalized guidance to support student success. In addition to strengthening students' academic foundation and helping them explore their interests, counselors will offer important emotional and social-emotional support to assist students in managing stress, peer relationships, and personal challenges during their middle school years. | Metric #: 1.2, 1.4, 1.5, 1.6 |

| 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 |
|---|---|---|---|
| | Feedback from educational partners via surveys indicates that students require additional support to access the core curriculum and achieve academic success. Intervention counselors will identify learning gaps in unduplicated students who are at risk of academic failure.<br><br>**Scope:**<br>Schoolwide | | |
| **1.3** | **Action:**<br>Site Resource Teacher<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points below, SED 70.3 points below, and Hispanic 69.8.<br><br>Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to | The Site Resource Teacher will provide targeted academic support and intervention services for students in grades 6–8 who are at risk academically. The teacher will monitor student progress, provide direct intervention in core content areas, and support the needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. In addition, the Site Resource Teacher will participate in parent engagement activities and collaborate with the site leadership team to support student achievement. These supplemental services will enhance the district's core instructional program and promote academic success for Unduplicated Pupils. | Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | address the professional development needs identified.<br><br>Teachers will be in need for ongoing professional development and specialized training to stay current with educational strategies and best practices. Continued access to diverse instructional resources and up-to-date technology is for enhancing teaching and learning experiences. A need for continued administrative support to handle logistics, clear communication with school leadership, and structured time for collaboration and planning with other educators. Managing a reasonable caseload, having dedicated space for instruction, and fostering a safe, inclusive environment are essential for effective student support.<br><br>**Scope:**<br>Schoolwide | | |
| **1.4** | **Action:**<br>Learning Coordinator<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points | The learning coordinator will provide professional development, training, data analysis, and instructional support to teachers to help ensure Unduplicated Pupils receive high-quality learning opportunities. This LEA-wide initiative benefits all students by strengthening instructional practices, supporting effective lesson planning, and using data analysis to identify learning gaps and guide targeted instruction. | Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 |

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| | below, SED 70.3 points below, and Hispanic 69.8.<br><br>Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 85% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified.<br><br>According to staff surveys, 10% of teachers reported needing better resources to support unduplicated pupils. Additionally, 15% expressed a need for more training and professional development to assist struggling students in their classrooms. Furthermore, 20% indicated a need for support in their instruction and in choosing supplemental curriculum and materials to aid unduplicated pupils.<br><br>**Scope:**<br>Schoolwide | | |
| **1.5** | **Action:**<br>Intervention Teacher/HIT Tutors<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below | The intervention teacher plays a vital role in supporting student achievement by providing targeted instruction and interventions in mathematics and English language arts to address specific learning gaps and academic challenges. Through diagnostic assessments, small group instruction, and individualized support, the | Metric #: 1.4, 1.6 |

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| | standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points below, SED 70.3 points below, and Hispanic 69.8.<br><br>LREBG funds will be utilized to support this action. A total of $327,195 LREBG carry over funds were directed to support this action. This action will be measured by metrics 1.4 and 1.6. This action is aligned with EC 32526 (2)(A) Identifies pupils in the greatest need of learning recovery supports and the interventions that the LEA has selected to address those pupils' needs pursuant to paragraph (2) of subdivision (c).<br><br>**Scope:**<br>Schoolwide | intervention teacher helps students build foundational skills, confidence, and academic success. Ongoing collaboration with classroom teachers and continuous progress monitoring ensure students receive consistent and effective support. Priority will be given to Unduplicated Pupils, including English learners, foster youth, and low-income students, to help close achievement gaps and promote equitable access to high-quality instruction and learning opportunities. | |
| **1.7** | **Action:**<br>6th Grade Teacher<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points | This action will provide smaller class sizes in 6th grade, improving student-to-teacher ratios and allowing teachers to deliver more individualized interventions and differentiated instruction. Grade span adjustment funding will target 6th grade classes with high populations of Unduplicated Pupils, while this LEA-wide action benefits all students through increased academic support and enhanced learning opportunities during the school day. | Metric #: 1.2, 1.5,1.6 |

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| | below, SED 70.3 points below, and Hispanic 69.8.<br><br>Based on input from educational partners, survey responses highlighted the need for class size reduction. Parent surveys indicated this need across all grade levels. The district will prioritize grade span adjustments for students with high concentrations of unduplicated pupils.<br><br>**Scope:**<br>Schoolwide | | |
| **1.8** | **Action:**<br>Physical Education Teacher<br><br>**Need:**<br>According to the California Healthy Kids Survey, 40% of middle school students reported being teased about their body appearance. Implementing physical fitness instruction in middle school will educate and motivate students to adopt a healthy, active lifestyle, positively impacting their mental health. Unduplicated students often lack access to gyms or sports teams after school due to program costs. Cecil Avenue Math & Science Academy is implementing targeted interventions to address these critical issues. Recognizing the impact of physical health on overall well-being and academic performance, the academy will introduce specialized programs focused on promoting healthy lifestyles and physical fitness. Concurrently, the school will enhance its social-emotional | This action will support Unduplicated Pupils by promoting healthy and active lifestyles while providing smaller class sizes in the upper grades to improve student-to-teacher ratios and allow for more individualized support and interventions. Grade span adjustment funding will target upper grade classes with high populations of unduplicated students, while this LEA-wide action benefits all students through increased opportunities for differentiated instruction and targeted academic support during the school day. | Metric #: 1.2, 1.5 |

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| | learning (SEL) initiatives to support students' mental and emotional health, fostering resilience, positive relationships, and self-awareness. By addressing both physical and emotional health, the academy aims to create a holistic and supportive environment that empowers students to thrive academically and personally.<br><br>Educational partner surveys reveal that 90% of parents believe CAMSA provides a safe and healthy environment for their children. Parents appreciate the efforts made by the school to foster a secure and nurturing atmosphere. They recognize the importance of physical activity in promoting overall well-being and strongly support the continuation and enhancement of programs that keep students active. By maintaining and possibly expanding these initiatives, parents hope to ensure that their children not only excel academically but also develop lifelong habits that contribute to a healthy lifestyle. This commitment to student wellness is seen as a vital component of CAMSA's mission, contributing to both the physical and mental health of the students.<br><br>**Scope:**<br>Schoolwide | | |
| **2.1** | **Action:**<br>Health Services<br><br>**Need:**<br>CAMSA has seen an increase in unduplicated students with medical needs requiring frequent | CAMSA will provide a nurse or health assistant on site to support students' medical and health needs during the school day, including administering medication, monitoring glucose levels, and addressing dietary and other medical concerns. This LEA-wide service helps ensure students, | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | monitoring and support. Staff require training to effectively address and identify these needs. Additionally, parents need assistance in monitoring their children's healthcare requirements throughout the school day to ensure they can fully participate in their educational experience. According to the California School Dashboard, the chronic absentee rate at CAMSA is 5%, more than double the pre-pandemic rate. It is crucial for CAMSA to identify health-related barriers contributing to this increase in chronic absenteeism.<br><br>According to feedback from Educational Partners, parents emphasized the district's need to offer health-related services tailored to their children's specific needs. Staff also underscored the necessity of improving health services and providing training for teachers to better identify health-related issues in the classroom.<br><br>**Scope:**<br>Schoolwide | particularly Unduplicated Pupils, have access to the health support necessary to remain safe, healthy, and engaged in learning. | |
| **2.3** | **Action:**<br>Vice Principal<br><br>**Need:**<br>CAMSA's chronic absenteeism rate is 5%, and its suspension rate is 1.41%. Educational partner surveys indicate that both parents and staff prioritize student safety. A significant 90% of parents express satisfaction with the school's provision of a safe and secure | The CAMSA Vice Principal will lead the attendance task force with a focus on supporting Unduplicated Pupils, particularly subgroup students identified in the Orange performance level on the California School Dashboard, including English learners, Hispanic students, homeless youth, and students with disabilities. This LEA-wide action is necessary because the majority of CAMSA's student population is unduplicated, and improving attendance is critical | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | learning environment. This reflects the school's responsiveness to past feedback, particularly regarding the deployment of our vice principal and the support of School Resource Officers (SROs).<br><br>**Scope:**<br>Schoolwide | to promoting academic success and student engagement. | |
| **2.4** | **Action:**<br>Campus Security<br><br>**Need:**<br>According to discussions and surveys from educational partner meetings, school safety is a top priority. 90% of our educational partners want a secure campus and a positive learning environment. Currently, CAMSA's chronic absenteeism rate is 5%, and its suspension rate is 1.41%<br><br>**Scope:**<br>Schoolwide | A safe and secure learning environment is essential for helping Unduplicated Pupils achieve their highest academic potential. By providing these supports on an LEA-wide basis, CAMSA promotes a positive, inclusive, and secure school climate that allows all students to feel supported, remain engaged in learning, and focus on academic success. | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |
| **2.5** | **Action:**<br>Positive School Climate<br><br>**Need:**<br>Discussions and surveys from educational partner meetings highlight that maintaining a positive school culture is crucial for academic success. Educational partners emphasize the need for CAMSA to provide a safe and supportive learning environment. Currently, CAMSA's chronic absenteeism rate is 5%, and | Creating a positive learning environment is essential to helping Unduplicated Pupils succeed academically, socially, and emotionally. This LEA-wide initiative promotes student engagement, confidence, safety, and a strong sense of belonging while ensuring students receive equitable support and opportunities to thrive. By fostering an inclusive and supportive school climate, CAMSA aims to address the diverse needs of students and create conditions that | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | the suspension rate is 1.41%, indicating areas for improvement to foster a more positive school culture.<br><br>**Scope:**<br>Schoolwide | encourage academic growth and overall student success. | |
| **2.6** | **Action:**<br>Parent Involvement<br><br>**Need:**<br>Cecil Avenue Math and Science Academy only had approximately 5% of parents engaging in school events. This low participation rate highlights the importance of fostering stronger partnerships between the school and parents to enhance student success and overall school community involvement.<br>Discussions with educational partners highlighted the necessity to boost parent involvement, particularly among unduplicated pupils. They have expressed a desire for more opportunities to engage, such as Family Math Nights and student events, across all schools<br><br>**Scope:**<br>Schoolwide | Increased parental involvement strengthens home-school partnerships and supports student success by promoting academic support, positive behaviors, and a stronger sense of belonging. By implementing parent engagement initiatives schoolwide, all students benefit from equitable access to family support and meaningful opportunities that help them thrive academically, socially, and emotionally. | Metric #: 2.8 |
| **2.7** | **Action:**<br>Behavior Intervention Instructor<br><br>**Need:**<br>Unduplicated Students will benefit from a tailored curriculum designed to address behavioral challenges effectively. In addition to | The CAMSA Academic Behavior Intervention Teacher will support site administration in addressing student behavior challenges by providing Tier 2 behavior interventions and helping redirect student decision-making. These services are designed to identify and address specific behaviors and triggers within the classroom | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | a specialized curriculum, they will receive individualized support from the school's Academic Behavior Intervention instructor. These services aim to identify and address specific behaviors and triggers that may arise in the classroom environment. This approach ensures that students receive the targeted support they need to succeed academically and socially.<br><br>Educational partners have emphasized the need to address challenging student behavior, as both staff and parents have raised concerns. This class will focus on Tier 2 behavior interventions for students who have not responded successfully to the school's MTSS program efforts.<br><br>**Scope:**<br>Schoolwide | environment, ensuring students receive targeted academic, behavioral, and social-emotional support needed for success. | |
| **2.8** | **Action:**<br>MTSS<br><br>**Need:**<br>The School Climate Survey indicates that unduplicated pupils need stronger support in the areas of school connectedness, cultural acceptance, safety, and social-emotional well-being. Many students reported that they do not always feel connected to school, included by peers, or excited about attending school. Students also expressed concerns about fairness, peer respect, bullying, and physical safety on campus. Students with disabilities (IEP students) and other vulnerable subgroups | CAMSA's commitment to fostering a positive learning environment through student, staff, and parent engagement activities supports a strong and inclusive school climate. These initiatives help increase student connectedness, improve attendance, reduce chronic absenteeism, and promote academic success, particularly for Unduplicated Pupils by ensuring equitable access to meaningful support and engagement opportunities. | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | consistently reported lower perceptions of belonging, support, and inclusion compared to their peers. The survey further suggests a need for improved positive behavior systems, stronger adult-student relationships, and targeted social-emotional supports to help students feel safe, respected, and successful at school.<br><br>Per educational partner meeting discussions and surveys, maintaining a positive school culture is an essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment.<br><br>**Scope:**<br>Schoolwide | | |
| **2.9** | **Action:**<br>School Safety<br><br>**Need:**<br>According to discussions and surveys from educational partner meetings, school safety is a top priority. Partners want a secure campus and a positive learning environment. Currently, CAMSA's chronic absenteeism rate is 5%, and its suspension rate is 1.41%<br><br>**Scope:**<br>Schoolwide | Collaborating with the City of Delano and the Delano Police Department to maintain a School Resource Officer (SRO) supports a safe and secure learning environment for students, staff, and families. The SRO provides immediate assistance, promotes positive relationships with students, and delivers important school safety training and support, helping strengthen campus safety and overall student well-being. | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |
| **2.10** | **Action:**<br>Academic Incentives and Academic Field Trips | CAMSA’s focus on improving attendance and promoting positive behavior supports student | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | **Need:**<br>Students benefit from opportunities to connect classroom learning to real-world applications, helping deepen understanding, strengthen critical thinking, and increase engagement and motivation. Exposure to career pathways and higher education opportunities also helps students develop college and career readiness skills while encouraging lifelong learning and problem-solving. Additionally, educational partner surveys indicated that over 90% of students and staff would like to maintain current activities and incentives, recognizing their importance in promoting student motivation, participation, and overall school engagement.<br><br>**Scope:**<br>Schoolwide | success by creating a safe, engaging, and supportive learning environment. Providing academic and incentive-based field trips enriches student learning through real-world experiences while increasing motivation, school connectedness, and equitable opportunities for Unduplicated Pupils and all students. | |
| **2.11** | **Action:**<br>Additional Student Supports<br><br>**Need:**<br>The current chronic absenteeism rate stands at 8%. Staff have identified that many students miss school due to lacking essential items such as appropriate clothing, shoes, and hygiene products. This initiative will ensure that all unduplicated pupils receive the necessary items to fully participate in their academic experience. Feedback from educational partners has highlighted the ongoing need to provide these resources for students. Additionally, staff surveys emphasize | This initiative will provide Unduplicated Pupils with essential support items such as shoes, clothing, hygiene products, and instructional supplies to help remove barriers to learning and improve school attendance. By offering these resources on an LEA-wide basis, the school ensures that all students in need have equitable access to the support necessary to fully participate in their educational program and achieve academic success. | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | the importance of removing any barriers that prevent students from attending school regularly.<br><br>Discussions with educational partners underscore the importance of continuing to provide these resources for students. Staff surveys highlight the necessity of removing barriers that prevent students from attending school regularly.<br><br>**Scope:**<br>Schoolwide | | |
| **2.12** | **Action:**<br>Mental Health and Social Emotional Learning<br><br>**Need:**<br>In the 2024-2025 school year, approximately 177 students reached out to our school social worker for guidance and social-emotional support. This highlights the crucial role of the social worker in providing assistance to students in need, addressing their emotional well-being, and helping them navigate various challenges they may face during their academic journey.<br><br>Educational partners have conveyed that parents strongly advocate for their children to receive mental health support at home. Parents have emphasized the importance of students learning how to express their feelings as an integral part of their educational experience. | Prioritizing services for Unduplicated Pupils promotes equity and ensures students receive the support needed to succeed academically, socially, and emotionally. Employing a school Social Worker helps foster a positive school climate by providing support for challenges related to home life, social pressures, and academic stress. Through student groups, parent meetings, and collaboration with teachers, the Social Worker strengthens communication between home and school while helping students feel supported, engaged, and motivated to achieve academic success. | Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 |

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| | **Scope:**<br>Schoolwide | | |
| **3.1** | **Action:**<br>Visual/Performing Arts<br><br>**Need:**<br>Educational partner feedback gathered through surveys and discussions identified a need to expand visual and performing arts opportunities for Unduplicated Pupils. Parents shared concerns that many families are unable to afford private lessons, instruments, or extracurricular arts programs, limiting students' access to creative enrichment opportunities outside of school. As a result, the school plays a critical role in providing equitable access to visual and performing arts experiences that foster creativity, self-expression, collaboration, and student engagement. Expanding these opportunities will help ensure all students have access to a well-rounded education that supports both academic and social-emotional development.<br><br>**Scope:**<br>Schoolwide | This initiative will address the needs of Unduplicated Pupils by providing equitable access to visual and performing arts opportunities during and after the school day at no cost to families. By removing financial barriers such as the cost of private lessons, instruments, and extracurricular programs, students will have the opportunity to participate in enriching arts experiences that support creativity, self-expression, collaboration, and engagement. These services benefit all students by expanding access to high-quality visual and performing arts programs that contribute to a well-rounded education and support both academic and social-emotional growth. | Metric #: 3.4, 3.5, 3.6, 3.7 |
| **3.2** | **Action:**<br>Family Engagement<br><br>**Need:**<br>Educational partner feedback from the 2025–2026 LCAP parent stakeholder survey | CAMSA is committed to strengthening family engagement by providing meaningful opportunities for parents to actively participate in their child's education. Opportunities such as Math Nights, Literacy Nights, Latino Family Literacy sessions, Education Nights, and Technology workshops | Metric #: 3.1, 3.2, 3.3 |

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| | indicated a strong desire for additional parent engagement opportunities. Parents emphasized the importance of building stronger partnerships between home and school to better support student success, particularly for Unduplicated Pupils. Increased parent engagement activities can strengthen communication, collaboration, and trust while providing families with meaningful opportunities to participate in their child's education. By expanding workshops, family events, and involvement opportunities, the school can foster a more inclusive and supportive school community that promotes student achievement, well-being, and overall academic success.<br><br>**Scope:**<br>Schoolwide | allow families to build connections with the school while gaining valuable knowledge and resources to support student learning at home. Special emphasis will be placed on increasing participation among families of Unduplicated Pupils to ensure equitable access to engagement opportunities and educational support. By fostering strong partnerships between home and school, CAMSA seeks to promote student achievement, strengthen communication, and create a collaborative and inclusive school community that supports the success of all students. | |
| **3.3** | **Action:**<br>Resource Clerk/Librarian<br><br>**Need:**<br>Currently, approximately 10% of parents are engaged in parental involvement activities at the school site, with an even lower participation rate among parents of unduplicated pupils.<br>Discussions with educational partners have highlighted the need to boost parent involvement, particularly for parents of unduplicated pupils. They have requested more opportunities for engagement, such as Family Math Nights and student events. | This initiative will address the needs of Unduplicated Pupils by increasing and encouraging parent involvement in their child's educational experience. CAMSA's parent liaison will prioritize outreach and recruitment efforts to engage parents of Unduplicated Pupils in family engagement activities, workshops, and school events. By strengthening communication and building meaningful partnerships between home and school, families will be better equipped to support student learning and academic success. Although this action is principally directed toward Unduplicated Pupils and their families, it is provided on an LEA-wide basis because all students and families benefit from increased | Metric #: 3.1, 3.2, 3.3 |

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| | **Scope:**<br>Schoolwide | parent engagement and stronger school-community connections. | |
| **3.4** | **Action:**<br>AVID Instruction/Elective Course<br><br>**Need:**<br>Educational partner feedback from the 2025–2026 LCAP parent stakeholder survey highlighted the importance of continuing elective class opportunities for students, particularly for Unduplicated Pupils. Parents expressed a strong desire for students to have access to a variety of electives that allow them to explore their interests, talents, and career pathways. Elective courses support student engagement, creativity, critical thinking, and personal growth while promoting a well-rounded educational experience. By maintaining and expanding elective opportunities, the school can better meet the diverse needs and aspirations of students, increase student motivation and connectedness, and support overall academic achievement and lifelong success.<br><br>**Scope:**<br>Schoolwide | CAMSA is committed to providing Unduplicated Pupils with access to a well-rounded education through a variety of elective, enrichment, and intervention opportunities. Elective classes allow students to explore diverse interests, discover talents, and develop important academic, creative, and career-related skills that support personal growth and student engagement. In addition, intervention opportunities provide targeted academic support to ensure students receive the assistance needed to succeed. By offering a broad range of elective and support programs, CAMSA creates an inclusive and supportive learning environment that addresses the diverse needs of students while promoting academic achievement, confidence, and college and career readiness. | Metric #: 3.4, 3.5, 3.6, 3.7 |
| **3.5** | **Action:**<br>Technology (Software)<br><br>**Need:** | CAMSA's initiative to update and enhance school technology will provide significant benefits for students, particularly Unduplicated Pupils, by ensuring equitable access to modern educational tools and resources. Investments in software, | Metric #: 3.1 |

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| | Unduplicated pupils require access to technology programs to enrich their academic experience. These programs will equip students with the resources needed to meet the state's rigorous academic standards and provide tools to address gaps not covered by the adopted curriculum. Since unduplicated pupils may lack access to technology programs at home, it is crucial to offer these resources through school platforms and devices, enabling them to access their lessons remotely.<br>Educational partner feedback suggests that survey results highlight the importance of maintaining the school's commitment to providing each student with their own device. An overwhelming 94% of parents affirm that the school currently ensures adequate access to technology for students and should uphold this provision going forward.<br><br>**Scope:**<br>Schoolwide | hardware, infrastructure, and staff professional development will support engaging, technology-rich instruction that promotes digital literacy, critical thinking, collaboration, and problem-solving skills essential for success in the 21st century. Prioritizing full access to technology for Unduplicated Pupils helps reduce equity gaps and ensures that all students can fully participate in high-quality learning experiences. Through these efforts, CAMSA continues its commitment to providing an inclusive, innovative, and future-ready educational environment that supports academic achievement and college and career readiness for all students. | |
| **3.6** | **Action:**<br>Technology equipment/ Infrastructure<br><br>**Need:**<br>Educational partner feedback emphasized that up-to-date classroom technology is essential for enhancing learning experiences and preparing Unduplicated Pupils for success in a modern, technology-driven world. Access to current technology allows teachers to deliver engaging, interactive instruction that supports diverse learning styles, promotes personalized | CAMSA’s technology initiative enhances teaching and learning by providing students and staff with access to modern software, hardware, and digital resources. By prioritizing equitable access for Unduplicated Pupils, the school promotes digital literacy, critical thinking, and college and career readiness while ensuring all students can benefit from high-quality, technology-rich learning experiences. | Metric #: 3.1 |

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| | learning, and strengthens collaboration, critical thinking, creativity, and problem-solving skills. Additionally, modern technology expands access to global resources and real-world learning opportunities, helping create innovative learning environments that foster student engagement, curiosity, and lifelong learning.<br><br>**Scope:**<br>Schoolwide | | |
| **3.7** | **Action:**<br>STEAM Instruction<br><br>**Need:**<br>The 2025 CAST Science Report shows that Cecil Avenue Middle School students performed above standard overall in science, with all students scoring 45.3 points above standard and improving by 3.5 points from the previous year. English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities all showed growth, with English Learners improving by 5.9 points. Long-Term English Learners also improved but remained in the Orange performance level, indicating they still need additional academic support. Overall, the report reflects positive growth in science achievement across most student groups while highlighting the continued need for targeted interventions for vulnerable student populations. | STEAM instruction will provide Unduplicated Pupils with engaging, hands-on learning opportunities that strengthen their understanding of science, technology, engineering, arts, and mathematics concepts. These experiences are intended to increase student engagement, improve science achievement, and support growth on the CAST assessment while benefiting all students through expanded access to high-quality STEAM learning opportunities. | Metric #: 3.4, 3.5, 3.6, 3.7 |

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|---|---|---|---|
| | **Scope:**<br>Schoolwide | | |
| **3.8** | **Action:**<br>Science Education - SCICON<br><br>**Need:**<br>Scicon is highly valued for its role in enhancing students' understanding and appreciation of science and nature through immersive outdoor education experiences. Educational partners consistently emphasize the program's positive impact in fostering curiosity, scientific inquiry, collaboration, and environmental stewardship among students. Scicon effectively complements classroom instruction by providing hands-on learning opportunities that deepen student engagement and strengthen real-world connections to science concepts. Discussions with educational partners have reinforced the importance of continuing to provide this enriching experience for 6th grade students, and there is strong consensus to maintain student participation in the program.<br><br>**Scope:**<br>LEA-wide | CAMSA remains committed to supporting sixth-grade students' participation in the Scicon outdoor science camp to ensure Unduplicated Pupils have equitable access to enriching, hands-on science learning experiences. Participation in Scicon promotes scientific literacy, critical thinking, collaboration, and environmental awareness while strengthening connections between classroom learning and real-world applications. | Metric #:3.4, 3.5, 3.6, 3.7 |
| **3.9** | **Action:**<br>Gifted and Talented Education<br><br>**Need:**<br>The 2025 CAST Science Report shows that Cecil Avenue Middle School students performed above standard overall in science, | Unduplicated Pupils demonstrate diverse academic needs, including enrichment opportunities for the 80% of GATE students who benefit from advanced learning experiences during and beyond the school day. This district-wide initiative provides all students with enriched instruction and opportunities to apply icons of | Metric #: 3.4, 3.5, 3.6, 3.7 |

| 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 |
|---|---|---|---|
| | with all students scoring 45.3 points above standard and improving by 3.5 points from the previous year. English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities all showed growth, with English Learners improving by 5.9 points. Long-Term English Learners also improved but remained in the Orange performance level, indicating they still need additional academic support. Overall, the report reflects positive growth in science achievement across most student groups while highlighting the continued need for targeted interventions for vulnerable student populations.<br><br>**Scope:**<br>Schoolwide | depth and complexity to enhance critical thinking, creativity, and deeper learning. | |
| **3.10** | **Action:**<br>Biology<br><br>**Need:**<br>The 2025 CAST Science Report shows that Cecil Avenue Middle School students performed above standard overall in science, with all students scoring 45.3 points above standard and improving by 3.5 points from the previous year. English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities all showed growth, with English Learners improving by 5.9 points. Long-Term English Learners also improved but remained in the Orange performance level, indicating they still need additional academic support. Overall, the | This action provides students with foundational biology knowledge that supports success on the California Science Test (CAST) and strengthens overall science achievement. Through the study of life sciences, including ecosystems, genetics, cellular structures, and human biology, students develop critical thinking, problem-solving, and analytical skills while deepening their understanding of scientific concepts. These learning experiences also foster curiosity, engagement, and a greater appreciation for the natural world, helping prepare students for future academic and career opportunities in science-related fields. | Metric #: 3.4, 3.5, 3.6, 3.7 |

| 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 |
|---|---|---|---|
| | report reflects positive growth in science achievement across most student groups while highlighting the continued need for targeted interventions for vulnerable student populations.career success.<br><br>**Scope:**<br>Schoolwide | | |

## *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 |
|---|---|---|---|
| **1.9** | **Action:**<br>English Learner Support<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points below, SED 70.3 points below, and Hispanic 69.8. | This action will provide supplemental instructional materials to ensure Unduplicated Pupils have full access to high-quality curriculum and instruction. Although principally directed toward Unduplicated Pupils, this LEA-wide action benefits all students by supporting a rigorous and engaging educational program with enhanced learning resources. | Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Based on educational partner feedback via surveys, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys supplemental instructional materials that will allow them to scaffold instruction and provide students access to state standards in ELA and Math.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1.10** | **Action:**<br>Long Term English Learners<br><br>**Need:**<br>According to the California School Dashboard, all students are performing 14 points below standard in ELA and 65.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 26.6 points below, SED 17.9 points below, Hispanic 17.8 points below standard. In Math they have scored as follows: English learners 81.9 points below, SED 70.3 points below, and Hispanic 69.8.<br><br>CAMSA has a total of 179 Long Term English Learners. This group of students are performing below the other subgroups in both ELA and Math.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | This action will address the specific needs of Long-Term English Learners (LTELs) by supporting effective language acquisition, English language mastery, and progress toward reclassification. The Site Resource Teacher will closely monitor LTEL student progress, identify areas of need, and collaborate with site administrators and teachers to provide targeted interventions and academic support to help LTELs achieve success. | Metrics # 1.5, 1.6, 1.7, 1.8 |

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

## Additional Concentration Grant Funding

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

Cecil Avenue Math and Science Academy used additional grant funding by implementing the following actions:
1.2 - CAMSA hired an Academic Counselor to assist with at risk unduplicated students are meeting their academic potential
1.3 - Resource Teacher provides direct services to students through targeted professional development for staff and serves as a resource for intervention support, particularly
benefiting English learners and students with exceptional needs.
1.4 - Learning Coordinator provides direct services through enhanced professional development and curriculum support that directly impacts instruction for unduplicated student
populations.
1.5 - CAMSA has hired math and reading intervention teachers to provide direct support to students in reading and math intervention.
1.8 - CAMSA has added an additional PE teacher to provide specialized services for students to increase their physical activity and improve their social emotional learning
1.10 - Resource Teacher supports in monitoring LTELs closely to identify deficits and provide training to the teachers on how to address the deficits.
2.1 - Health Services - CAMSA employs a nurse and health assistant to provide direct health services to students, addressing medical barriers that impact attendance and
learning.
2.3 - School Safety - The vice principal provides direct services to students through MTSS implementation, attendance monitoring, and creating a safe learning environment.

| **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 | N/A | 1 to 37 |

| 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 certificated staff providing direct services to students | N/A | 1 to 15 |

# 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 | 6,282,031.00 | 2,459,069 | 39.144% | 18.385% | 57.529% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,565,560.00 | $327,195.00 | $0.00 | $66,059.00 | $4,021,619.00 | $3,111,445.00 | $910,174.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development and Instruction | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $18,263.00 | $78,000.00 | $96,263.00 | | | | $96,263.00 | |
| 1 | 1.2 | Academic Counselor | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $180,550.00 | $0.00 | $180,550.00 | | | | $180,550.00 | |
| 1 | 1.3 | Site Resource Teacher | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $36,931.00 | $0.00 | $36,931.00 | | | | $36,931.00 | |
| 1 | 1.4 | Learning Coordinator | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $162,001.00 | $0.00 | $95,942.00 | | | $66,059.00 | $162,001.00 | |
| 1 | 1.5 | Intervention Teacher/HIT Tutors | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $608,003.00 | $0.00 | $280,808.00 | $327,195.00 | | | $608,003.00 | |
| 1 | 1.7 | 6th Grade Teacher | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $261,924.00 | $0.00 | $261,924.00 | | | | $261,924.00 | |
| 1 | 1.8 | Physical Education Teacher | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $176,370.00 | $0.00 | $176,370.00 | | | | $176,370.00 | |
| 1 | 1.9 | English Learner Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | July 27, 2026 - June 3, 2027 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.10 | Long Term English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | July 27, 2026 - June 3, 2027 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.1 | Health Services | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $115,292.00 | $5,000.00 | $120,292.00 | | | | $120,292.00 | |
| 2 | 2.3 | Vice Principal | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $172,246.00 | $0.00 | $172,246.00 | | | | $172,246.00 | |
| 2 | 2.4 | Campus Security | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $273,459.00 | $12,000.00 | $285,459.00 | | | | $285,459.00 | |
| 2 | 2.5 | Positive School Climate | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $50,000.00 | $50,000.00 | | | | $50,000.00 | |
| 2 | 2.6 | Parent Involvement | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $1,390.00 | $1,610.00 | $3,000.00 | | | | $3,000.00 | |
| 2 | 2.7 | Behavior Intervention Instructor | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $311,462.00 | $0.00 | $311,462.00 | | | | $311,462.00 | |
| 2 | 2.8 | MTSS | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $96,106.00 | $3,500.00 | $99,606.00 | | | | $99,606.00 | |
| 2 | 2.9 | School Safety | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $37,631.00 | $37,631.00 | | | | $37,631.00 | |
| 2 | 2.10 | Academic Incentives and Academic Field Trips | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $100,000.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.11 | Additional Student Supports | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| 2 | 2.12 | Mental Health and Social Emotional Learning | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth | | July 27, 2026 - June 3, 2027 | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.1 | Visual/Performing Arts | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $148,109.00 | $9,000.00 | $157,109.00 | | | | $157,109.00 | |
| 3 | 3.2 | Family Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 3 | 3.3 | Resource Clerk/Librarian | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $195,931.00 | $0.00 | $195,931.00 | | | | $195,931.00 | |
| 3 | 3.4 | AVID Instruction/Elective Course | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $133,919.00 | $40,000.00 | $173,919.00 | | | | $173,919.00 | |
| 3 | 3.5 | Technology (Software) | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | |
| 3 | 3.6 | Technology equipment/ Infrastructure | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $0.00 | $457,131.00 | $457,131.00 | | | | $457,131.00 | |
| 3 | 3.7 | STEAM Instruction | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $192,791.00 | $35,000.00 | $227,791.00 | | | | $227,791.00 | |
| 3 | 3.8 | Science Education - SCICON | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $6,088.00 | $33,912.00 | $40,000.00 | | | | $40,000.00 | |
| 3 | 3.9 | Gifted and Talented Education | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $610.00 | $390.00 | $1,000.00 | | | | $1,000.00 | |
| 3 | 3.10 | Biology | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | July 27, 2026 - June 3, 2027 | $20,000.00 | $0.00 | $20,000.00 | | | | $20,000.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 6,282,031.00 | 2,459,069 | 39.144% | 18.385% | 57.529% | $3,628,365.00 | 0.000% | 57.758 % | **Total:** | $3,628,365.00 |
| | | | | | | | | **LEA-wide Total:** | $40,000.00 |
| | | | | | | | | **Limited Total:** | $20,000.00 |
| | | | | | | | | **Schoolwide Total:** | $3,568,365.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Professional Development and Instruction | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $96,263.00 | |
| **1** | **1.2** | Academic Counselor | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $180,550.00 | |
| **1** | **1.3** | Site Resource Teacher | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $36,931.00 | |
| **1** | **1.4** | Learning Coordinator | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $95,942.00 | |
| **1** | **1.5** | Intervention Teacher/HIT Tutors | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $280,808.00 | |
| **1** | **1.7** | 6th Grade Teacher | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $261,924.00 | |
| **1** | **1.8** | Physical Education Teacher | Yes | Schoolwide | English Learners<br>Foster Youth | | $176,370.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.9 | English Learner Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $10,000.00 | |
| 1 | 1.10 | Long Term English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $10,000.00 | |
| 2 | 2.1 | Health Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $120,292.00 | |
| 2 | 2.3 | Vice Principal | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $172,246.00 | |
| 2 | 2.4 | Campus Security | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $285,459.00 | |
| 2 | 2.5 | Positive School Climate | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $50,000.00 | |
| 2 | 2.6 | Parent Involvement | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $3,000.00 | |
| 2 | 2.7 | Behavior Intervention Instructor | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $311,462.00 | |
| 2 | 2.8 | MTSS | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $99,606.00 | |
| 2 | 2.9 | School Safety | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $37,631.00 | |
| 2 | 2.10 | Academic Incentives and Academic Field Trips | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $100,000.00 | |
| 2 | 2.11 | Additional Student Supports | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $2,000.00 | |
| 2 | 2.12 | Mental Health and Social Emotional | Yes | Schoolwide | English Learners<br>Foster Youth | | $5,000.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | Learning | | | Low Income | | | |
| 3 | 3.1 | Visual/Performing Arts | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $157,109.00 | |
| 3 | 3.2 | Family Engagement | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $5,000.00 | |
| 3 | 3.3 | Resource Clerk/Librarian | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $195,931.00 | |
| 3 | 3.4 | AVID Instruction/Elective Course | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $173,919.00 | |
| 3 | 3.5 | Technology (Software) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $15,000.00 | |
| 3 | 3.6 | Technology equipment/ Infrastructure | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $457,131.00 | |
| 3 | 3.7 | STEAM Instruction | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $227,791.00 | |
| 3 | 3.8 | Science Education - SCICON | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $40,000.00 | |
| 3 | 3.9 | Gifted and Talented Education | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $1,000.00 | |
| 3 | 3.10 | Biology | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $20,000.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,994,567.00 | $2,750,875.20 |

| 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** | Professional Development | Yes | $37,188.00 | $40,786.36 |
| **1** | **1.2** | Academic Counselor | Yes | $171,494.00 | $145.000 |
| **1** | **1.3** | Site Resource Teacher | Yes | $35,473.00 | $32,463.99 |
| **1** | **1.4** | Learning Coordinator | Yes | $132,118.00 | $80,857.52 |
| **1** | **1.5** | Intervention Teacher/HIT Tutors | Yes | $471,366.00 | $560,908 |
| **1** | **1.7** | 6th Grade Teacher | Yes | $239,526.00 | $210,606.59 |
| **1** | **1.8** | Physical Education Teacher | Yes | $110,906.00 | $138,854.03 |
| **1** | **1.9** | English Learner Support | Yes | $10,000.00 | $0 |
| **1** | **1.10** | Long Term English Learners | Yes | $10,000.00 | $0 |
| **2** | **2.1** | Health Services | Yes | $93,753.00 | $93,964.87 |
| **2** | **2.3** | Vice Principal | Yes | $160,382.00 | $150,004.03 |

| 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 | 2.4 | Campus Security | Yes | $177,974.00 | $233,954.39 |
| 2 | 2.5 | Positive School Climate | Yes | $20,000.00 | $34,,425.59 |
| 2 | 2.6 | Parent Involvement | Yes | $3,000.00 | $1092.94 |
| 2 | 2.7 | Behavior Intervention Instructor | Yes | $336,748.00 | $240,852.98 |
| 2 | 2.8 | MTSS Materials | Yes | $4,500.00 | $0 |
| 2 | 2.9 | School Safety | Yes | $15,000.00 | $2,111.37 |
| 2 | 2.10 | Academic and Incentive Field Trips | Yes | $60,000.00 | $60,255.00 |
| 2 | 2.11 | Additional Student Supports | Yes | $2,000.00 | $2,000 |
| 2 | 2.12 | Mental Health and Social Emotional Learning | Yes | $10,000.00 | $1,501.17 |
| 3 | 3.1 | Visual/Performing Arts | Yes | $201,000.00 | $160,787.70 |
| 3 | 3.2 | Family Engagement | Yes | $6,000.00 | $5,631.37 |
| 3 | 3.3 | Resource Clerk/Librarian | Yes | $183,000.00 | $168,324.14 |
| 3 | 3.4 | AVID Instruction/Elective Course | Yes | $130,000.00 | $126,109.75 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **3** | **3.5** | Technology (Software) | Yes | $7,500.00 | $17,474.82 |
| **3** | **3.6** | Technology equipment/ Infrastructure | Yes | $1,232,639.00 | $300,911.95 |
| **3** | **3.7** | STEAM Instruction | Yes | $75,000.00 | $28,320.67 |
| **3** | **3.8** | Science Education - SCICON | Yes | $30,000.00 | $38,300.97 |
| **3** | **3.9** | Gifted and Talented Education | Yes | $8,000.00 | $230.00 |
| **3** | **3.10** | Biology | Yes | $20,000.00 | $20,000 |

# 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) |
|---|---|---|---|---|---|---|
| 2,412,945.00 | $3,928,508.00 | $2,443,128.20 | $1,485,379.80 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development | Yes | $37,188.00 | $40,786.36 | | |
| 1 | 1.2 | Academic Counselor | Yes | $171,494.00 | $145.000 | | |
| 1 | 1.3 | Site Resource Teacher | Yes | $35,473.00 | $32,463.99 | | |
| 1 | 1.4 | Learning Coordinator | Yes | $66,059.00 | $80,857.52 | | |
| 1 | 1.5 | Intervention Teacher/HIT Tutors | Yes | $471,366.00 | $253,161 | | |
| 1 | 1.7 | 6th Grade Teacher | Yes | $239,526.00 | $210,606.59 | | |
| 1 | 1.8 | Physical Education Teacher | Yes | $110,906.00 | $138,854.03 | | |
| 1 | 1.9 | English Learner Support | Yes | $10,000.00 | $0 | | |
| 1 | 1.10 | Long Term English Learners | Yes | $10,000.00 | $0 | | |
| 2 | 2.1 | Health Services | Yes | $93,753.00 | $93,964.87 | | |
| 2 | 2.3 | Vice Principal | Yes | $160,382.00 | $150,004.03 | | |
| 2 | 2.4 | Campus Security | Yes | $177,974.00 | $233,954.39 | | |
| 2 | 2.5 | Positive School Climate | Yes | $20,000.00 | $34,,425.59 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| **2** | **2.6** | Parent Involvement | Yes | $3,000.00 | $1092.94 | | |
| **2** | **2.7** | Behavior Intervention Instructor | Yes | $336,748.00 | $240,852.98 | | |
| **2** | **2.8** | MTSS Materials | Yes | $4,500.00 | $0 | | |
| **2** | **2.9** | School Safety | Yes | $15,000.00 | $2,111.37 | | |
| **2** | **2.10** | Academic and Incentive Field Trips | Yes | $60,000.00 | $60,255.00 | | |
| **2** | **2.11** | Additional Student Supports | Yes | $2,000.00 | $2,000 | | |
| **2** | **2.12** | Mental Health and Social Emotional Learning | Yes | $10,000.00 | $1,501.17 | | |
| **3** | **3.1** | Visual/Performing Arts | Yes | $201,000.00 | $160,787.70 | | |
| **3** | **3.2** | Family Engagement | Yes | $6,000.00 | $5,631.37 | | |
| **3** | **3.3** | Resource Clerk/Librarian | Yes | $183,000.00 | $168,324.14 | | |
| **3** | **3.4** | AVID Instruction/Elective Course | Yes | $130,000.00 | $126,109.75 | | |
| **3** | **3.5** | Technology (Software) | Yes | $7,500.00 | $17,474.82 | | |
| **3** | **3.6** | Technology equipment/ Infrastructure | Yes | $1,232,639.00 | $300,911.95 | | |
| **3** | **3.7** | STEAM Instruction | Yes | $75,000.00 | $28,320.67 | | |
| **3** | **3.8** | Science Education - SCICON | Yes | $30,000.00 | $38,300.97 | | |
| **3** | **3.9** | Gifted and Talented Education | Yes | $8,000.00 | $230.00 | | |
| **3** | **3.10** | Biology | Yes | $20,000.00 | $20,000 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 6,018,294.00 | 2,412,945.00 | 18.887 | 58.981% | $2,443,128.20 | 0.000% | 40.595% | $1,106,491.99 | 18.385% |

# 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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