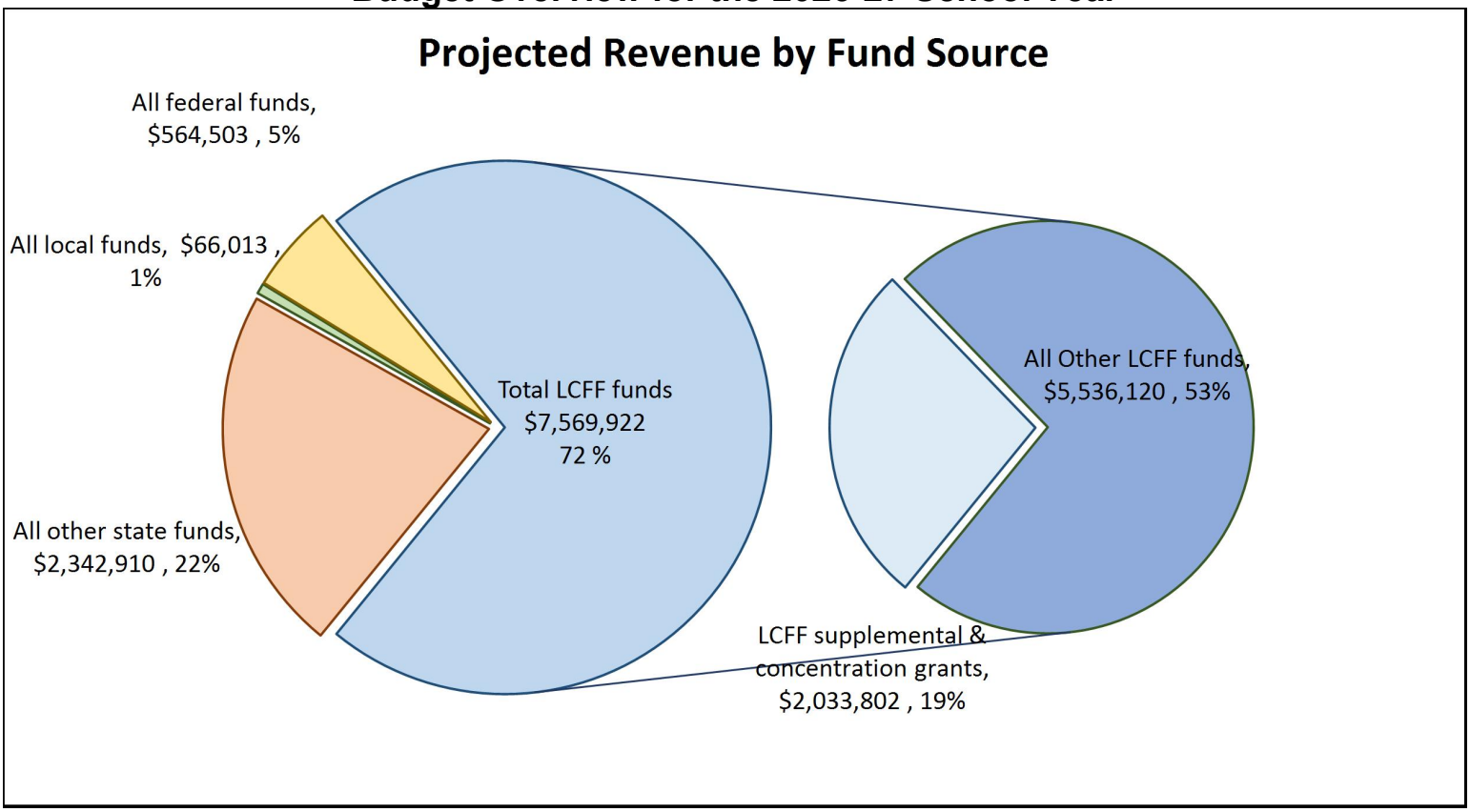
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha: Blanca Alvarado School
CDS Code: 43693690125526
School Year: 2026-27
LEA contact information:
Jin Yun
Principal

(408) 780-0831

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

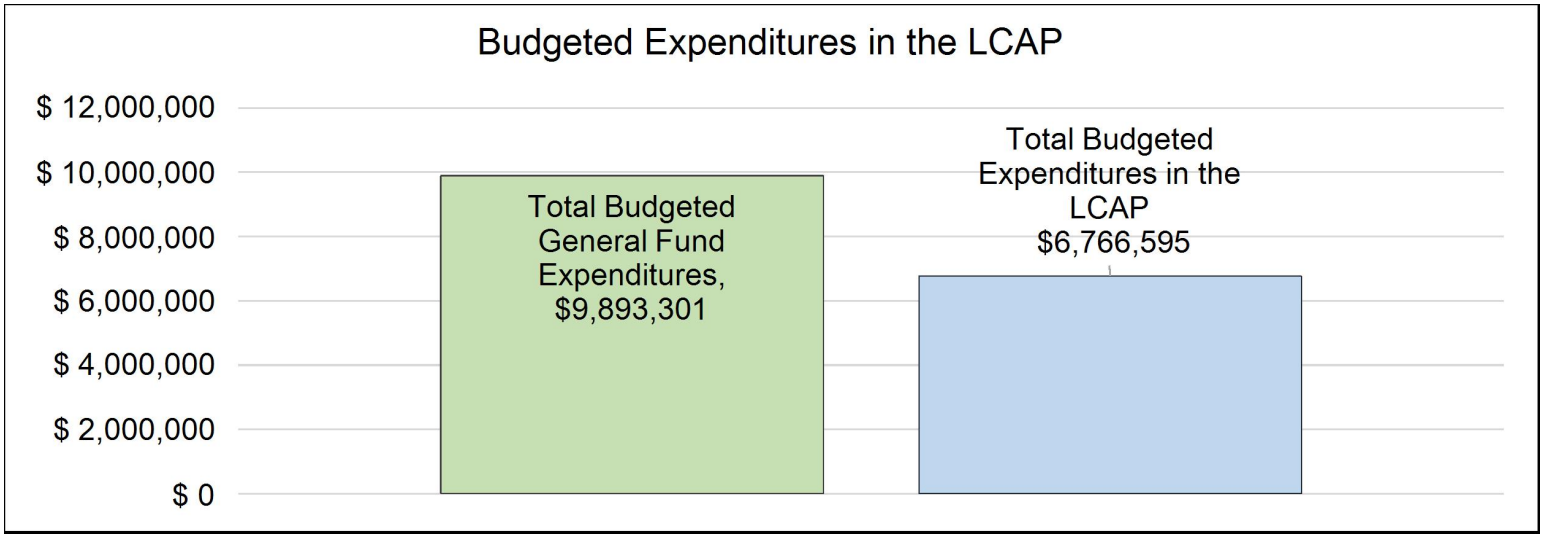


This chart shows the total general purpose revenue Alpha: Blanca Alvarado School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpha: Blanca Alvarado School is $10,543,348, of which $7,569,922 is Local Control Funding Formula (LCFF), $2,342,910 is other state funds, $66,013 is local funds, and $564,503 is federal funds. Of the $7,569,922 in LCFF Funds, $2,033,802 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 Alpha: Blanca Alvarado School 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: Alpha: Blanca Alvarado School plans to spend $9,893,301 for the 2026-27 school year. Of that amount, $6,766,595 is tied to actions/services in the LCAP and $3,126,706 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

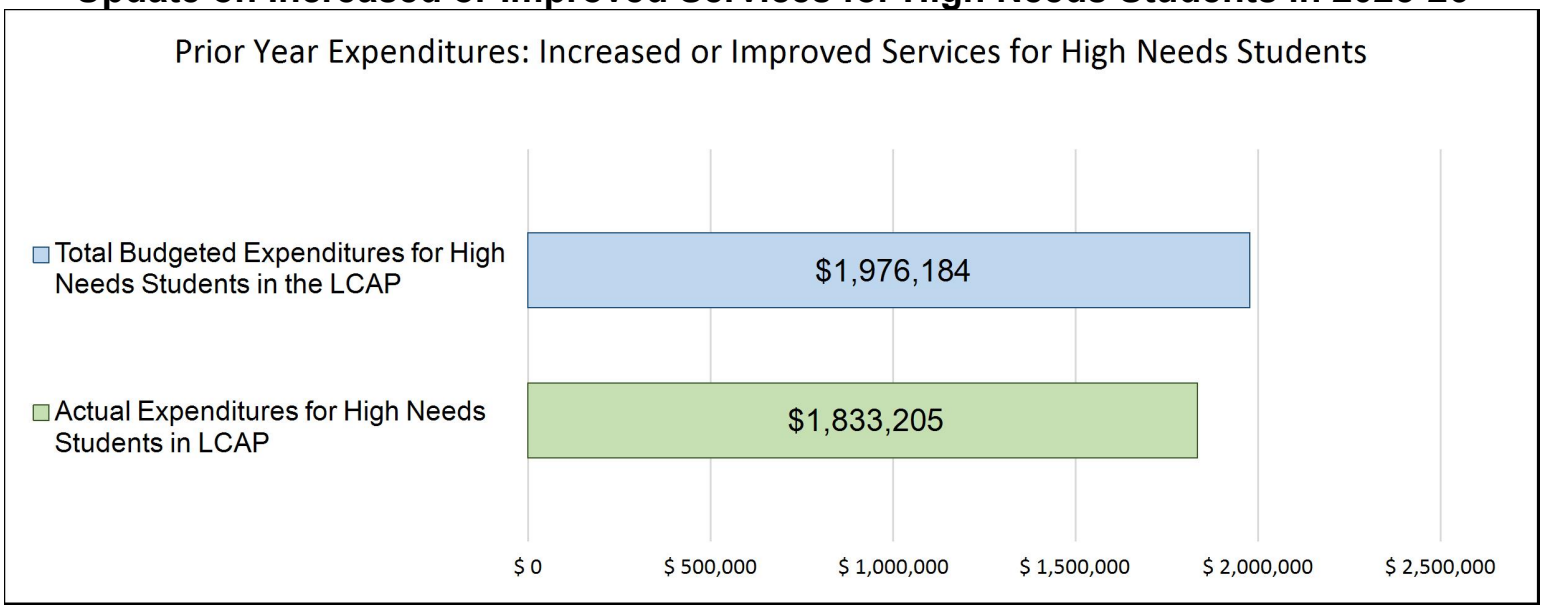
Within the school's General Fund Budgeted Expenditures, there are some core services that are not included within the LCAP. This includes services such as Core Teachers and Administrators and operational expenses.

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

In 2026-27, Alpha: Blanca Alvarado School is projecting it will receive $2,033,802 based on the enrollment of foster youth, English learner, and low-income students. Alpha: Blanca Alvarado School must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha: Blanca Alvarado School plans to spend $2,233,113 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 Alpha: Blanca Alvarado School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alpha: Blanca Alvarado School 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, Alpha: Blanca Alvarado School's LCAP budgeted $1,976,184 for planned actions to increase or improve services for high needs students. Alpha: Blanca Alvarado School actually spent $1,833,205.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $142,979 had the following impact on Alpha: Blanca Alvarado School’s ability to increase or improve services for high needs students:

School enrollment was lower than originally budgeted, impacting available revenues. Actions and Services were adjusted in accordance with that revenue change.

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
Alpha: Blanca Alvarado School	Jin Yun Principal	jyun@alphapublicschools.org (408) 780-0831

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.

Alpha: Blanca Alvarado School (ABA) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by principal Jin Yun and staffed by a talented and energetic staff, ABA is a small, safe and tuition-free community school that serves students in grades TK-8. The school was named after Blanca Alvarado, a longtime public official, community leader and youth advocate in Santa Clara County. As the first Latina elected to San Jose City Council and the Santa Clara County Board of Supervisors, Blanca Alvarado's leadership provides great inspiration for our students — many of whom will be the first in their families to attend college and pave the way for their own families and communities.

Blanca Alvarado serves approximately 520 students, 84.3% of which are socioeconomically disadvantaged. The school's demographic profile is 94.3% Latino, 3.8% Asian, and 1% or less Filipino, White, Black, and Two or More Races. We serve a student body that is 59.1% English Learners and 15.7% Students with Disabilities (Source: DataQuest 2025-26 Enrollment). There is a strong parent community that provides support to the school, staff, and students.

Reflections: Annual Performance

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

As we reflect on our annual performance, Alpha: Blanca Alvarado remains committed to evaluating our progress using data from the California School Dashboard. Over the past year, we have seen meaningful bright spots in school climate, English Learner progress, and year-over-year academic growth in Math while also confronting growth opportunities in our academic achievement that demand our focused attention. We remain dedicated to refining our strategies to ensure equitable opportunities for all students. Based on the 2025 CA School Dashboard, our strengths and growth areas are as follows:

- Accelerated Mathematics Growth Across All Student Groups: 68.0% of students improved their math scores from the prior year, earning an Accelerated growth designation. Notably, all six reportable student groups achieved Accelerated growth, with zero groups in the Minimal, Moderate, or Average categories. This is one of the most uniformly strong growth results on the Dashboard, signaling that math instruction is producing meaningful year-over-year gains for students across every demographic group.
- Strong English Learner Progress: 45.1% of English Learners made progress toward English language proficiency, earning a Green performance level — an increase of 7.7 percentage points from the prior year. The percentage of ELs who progressed at least one ELPI level rose from 37.0% to 44.7%, while the percentage who decreased at least one level fell from 19.8% to 18.6%. With 61.2% of the school's enrollment identified as English Learners, this improvement reflects the impact of sustained investment in language development across the school.
- Declining Suspension Rate: The Suspension Rate declined by 1.1 percentage points to 1.7%, earning a Green performance level. English Learners (1.5%), Hispanic students (1.9%), Socioeconomically Disadvantaged students (1.7%), and Students with Disabilities (1.3%) all earned Green performance levels, with every group showing a decline. Four student groups earned Green and one earned Yellow, with zero groups in Red or Orange. This steady downward trajectory — from 3.2% on the 2023 Dashboard to 1.7% in 2025 — reflects a maturing commitment to restorative practices and proactive behavioral supports.
- Improvement in Chronic Absenteeism for Key Student Groups: While overall Chronic Absenteeism remains elevated, several student groups showed encouraging declines. Students with Disabilities saw a 5.2-point decline in chronic absenteeism to 25.6%, English Learners declined 4.0 points to 25.7% (Yellow), and Long-Term English Learners declined 4.4 points to 23.1%. These improvements suggest that targeted attendance strategies are beginning to reach some of the school's most vulnerable populations.

We are encouraged by the growth we have seen this year, particularly in mathematics growth, English Learner progress, and school climate. At the same time, we acknowledge the challenges we still face and the current opportunities for growth.

- Decline in English Language Arts: ELA performance declined by 14.6 points to 80.7 points below standard, receiving a Red performance level. All five reportable student groups received Red: English Learners at 96.8 points below standard (declined by 2.9 points), Hispanic students at 86.5 points below standard (declined 8.4 points), Socioeconomically Disadvantaged students at 85.8 points below standard (declined 8.9 points), Long-Term English Learners at 119.1 points below standard (declined 18.4 points), and Students with Disabilities at 124.7 points below standard (declined 15.9 points).
- Declining Mathematics Proficiency Despite Strong Growth: Mathematics proficiency declined by 10.0 points to 83.6 points below standard, receiving an Orange performance level. Three student groups received Red: Long-Term English Learners at 140.3 points below standard, Students with Disabilities at 141.9 points below standard, and English Learners at 111.2 points below standard. Two additional groups received Orange. The tension between accelerated growth and declining proficiency is instructive — individual students are making year-over-year gains, but not at a pace sufficient to close the distance to standard. This gap between growth and proficiency will anchor our strategic conversation about instructional rigor.

- Persistent Chronic Absenteeism: Chronic Absenteeism for All Students declined modestly by 1.2 points to 27.3%, but remained at an Orange performance level. Four student groups received Orange: Hispanic students at 28.7%, Socioeconomically Disadvantaged students at 28.1%, Long-Term English Learners at 23.1%, and Students with Disabilities at 25.6%.
- Decline in Long-Term English Learner Progress: While overall English Learner progress earned a Green designation, Long-Term ELs received a Red performance level, with 42.1% making progress, a decline of 13.8 percentage points. This divergence between overall EL progress and LTEL progress will require deeper focus and attention for the 26-27 school year.

Alpha Blanca is not an Equity Multiplier School.Learning Recovery and Emergency Block Grant: Alpha Blanca has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

NA: Not on DA

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.

NA: Not on 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.

NA: Not on CSI

Monitoring and Evaluating Effectiveness

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

NA: Not on CSI

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
All educational partners (administrators, teachers, non-instructional staff members, students, SSC (PAC) members, ELAC members, SELPA, and other parents of our students)	During the 2025-26 school year, Alpha Public Schools undertook a robust and inclusive engagement process with all educational partners: administrators, teachers, non-instructional staff members, students, School Site Council members, English Learner Advisory Committee members, and families. Please see below for the various ways that stakeholders have been engaged:
Families	• Family Survey: This survey is administered to families two times per year, in Fall and Spring. The survey included statements for families to provide their input on the school's engagement efforts and their perspectives on student experience. Questions centered on school safety, belonging, efforts to include family voice in school decision making, and satisfaction with instruction and levels of preparedness for their students. • SSC and ELAC Meetings: Our SSC and ELAC met quarterly this past year and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and actions. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. • Coffee with the Principal: These meetings took place monthly this past year, providing families with the opportunity to give input on the work happening at the school and progress being made toward our goals.

Educational Partner(s)	Process for Engagement
Staff/Admin	• Teacher & Staff Engagement Survey: These surveys were administered to all teachers and to all staff members two times per year in Fall and Spring and gave an opportunity for staff to share feedback on their experience at Alpha. • Lead Team Meetings: The lead team met bi-monthly to plan for the leading of professional learning communities for staff, driving decisions around academic, attendance and social emotional supports and needs. • Leadership LCAP Meetings: Principals met with network-wide leadership to discuss the successes and challenges of the 25-26 action implementation.
Students	• Students Council: Students are included as vital voices in the planning process. We have a student council that meets regularly and provides student leadership and feedback on campus. • Annual Student Survey: Student Culture Surveys were administered two times a year in Fall and Spring. Questions centered on school safety, belonging, and student experience in school.
SELPA	Our LCAP was sent to our El Dorado County SELPA for review and comment in June 2026.
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 10, 2026 and the LCAP was approved at the board meeting on June 10, 2026.

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

Educational partner feedback gathered through surveys, community engagement, meetings, and data reflection processes played an important role in shaping the development of the 2026–27 LCAP. Overall, educational partners expressed satisfaction with the school's current goals, actions, and the progress being made toward improving student outcomes, school culture, and family engagement. Feedback from students, families, and staff reflected a strong sense of community and support across the school.

Student survey results demonstrated positive perceptions of school climate and student-adult relationships. During the 2025–26 school year, 88.98% of students responded favorably to the survey question measuring student safety, while 93.5% of students responded favorably to

the statement, “I feel that there is at least one adult who cares about me.” Family survey data similarly reflected strong positive perceptions of the school community, with 96.19% of families reporting a strong sense of belonging and connectedness to the school community, 94.29% agreeing that the school listens to family voice and input when making decisions, 95.02% reporting satisfaction with opportunities to engage in school activities and programs, and 92.3% reporting satisfaction with the level of physical and emotional safety at the school.

Students shared positive feedback regarding the joyful school culture and increased student activities and engagement opportunities across the campus. At the same time, students and staff emphasized the importance of continuing to strengthen systems that ensure all students consistently feel safe and supported at school. Families expressed interest in additional elementary student activities and expanded academic afterschool opportunities, which informed the addition of office hours twice per week to provide increased academic support for students. Staff members also shared enthusiasm around the implementation of the DIBELS assessment and expressed appreciation for differentiated professional development opportunities and continued instructional support.

As a result of educational partner feedback and data reflection, several refinements were made to the adopted LCAP for the coming year.

Under Goal 1, the school will expand supports for English Learners and Long-Term English Learners through the return of the ELD Specialist and a continued focus on implementing the EL Achieve curriculum with greater fidelity. Supports for Students with Disabilities will also remain a priority through the continued implementation of the Center for Learning Inclusion Pathways (CLIP) program, which provides a structured and supportive environment for students with extensive needs while maintaining integration within the broader school community. Additionally, Action 1.4 was updated and renamed “academic intervention model” to better reflect the targeted support being provided to students. The school will prioritize stronger coaching and development for Academic Interventionists to ensure students receive effective and consistent small group instruction.

Under Goal 2, the school will continue strengthening instructional quality through enhanced observation and coaching cycles focused on weekly lesson planning, lesson internalization, implementation of high-quality instructional materials with fidelity, and adherence to the school’s assessment strategy. Action 2.2 (Assessment Strategy) was refined to include implementation of the DIBELS assessment to strengthen early literacy screening, foundational reading data collection, and progress monitoring. This addition will provide more actionable literacy data to support targeted instructional adjustments and earlier identification of student needs.

Under Goal 3, the school will maintain and continue refining the systems and strategies that have contributed to positive outcomes in reducing chronic absenteeism and suspension rates. Ongoing focus will be placed on monitoring and addressing suspension rates among Long-Term English Learners, while continuing efforts to reduce chronic absenteeism for Hispanic students and Socioeconomically Disadvantaged students to ensure equitable outcomes and continued progress toward a safe, inclusive, and supportive school environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The rationale for establishing the academic goal focused on our subgroups, particularly in English Language Arts (ELA) and Math, is grounded in our commitment to equity and the urgent need to address the educational disparities exacerbated by the pandemic. The pandemic's impact on education has been profound and uneven. Our subgroups - English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Hispanic students - have faced significant challenges that have resulted in disproportionate outcomes compared to statewide averages. As a result, on the 2023 CA Dashboard, our subgroups had the following results on the academic indicators.

- English Learners: Red in ELA and Math
- Socioeconomically Disadvantaged: Orange in ELA and Math
- Hispanic: Red in Math, Orange in ELA
- Students with Disabilities: No dashboard color - 114.5 pts below standard in ELA; 111.3 pts below standard in Math

In ELPI, our English Learners had a 43.3% progress rate and were Orange on the CA School Dashboard.

Our decision to prioritize this goal is in direct response to feedback from our educational partners, including teachers, staff, and parents, who have consistently emphasized the necessity of improving academic outcomes for these subgroups. The collective insights gathered through the LCAP engagement process highlighted a shared understanding that targeted efforts are needed to ensure all students have equitable opportunities to succeed.

To address these disparities, we are committed to implementing comprehensive strategies that include enhancing our Tier 1 instructional practices to ensure a strong foundation of quality teaching and learning for all students. We recognize the importance of specialized intervention programs that provide additional support to students who are not meeting standards. Our approach includes strengthening English Language Development (ELD) support to better assist English Learners in achieving proficiency in ELA, and enhancing academic and behavioral supports for students with special education needs. These targeted interventions are designed to address the specific learning gaps and challenges faced by these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL access to CCSS and ELD standards Data Source: Local Indicator Priority 2 Survey	4.3 (Average score on the Priority 2 Self-Reflection Survey for EL students Accessing CCSS and ELD Standards)	SY 24-25: 4.3 out of 5	SY 25-26: 4 out of 5	Maintain 4.0 and higher	-.3
1.2	ELPI Data Source: CA School Dashboard	2023 CA School Dashboard 43.3% (Orange)	2024 CA School Dashboard: 37.40 (Orange)	2025 CA School Dashboard: 45.1% (Green)	2026 CA School Dashboard 50% (Green)	+1.8 percentage points
1.3	Reclassification Rates Data Source: Internal Calculations	SY 23-24: 6%	SY 24-25: 12%	SY 25-26: 5.6%	SY 26-27: 10%	-.4 percentage points
1.4	SBAC Distance From Standard (DFS) ELA Data Source: CA School Dashboard	2023 CA School Dashboard EL: Red 85.8 pts pts below SWD: 114.5 pts below Hispanic: Orange 70 pts below SED: Orange 68.1 pts below	2024 CA School Dashboard: EL: Red -93.8 (-8) LTEL: Red -100.7 (-17.4) SWD: Orange -108.7 (+5.8) Hispanic: Red -78.1(-8.1) SED: Red - 76.9 (-8.9)	2025 CA School Dashboard: EL: Red -96.8 LTEL: Red -119.1 SWD: Red -124.7 Hispanic: Red -86.5 SED: Red -85.8	2026 CA School Dashboard EL: Orange 71 pts below SWD: Orange 100 pts below Hispanic: Yellow 55 pts below SED: Yellow 53 pts below	EL: -11.0 points SWD: -10.2 points Hispanic: -16.5 points SED: -17.7 points LTEL: N/A — no baseline listed
1.5	SBAC Distance From Standard (DFS) Math Data Source: CA School Dashboard	2023 CA School Dashboard EL: Red 105.4 pts below SWD: 111.3 pts below Hispanic: Red 96 pts below SED: Orange 93.3 pts below	2024 CA School Dashboard: EL: Orange -95.2 (+10.2) LTEL: Red -117.1 (+2) SWD: Red -120.3 (-9)	2025 CA School Dashboard: EL: Red -97.8 LTEL: Red -136.4 SWD: Red -118 Hispanic: Orange -90.3 SED: Orange -89.6	2026 CA School Dashboard EL: Yellow 90 pts below SWD: Orange 96 pts below Hispanic: Yellow 81 pts below	EL: +7.6 points SWD: -6.7 points Hispanic: +5.7 points SED: +3.7 points LTEL: N/A — no baseline listed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: Yellow - 86 (+10) SED: Yellow -81.7 (+11.6)		SED: Yellow 78 pts below	

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.

During the 2025–26 school year, the actions under Goal 1 were largely implemented as planned, with a strong focus on strengthening English Learner supports, Tier 1 instructional practices, and systems of collaboration. While overall implementation was consistent, some actions required adjustments in response to staffing, capacity, and student needs, particularly within intervention systems and special education supports.

Implementation of English Learner supports (Actions 1.1 and 1.2) was a key area of strength. The ELD Specialist actively collaborated with teachers and Assistant Principals to ensure consistent use of the EL Achieve curriculum during designated ELD blocks, with 100% of observed classrooms demonstrating implementation. This reflects strong fidelity to the adopted curriculum and alignment to instructional expectations. Additionally, the Associate Director of ELD conducted co-observations of ELD instruction across classrooms, partnering with site leadership to collect implementation data and refine instructional practices. These efforts contributed to stronger and more consistent implementation, particularly in the elementary grades. To further strengthen targeted support, the ELD Academic Interventionist began pulling small groups outside of the classroom, allowing for more intentional and differentiated language instruction.

Supports for Students with Disabilities (Action 1.3) were prioritized as the school experienced an increase in the number of students requiring special education services, which required rapid scaling of staffing and systems. In response, the school expanded its Special Education team, nearly doubling staff over the past two years, including the addition of an Education Specialist and a Behavior Paraprofessional to support student needs. Collaboration between general education and special education teams remained a priority, and intervention groups continued to be implemented. These efforts have contributed to positive trends in student data, indicating growth among students with IEPs despite the complexities of increased need.

The implementation of Academic Interventionist supports (Action 1.4) was less consistent this year due to behavior support needs, testing schedules, and staff absences that impacted the consistency of small group instruction. As a result, intervention structures were not always implemented with the intended level of fidelity. The school has identified this as an area for improvement and is planning to strengthen coaching systems and clarify the role of Academic Interventionists moving forward to ensure they are leveraged as instructional support providers rather than primarily classroom aides.

Tier 1 instructional practices (Action 1.6) were implemented with increased strength and consistency. The Alpha Network Team strengthened the teacher observation cycle, which was used to regularly calibrate expectations, provide feedback, and ensure alignment to the school's instructional vision. These structures created more frequent and intentional opportunities for collaboration between site leadership and the network academic team. This reinforced strong messaging and focus on the implementation of adopted instructional materials with fidelity, particularly in the elementary grades.

Overall, implementation of Goal 1 actions at Alpha: Blanca Alvarado was strong in core areas such as ELD instruction and Tier 1 practices, where clear systems for monitoring, support, and accountability have been a priority for the school. With increasingly high needs of our students, the school faced challenges in its ability to consistently deliver interventions, an area of opportunity for the upcoming year. The school is well-positioned to build existing systems, with a focus on strengthening intervention structures and coaching supports to further improve outcomes for all student groups.

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

No material differences between budgeted and estimated expenditures.

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

The effectiveness of the actions under Goal 1 has been mixed, with clear strengths in English Learner progress alongside continued challenges in improving academic outcomes in English Language Arts (ELA) and Mathematics for specific student groups.

The strongest evidence of effectiveness is seen in the English Learner Progress Indicator (ELPI), where Alpha: Blanca Alvarado achieved a Green performance level, with 45.1% of English Learners making progress—an increase of 7.7 percentage points from the prior year. This growth reflects the impact of strengthened ELD systems (Action 1.1 and 1.2), including the addition of an ELD Specialist, consistent implementation of the EL Achieve curriculum, and targeted small group language instruction. These actions have supported improved access to language development across classrooms and demonstrate meaningful progress toward English language proficiency.

At the same time, the data indicate that these gains in language development have not yet translated into improved academic outcomes in ELA for student groups. All numerically significant student groups remain in the Red performance level. English Learners are 96.8 points below standard, while Hispanic students are 86.5 points below standard (declining 8.4 points) and Socioeconomically Disadvantaged students are 85.8 points below standard (declining 8.9 points). Long-Term English Learners (LTELs) and Students with Disabilities represent the most significant areas of need, at 119.1 points below standard (declined 18.4 points) and 124.7 points below standard (declined 15.9 points) respectively. These results suggest that while instructional and intervention systems (Action 1.4 and 1.5) are in place, they have not yet been effective in accelerating literacy outcomes for these student groups. An additional area of focus is Long-Term English Learners, who not only showed declines in ELA, but also remained in the Red on the ELPI (42.1% making progress, declining 13.8%). This highlights a need for more targeted and differentiated strategies to support this subgroup in both language development and access to core academic content.

A similar pattern is evident in Mathematics, where student group outcomes indicate that current strategies have not yet resulted in meaningful acceleration toward grade-level standards. According to the Dashboard, English Learners are 141.3 points below standard (declined 6.9 points), Hispanic students are 118.7 points below standard (declined 5.4 points), and Socioeconomically Disadvantaged students are 117.9 points below standard (declined 5.8 points). The most significant areas of need continue to be Long-Term English Learners at 170.2 points below standard (declined 9.7 points) and Students with Disabilities at 189.5 points below standard (declined 12.6 points). These results reflect that, while core instruction and intervention structures are in place, they have not yet been effective in closing gaps or driving sufficient growth for the highest-need student groups. The data highlights the need to strengthen the alignment between Tier 1 instruction, targeted intervention, and scaffolds to support students with accessing grade level instruction.

As a school, we are committed to ensuring that every student receives a high-quality education, no matter their ability level. As a result of an increased population of students with high needs, Alpha implemented the Center for Learning and Inclusive Pathways (CLIP) Program, which focused on serving students with extensive needs. Students with extensive needs require a structured, supportive, and specialized learning environment. This program allowed us to better serve these students on-site, reducing the need for them to travel to other schools for services. The goal is to create a sense of belonging for all students and integrate them into the school community as much as possible

In summary, Actions 1.1 and 1.2 have been effective in improving English language development, as evidenced by growth in ELPI. However, the implementation of Actions 1.3 through 1.6 - strong Tier 1 instruction, supplemental and small group interventions, and specific supports for Students with Disabilities - have been less effective to date in improving ELA and Math outcomes. These results underscore the need to strengthen the fidelity of implementation of these activities to ensure that our students are experiencing strong instruction that translates into increases in academic achievement. The school is continuing to refine these systems, with a focus on targeted supports for LTELs and Students with Disabilities, and remains optimistic that these adjustments will lead to improved outcomes in upcoming assessment cycles.

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.

Following a year of mixed outcomes including Accelerated Math growth but Red performance indicators for all subgroups, as well as Green performance on the English Learner Progress Indicator (ELPI) but Red performance indicators for subgroups in ELA, the school will maintain the overall Goal 1 focus, metrics, target outcomes, and actions for the coming year. The mixed results signal that we must strengthen the implementation of our existing actions as we approach the final year of our 3-year LCAP cycle. We will do this in the following ways:

The return of the ELD Specialist will allow us to build on the work of this individual in the 25-26 SY and expand supports for English Learners, with a renewed focus on supporting Long-Term English Learners. The school will be focused on strengthening implementation of the EL Achieve curriculum with fidelity, based on lessons learned from the current school year.

Supports for Students with Disabilities will continue to be a priority for the school. The Center for Learning Inclusion Pathways (CLIP) will continue to operate in support of Alpha: Blanca Alvarado students with extensive needs who require a structured, supportive, and specialized learning environment. This program will help ensure that the school’s highest-need learners continue to receive access to a high-quality education, regardless of their ability level, while remaining integrated into the school community.

For the 2026–2027 LCAP, we will be updating Action 1.4, now titled Academic Intervention Model, to strengthen support for academic interventionists and early literacy support. The updated action adds coaching, professional learning, and data-driven cycles of inquiry to improve the delivery of tiered interventions and inform targeted intervention plans across grade levels.

While the overall goal and actions remain consistent, these refinements reflect a more focused approach to addressing areas of need identified through the 2025 Dashboard data. The school will prioritize strengthening Tier 1 instruction, targeted intervention, and supports for English Learners and Students with Disabilities to accelerate progress and move student groups out of the Red performance level.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Learner Supports	Our supports for English Learners will include: • Continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • Conduct professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • ELD Specialist, in partnership with coaches, monitors implementation of strategies to support English Learners throughout the school year through coaching, walkthroughs, and observations. Our supports for Long-Term English Learners (LTELs) will include: • Utilize formative and summative assessments to monitor LTEL students' progress in language proficiency and academic achievement. • Adjust instructional strategies based on data to meet students' evolving needs. • Provide differentiated instruction to meet the specific needs of LTELs. • Deliver ongoing professional development for teachers on effective strategies for teaching LTELs, including culturally responsive teaching practices and scaffolding techniques.	$122,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	High Quality ELD Curriculum	• Purchase and provide training for high quality ELD curriculum, such as EL Achieve. • Use standardized assessments to identify, monitor, and adjust supports for implementation of ELD curricula and ELA strategies. • Provide ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. • Monitor implementation of curriculum through 1:1 coaching and observation and feedback cycles.	$38,075.00	Yes
1.3	Students with Disabilities Supports	• Provide strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. • Conduct targeted ELA and Math intervention in small groups using high quality instructional materials. • Provide ELA and Math-specific instructional support for Special Education staff on how to run effective intervention groups. • Provide targeted SEL supports and interventions for students that are not meeting academic targets. • Maintain structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. • Continued involvement with our SELPA - El Dorado County Office of Education(i.e. continued support and consultation with Program Specialist around programming for students with disabilities). • Special education teachers participate in SELPA led professional development. • Continue to attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities.	$929,845.00	No
1.4	Academic Intervention Model	• Staff Academic Interventionists to support a tiered approach to intervention, with a focus on ELA and Math interventions.	$426,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Execute small groups for learners in need of intervention with a focus on our student groups receiving a Red on the 2023 CA School Dashboard in ELA and Math (EL students in ELA/Math and Hispanic students in Math) and the 2024 CA School Dashboard (EL, LTEL, Hispanic, SED in ELA and LTEL and SWD in Math) • Analyze and respond to data regularly • Collaborate with teachers to engage in meaningful push in support • Provide instructional coaching and professional learning opportunities to ELA teachers and academic interventionists to strengthen delivery of tiered interventions • Lead data-driven cycles of inquiry by facilitating regular analysis of curricular assessments to adjust instruction and inform targeted intervention plans across grade levels. Learning Recovery Block Grant Language: • We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand capacity by staffing additional Academic Interventionists, paraprofessionals, and other instructional support roles to deliver small group instruction and targeted interventions. • This action is aligned with EC Section 32526(c)(2)(B), which allows for the implementation and expansion of evidence-based learning supports, such as one-on-one or small group tutoring and interventions designed to accelerate pupil academic proficiency. • Based on our needs assessment, which identifies ongoing academic gaps between all students and our significant student groups (including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), this expanded support is essential to providing differentiated, data-informed instruction that targets unfinished learning and accelerates progress. • Internal assessment data shows that students receiving increased Academic Interventionist or paraprofessional support demonstrate higher rates of growth on measures such as NWEA MAP, ELPAC, and CAASPP SBAC ELA and Math summative assessment. Therefore, this action is expected to directly address achievement gaps and support our most underserved learners.		

Action #	Title	Description	Total Funds	Contributing
1.5	Supplemental Intervention	- Partner with external high dosage tutoring providers to provide supplemental small group and individual interventions in foundational literacy and math skills. These intervention programs will be designed to accelerate learning for students who are performing below grade level, with a specific focus on our significant student groups, including, but not limited to, English Learners, low-income students, and students with disabilities.		No
1.6	Tier 1 Strategy	At ABA, where most students are part of one or more identified subgroups, and our EL students were Red in ELA and Math, and Hispanic students Red in Math on the CA School Dashboard, we recognize the importance of strengthening our Tier 1 instruction. By doing this, we will elevate educational outcomes for all student groups, with a dedicated focus on bringing our EL and Hispanic students out of the Red. Our action plan includes the following components: • Providing staff with ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. This utilizes an assets-based approach, and our curriculum represents a variety of voices and experiences to reflect our students' identities. • Focusing on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access through professional development and coaching on integrated strategies and scaffolds • Building teacher skill in planning from data specific to subgroups (Hispanic, ELs, SWDs, and SED), identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Alpha is committed to supporting the growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. This goal underscores our dedication to providing a high-quality, comprehensive education that is tailored to the needs of our diverse student population, ensuring every student has the opportunity to excel.

Our 2023 CA School Dashboard ELA and Math outcomes for all students highlights the need to create this goal. We saw declines in both ELA and Math for all students compared to our 2022 Dashboard results. With the work currently taking place and the initiatives outlined in this new LCAP, we are excited to see growth in our ELA and Math results moving forward.

By focusing on strong instructional practices, we are committed to delivering a rigorous, standards-aligned curriculum. Our assessment and data strategy will give us a structured process to gather meaningful data about student learning, which informs instructional decision-making and allows for targeted interventions when necessary This data-driven approach enables us to identify gaps in learning, monitor progress, and adjust our teaching strategies to better meet the needs of each student.

Lastly, offering a broad course of study is fundamental to providing a whole academic experience that prepares students for future success. This means going beyond the core subjects to include the arts, sciences, technology, and other areas of study that foster a well-rounded education. By providing a diverse range of learning opportunities, we not only cater to the varied interests and talents of our students but also help them develop critical thinking, creativity, and other essential skills that are vital in today's world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standards-Aligned Instructional Materials Data Source: School Accountability Report Card (SARC)	22-23 SARC: 100% of students have access to standard aligned materials	2023-2024 SARC: 100% of students have access to standard aligned materials	2024-25 SARC: 100%	100%	No Difference
2.2	Implementation of academic standards Data Source: Local Indicator Priority 2 Survey	SY 23-24: 3.47 (Average score on the Local Indicator Priority 2 Implementation of Academic Standards Survey)	SY 24-25: 4.09 out of 5	SY 25-26: 3.5 out of 5	4.0 or higher	+.003
2.3	Distance from Standard (DFS): ELA Data Source: SBAC	2023 CA School Dashboard All Students: Orange 57.5 pts below	2024 CA School Dashboard All: Orange -66.1 (-8.6)	2025 CA School Dashboard All: Red -80.7 (-14.6)	2026 CA School Dashboard All: Yellow 43 pts below	All: -23.2 pts
2.4	Distance from Standard (DFS): Math Data Source: SBAC	2023 CA School Dashboard All Students: Orange 82.7 pts below	2024 CA School Dashboard All: Yellow -73.6 (+9.1)	2025 CA School Dashboard All: Orange -83.6 (-10)	2026 CA School Dashboard All: Yellow 68 pts below	All: -.9 pts
2.6	Other Pupil Outcomes: Math Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 1.21	Fall '24-Spring '25: .60	Fall 2025 to Winter 2026: 0.21	>-.20	-1
2.7	Other Pupil Outcomes: ELA Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.09	Fall '24-Spring '25: .14	Fall 2025 to Winter 2026: -0.25	>-.20	-.34

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.

During the 2025–26 school year, the actions under Goal 2 were largely implemented as planned, with a few minor adjustments made in response to staffing and instructional needs. Overall, the school successfully established key systems aligned to instructional practices, assessment, and data use, though there remains an opportunity to deepen the quality and impact of these systems.

A central component of implementation was the strengthening of instructional practices through coaching and professional development (Action 2.1). Teachers engaged in differentiated professional learning aligned to Alpha's Teacher Rubric and Vision of Excellent Teaching, with a strong emphasis on lesson planning, assessment alignment, and meeting the needs of diverse student groups. This work was reinforced through a structured observation and coaching cycle, in which each teacher participated in biweekly coaching cycles across core content areas. Teachers submitted lesson plans, received targeted feedback, were observed in practice, and then engaged in follow-up coaching conversations. This cycle allowed instructional leaders to closely monitor implementation of our high quality instructional materials and provide highly specific, actionable feedback, representing a key success in strengthening instructional quality. While compliance with these systems was strong, the school has identified a continued opportunity to increase the level of quality in instruction that takes place in practice to drive improvement in student outcomes.

The school continued to implement a comprehensive assessment strategy (Action 2.2), including the use of standardized assessments such as CAASPP, NWEA MAP, and curricular assessments. In grades K–2, the school introduced DIBELS as a new early literacy assessment, replacing prior tools to better align with foundational literacy goals. Teachers implemented the assessment strategy with increased consistency this year and analyzed this data in coaching spaces.

Implementation of high-quality curriculum (Action 2.3) remained consistent across content areas, with teachers utilizing adopted materials such as CKLA, StudySync, Eureka Math, Amplify Science, and EL Achieve. Ongoing professional development and coaching supported teachers in internalizing curriculum and delivering standards-aligned instruction. Coaching and observation cycles were used to monitor fidelity of implementation and provide feedback to strengthen instructional delivery.

The school's data strategy (Action 2.4) was implemented with increasing consistency and integration into daily practice. Data analysis became a regular component of coaching conversations, with coaches incorporating data review into individual teacher meetings. In addition, consistent SLT (School Leadership Team) data meetings supported schoolwide alignment and helped identify trends and instructional priorities. These structures contributed to stronger data literacy among staff and a more intentional focus on using data to inform instruction.

Technology access (Action 2.5) was fully implemented, with students continuing to have access to devices and online platforms that support both in-school and at-home learning. This ensured equitable access to instructional resources and supported ongoing academic practice.

There were some adjustments related to staffing and support structures. Associate Teachers (Action 2.6) were not able to fully perform their intended role in supporting Tier 2 instruction, as they were often reassigned to cover classroom vacancies. Additionally, the school faced ongoing challenges in staffing positions for the broad course of study (Action 2.7), including Physical Education and Visual and Performing Arts. The school adjusted the electives offerings in response with offering a Yoga & Mindfulness and Art course to students, and they are interviewing for new electives teachers for the 26-27 SY.

Overall, implementation of Goal 2 actions was strong, with key successes in accountability around the observation cycle and the use of our high quality instructional materials with fidelity. With these systems now in place and functioning, the school has identified the need to deepen the quality of implementation to ensure these efforts translate into improved student outcomes moving forward.

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

No material differences between budgeted and estimated expenditures.

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

The actions implemented under Goal 2 have established stronger systems for instructional practice, assessment, and data use; however, the effectiveness of these actions in improving overall student outcomes in English Language Arts (ELA) and Mathematics has not yet met expectations. According to the 2025 California School Dashboard, All Students in ELA are in the Red performance level at 80.7 points below standard, reflecting a decline of 14.6 points . This decline indicates that, despite the implementation of coaching cycles (Action 2.1), high-quality curriculum (Action 2.3), and data systems (Actions 2.1–2.4), these efforts have not yet translated into measurable improvements in literacy outcomes.

In Mathematics, All Students are in the Orange performance level at 83.6 points below standard, reflecting a decline of 10.0 points. While the Orange status indicates slightly stronger performance relative to ELA, the decline in Distance From Standard highlights that current strategies have not yet resulted in the level of growth needed to close achievement gaps. These outcomes suggest an opportunity to strengthen the alignment between Tier 1 instruction, assessment practices (Action 2.2), and data-driven (Action 2.4) instructional adjustments to better support student learning.

At the same time, additional Dashboard indicators point to areas of progress that suggest these systems are beginning to take hold. The Dashboard notes Moderate growth in ELA and Accelerated growth in Mathematics, with approximately 68% of students improving their scores in both subjects. This indicates that while overall performance remains below standard, many students are making year-over-year gains and that the foundational systems implemented this year are beginning to support student growth.

Overall, while the school did not yet achieve the desired outcomes in ELA and Math performance levels, the level of student growth and strengthened instructional systems indicates that the school is building a foundation for future improvement. Continued focus on deepening the quality of instruction through the observation cycle, strengthening data-driven practices with implementation of assessments, and ensuring consistent use of high quality instructional materials across classrooms will be essential to translating these systems into improved student outcomes.

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.

Although student performance on the 2025 Dashboard did not reflect the level of proficiency that Alpha: Blanca Alvarado aimed to achieve, the ELA and Math growth that students experienced has led the school to maintain the overall Goal 2 focus, metrics, target outcomes, and actions for the final year of the three-year LCAP cycle, with a focus on improved fidelity of implementation in the 26-27 SY.

In particular, the school has prioritized strengthening its observation and coaching cycles, with a focus on improving instructional quality, consistency, and alignment to standards. This work will continue to be a central focus in the coming year, with an emphasis on strong weekly lesson planning and internalization, the implementation of our high quality instructional materials with fidelity, and adherence to the assessment strategy to capture actionable data on student learning.

The only refinement for the upcoming year is an enhancement to Action 2.2 (Assessment Strategy). The school will incorporate the DIBELS assessment to strengthen early literacy data collection and progress monitoring. This addition will provide more granular insight into foundational reading skills, allowing for more targeted instructional adjustments and earlier identification of student needs. These efforts reflect a commitment to strengthening the effectiveness of the school's instructional, assessment, and data practices in order to improve student 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
2.1	Strengthen Instructional Practices	• Instructional staff will engage in differentiated PD that is aligned to Alpha's Teacher Rubric • Coaches will monitor implementation of PD skills and learning through coaching and walkthroughs	$234,088.00	No
2.2	Assessment Strategy	• Continue to execute on a standardized assessment structure for all grades (CAASPP, NWEA MAP, DIBELS, curricular assessments). • Implement curricular assessments for high-quality instructional materials and monitor to ensure assessments are taken within the required cadence. • Monitor student data captured from regular assessments and use this data to identify strategies to support student growth.	$54,429.00	No
2.3	High Quality Curriculum	• Purchase and provide training for high quality curriculum, including Amplify (Science), CKLA and StudySync(ELA), Eureka (Math), and National Geographic (Social Studies), EL Achieve (ELD). • Continue to strengthen the implementation and fidelity of use of these high quality curricular resources through internalization practices.	$105,483.00	No

Action #	Title	Description	Total Funds	Contributing
		• Monitor implementation of curriculum through regular cycles of weekly 1:1 coaching and regular observations and feedback. • To support our Hispanic students, we intentionally select culturally inclusive curricula in ELA - StudySync and CKLA. CKLA's curriculum focuses on content building in social studies and science and StudySync updates its bank of texts monthly to include greater representation. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes.		
2.4	Data Strategy	• Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. • Strengthen data literacy to support use of data during individual coaching sessions, leadership team meetings, and department meetings. • Execute a consistent cadence of data analysis, collaborative SLT and Teacher data meetings, and observations, focused on ELA and Math.	$78,531.00	Yes
2.5	Online Platforms & Technology	To support our socioeconomically disadvantaged students, who make up 88% of the student population, we provide the following resources to students: • Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class.	$148,774.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Associate Teachers	• Staff Associate Teachers (ATs) to provide additional classroom support and work with small groups of students to support Tier 2 strategies. • ATs will also work on coverages for teachers who are absent to ensure smooth transition and less disruption to student learning.	$152,229.00	Yes
2.7	Broad Course of Study	In order to support student achievement in all content areas and provide a broad course of study to all students, inclusive of our unduplicated population and students with disabilities, Alpha is focused on providing high-quality instruction in the following areas outside of our core program (ELA, Math, Science, Social Science), including Physical Education and an array of visual and performing arts. In addition, we also ensure that English learners receive the necessary language acquisition support to achieve English proficiency within five years while making continuous progress in core academic programs. This includes providing English learners at all proficiency levels with full access to all core academic programs through: • Integrated English Language Development (ELD): Support for academic language development within core content courses. • Designated ELD: Designated instruction tailored to address specific language learning needs. We will employ or contract with certificated education specialists to provide services for students with disabilities which shall include providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.	$457,899.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In light of the lingering effects of the pandemic, our commitment to cultivating a healthy and thriving school environment is critical. The pandemic and its aftermath have highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must include evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every student feels a sense of belonging and safety in our school community. This is evident as our 2023 CA School Dashboard Chronic Absenteeism indicator was Red overall and for all subgroups. In addition, the Suspension Rate indicator was Red overall and for our Hispanic and SED subgroups.

By focusing on these areas, we not only adhere to our educational mission but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential.

Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, including restorative justice practices, positive behavioral interventions and supports (PBIS) systems, response to student culture and behavioral data, an SEL curriculum, and a robust attendance tracking system, among other actions highlighted throughout this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of identified instances where facilities do not meet the “good repair” standard	22-23 SARC: Overall Facility Rating of Good	2023-24 SARC: Exemplary Overall Rating	2024-25 SARC: Exemplary Overall Rating	Facility Rating of Good or Exemplary	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: SARC					
3.2	Average Daily Attendance (ADA) Data Source: CALPADS	SY 23-24: 91.9% as of P2	SY 24-25: 92.27% as of P2	2025-26 P2 ADA: 93.01%	95%	+1.11 percentage points
3.3	Chronic Absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard: All: 38.3% (Red) EL: 39.2% (Red) Hispanic: 39.8% (Red) SED: 40.5% (Red) SWD: 41.7% (Red)	2024 CA School Dashboard: All: 28.6% (Yellow) EL: 29.7% (Yellow) LTEL: 27.5% (Orange) Hispanic: 30.4% (Yellow) SED: 29.9% (Yellow) SWD: 30.9% (Orange)	2025 CA School Dashboard: All: 27.3% (Orange) EL: 25.7% (Yellow) LTEL: 23.1% (Orange) Hispanic: 28.7% (Orange) SED: 28.1% (Orange) SWD: 25.6% (Orange)	2026 CA School Dashboard: All: 29% (Yellow) EL: 30% (Yellow) Hispanic: 31% (Yellow) SED: 32% (Yellow) SWD: 33% (Yellow)	All: -11.0 percentage points EL: -13.5 percentage points Hispanic: -11.1 percentage points SED: -12.4 percentage points SWD: -16.1 percentage points LTEL: N/A — no baseline listed
3.4	Middle School Drop Out Rate Data Source: Internal Calculation	SY 23-24: 0%	0%	SY 2025-2026: 0%	0%	No difference
3.5	Suspension Rate Data Source: CA School Dashboard	2023 CA School Dashboard: All: 3.2% (Red) EL: 2.5% (Orange) Hispanic: 3.1% (Red) SED: 3.7% (Red) SWD: 3.2% (Orange)	2024 CA School Dashboard: All: 2.8% (Green) EL: 3.1% (Orange) LTEL: 9.8% (Orange) Hispanic: 3.1% (Orange) SED: 2.7% (Green) SWD: 2.9% (Green)	2025 CA School Dashboard: All: 1.7% (Green) EL: 1.5% (Green) LTEL: 3.8% (Yellow) Hispanic: 1.9% (Green) SED: 1.7% (Green) SWD: 1.3% (Green)	2026 CA School Dashboard: All: 2.3% (Green) EL: 1.6% (Green) Hispanic: 2.2% (Green) SED: 2.7% (Green) SWD: 2.3% (Green)	All: -1.5 percentage points EL: -1.0 percentage points Hispanic: -1.2 percentage points SED: -2.0 percentage points SWD: -1.9 percentage points LTEL: N/A — no baseline listed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Expulsion Rate Data Source: Internal Calculation	SY 23-24: 0%	SY 24-25: 0%	SY 25-26: .19%	0%	+.19 percentage points
3.7	% of students who feel safe at school Data Source: Internal Survey	SY 23-24: 88.87%	SY 24-25: 91.48%	SY 25-26: 88.98%	95%	+.11 percentage points
3.8	% of students who feel that there is at least 1 adult who cares about them Data Source: Internal Survey	SY 23-24: 93.32%	SY 24-25: 92.31%	SY 25-26: 93.5%	95%	+.18 percentage points

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.

During the 2025–26 school year, all actions identified under Goal 3 were largely implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained a strong focus on cultivating a healthy and thriving environment that promotes student belonging through aligned systems for behavior, social-emotional learning, attendance, and student engagement.
The school maintained a consistent focus on monitoring and responding to student culture and behavioral data (Action 3.1). The Dean of Students (DoS) collaborated closely with the Principal through weekly one-on-one meetings to review behavior data, identify trends, and align on responsive supports. Additionally, systems such as DeansList and student culture surveys were used consistently to track behavior and inform interventions. This regular cadence of data analysis strengthened the school's ability to proactively address student needs and support a positive school climate.
Implementation of the SEL curriculum (Action 3.2) was consistent across classrooms, supported by ongoing collaboration between the DoS and instructional staff. The DoS conducted observations focused on SEL implementation and provided feedback to ensure fidelity. Professional development and coaching supported teachers in embedding SEL into daily instruction, contributing to a more consistent approach to supporting students' social-emotional development.
Restorative justice practices (Action 3.3) were further strengthened this year. The DoS participated in county-led professional development on restorative practices and brought this learning back to the site to support staff development and implementation. As a result, the school

continued to build staff capacity to address student behavior through restorative approaches, reinforcing a culture focused on accountability, relationship-building, and student growth.
Attendance systems (Action 3.4) were implemented with increased consistency and intentionality. Office staff, including the Operations Manager (OM) and School Office Manager (SOM), played an active role in following up with chronically absent students and families through consistent communication and outreach. The school also introduced quarterly attendance conferences and recognition systems to celebrate perfect and improved attendance, contributing to stronger engagement and improved attendance trends. These efforts reflect a more proactive and structured approach to attendance compared to prior years.
Facilities (Action 3.5) remained in good repair, ensuring a safe and welcoming physical environment for students. In addition, the school continued to expand student experiences (Action 3.6), particularly at the elementary level, with the introduction of new after-school opportunities such as gardening and cheerleading clubs.
The Community Schools Program (Action 3.7) saw strong implementation this year, with the Community Schools Coordinator actively leading and supporting initiatives. Partnerships, particularly with the Boys & Girls Club, were strengthened to better support students, including those with disabilities. Coordination between school staff and external partners improved, with IEP information shared to ensure aligned supports for students with more significant needs.
Expanded learning opportunities (Action 3.8), nutrition services (Action 3.9), and PBIS systems (Action 3.10) were all implemented as planned, contributing to a comprehensive system of supports for students' academic, social-emotional, and physical well-being.
Overall, the implementation of Goal 3 actions was strong and consistent, with clear systems for monitoring student behavior, supporting attendance, and fostering a positive school culture. Key successes included strengthened SEL implementation, improved attendance systems, and enhanced community partnerships. These efforts have positioned the school to continue to refine and strengthen a healthy and thriving 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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions implemented under Goal 3 have been largely effective in improving school climate and student behavior, with particularly strong outcomes in suspension rates, alongside more modest improvements in attendance.
Suspension rates represent a clear area of success. According to the Dashboard, All Students are in the Green performance level at 1.7%, reflecting a decline of 1.1 percentage points. This continued reduction demonstrates the effectiveness of systems aligned to monitoring student behavior and implementing restorative practices (Actions 3.1, 3.3, and 3.10). The school's investment in restorative approaches, combined with partnerships such as Safe Schools, counseling supports, and the implementation of safety plans, risk and threat assessments, has supported a safe and responsive environment for students. While the school did experience a small number of expulsions this year, these specific situations were addressed with careful adherence to all required safety protocols, ensuring that decisions prioritized the safety of students, staff, and families while continuing to provide appropriate supports for impacted students and families.
Chronic absenteeism also improved, though at a more modest rate. The Dashboard shows that All Students are at 27.3% chronically absent (Orange), reflecting a decline of 1.2 percentage points. This indicates that attendance systems (Action 3.4) are having a positive impact, particularly through consistent family outreach, data monitoring, and targeted interventions. Internal data further supports this trend, with P2

Average Daily Attendance (ADA) at 93.01%, signaling improved day-to-day attendance. However, the relatively small decline highlights that while these strategies are moving in the right direction, Action 3.4 remains an area for continued focus.
Additional indicators reinforce the effectiveness of Goal 3 actions in maintaining a strong school environment including 88.98% of students responding favorably to the survey question measuring student safety and 93.5% students responding favorably to the question “I feel that there is at least 1 adult who cares about me”. The school maintained a 0% middle school dropout rate, reflecting strong student engagement and retention, and the 2024–25 School Accountability Report Card (SARC) rated the school as “Exemplary” overall, confirming that facilities and school conditions remain safe and well-maintained (Action 3.5). Student perception data will provide additional insight into school climate, with survey results forthcoming.
Overall, the data indicate that Goal 3 actions have been highly effective in improving student behavior and maintaining a safe school environment (Actions 3.1, 3.3, 3.10), while attendance-related actions (Action 3.4) are showing progress but remain an area for continued growth. The school’s strong foundation in restorative practices, student supports, and proactive systems positions it well to continue improving both climate and engagement outcomes moving forward.

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

Based on reflection of implementation and effectiveness data from the 2025–26 school year, no significant changes will be made to the goals, actions, metrics, or expected outcomes for Goal 3 in the coming year. The school has observed positive outcomes, including reductions in chronic absenteeism and suspension rates, indicating that current systems and strategies are effectively supporting a safe and inclusive school environment. As the final year of the current LCAP cycle approaches, the school will maintain continuity of these actions while continuing to refine implementation. Ongoing focus will be placed on monitoring and addressing suspension rates among our Long-Term English Learners, as well as reducing chronic absenteeism for Hispanic and Socioeconomically Disadvantaged students as well, to ensure continued progress and equitable outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Monitor & Respond to Student Culture & Behavioral Data	• Maintain a Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. • Use Dean’s List, student culture survey, and other systems to track student behavior and culture data disaggregated by significant student groups in order to inform problem solving and targeted interventions. Our targeted interventions will be focused on our students who received a Red on the CA School Dashboard under suspension rates, including our Hispanic and	$136,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged students to ensure we are getting at the root of behaviors that lead to suspensions. • To proactively work with students, maintain a Check-in/Check-out system by assigning trusting adults with the students who are in need of additional support.		
3.2	SEL Curriculum	• Select and implement a comprehensive SEL curriculum to integrate SEL into daily instruction. • Conduct professional development to provide our team with the tools, resources, language, and skill development to implement the SEL curriculum.		No
3.3	Restorative Justice Practices	• Incorporate restorative justice practices and approaches to student behaviors. • Conduct professional development for staff on restorative justice practices. • Proactively monitor implementation of restorative practices across staff members, led by the Dean of Students		No
3.4	Attendance Systems	All Students: • Continue to refine, train, and track accountability to the attendance systems and protocols according to the Alpha Attendance Playbook, which outlines all systems and procedures for how we address chronic absenteeism. • Maintain & refine consistent structures to uphold accountability on procedures including regular data and action planning sessions during professional development, monthly meetings between Network Operations and the School Operations Manager (SOM), bi-weekly ops team attendance check-ins, and regular individual check-ins between Principal & SOM. • Build and sustain access to attendance data dashboards. Attendance dashboards provide the ability to filter data by subgroups and identify variances in data. Utilize attendance dashboards in regular school-level attendance data meetings.	$83,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Based on data, perform targeted attendance interventions such as family/student follow-ups, home visits, and incentives. • Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is a ESSA-approved evidence based strategy for addressing absenteeism. • Roll-out our School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism. This SART was piloted this year as a district (Alpha)-level intervention. We have refined our nomination process, as well as further developed a standard agenda and contract/attendance plan that we will utilize. Socioeconomically Disadvantaged Students: • Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs • Provide uniform support to families as needed Hispanic Students & English Learners: • Utilize systems like DeansList and attendance dashboards to effectively communicate around attendance between schools/teachers to families. This includes two-way texting and notices/reminders around attendance to families. The student community is 90.5% Hispanic. In addition, many of our families have a primary language of Spanish. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications. Students with Disabilities: • In partnership with our network, site, and general education teams, have regular student-level check-ins and goals, aligned with the IEP around attendance monitoring and strategies.		

Action #	Title	Description	Total Funds	Contributing
3.5	Facilities Maintenance & Improvement	• Ensure our school facilities remain clean, safe, and in good repair. • Perform 3 network facilities walkthroughs utilizing the Facilities Inspection Tool (FIT), and 3 school specific walkthroughs using Alpha's internal facilities walkthrough tool.	$1,242,136.00	No
3.6	Student Experiences	• Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, student council, etc) • Maintain active after school programs to build teamwork, belonging, and joy while having students be involved with school events and activities. This also allows access for enrichment areas such as arts and sports for our families of socioeconomically disadvantaged students who had never experienced these programs.	$56,125.00	No
3.7	Community Schools Program	• Hire a leader for community schools to establish and oversee the vision, strategy, workplan, and training for all community schools work • Hire a community schools coordinator to lead the planning and execution of community schools work. • Provide students with mental health counseling through school-based counselors and external providers	$300,000.00	No
3.8	Expanded Learning Programs	Continue to enhance expanded learning and summer programming for students through external partnerships, athletics, clubs, etc.	$769,929.00	No
3.9	National Student Lunch Program (NSLP)	Continue to strengthen the implementation of the NSLP through adequate staffing and strong processes to ensure all students have access to healthy, nutritious meals. To support our socioeconomically disadvantaged students, the NSLP ensures that all children have a free breakfast and lunch every school day. In addition, we offer a monthly food bank to families through the Alpha Parent Learning Center.	$539,971.00	

Action #	Title	Description	Total Funds	Contributing
3.10	Positive Behavioral Interventions and Supports (PBIS) systems	Continue to monitor and assess the implementation of our PBIS framework, ensuring a school-wide culture that fosters positive behavior, enhances student learning, and creates a supportive and inclusive school environment.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build & cultivate community and family engagement to support student achievement & wellness	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

During this new LCAP cycle, we will continue to focus on Alpha's pillars of building an authentic community with families in support of student learning: communication & transparency, authentic engagement, and partnership in decision making. Our 2024 family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school:

- 100% of families feel a sense of belonging & connectedness to the school community
- 95% of families are satisfied with the level of physical and emotional safety
- 97% of families agree that school listens to family voice in input and decision making.

Input received from our educational partners through the LCAP engagement process highlighted the need to build upon the successes this year of:

- The consistency and quality of communication;
- Frequency and attendance of school events and workshops
- Partnership in decision making within systems and parent group structures, such as SSC and ELAC

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of families that feel a sense of belonging & connectedness to the school community Data Source: Internal Survey	SY 23-24: 100%	SY 24-25: 97.26%	SY 25-26: 96.19%	95%	-3.81 percentage points
4.2	% of families that agree that the school listens of	SY 23-24: 97%	SY 24-25: 97.18%	SY 25-26: 94.29%	95%	-2.71 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	family voice and input when making decisions Data Source: Internal Survey					
4.3	% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) Data Source: Internal Survey	SY 23-24: All Families: 95% Families of Students with Disabilities: 100% Families of English Learners: 100%	SY 24-25 All Families: 97.22% Families of Students with Disabilities: 93.75% Families of English Learners: 100%	SY 25-26 All Families: 95.02% Families of Students with Disabilities: 91% Families of English Learners: 92%	95%	All Families: +.02 percentage points Families of Students with Disabilities: -9 percentage points Families of English Learners: -8 percentage points
4.4	% of Families that are satisfied with the level of physical and emotional safety	SY 23-24: 95%	SY 24-25: 97.26%	SY 25-26: 92.3%	95%	-2.7 percentage points

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.

Overall, the actions under Goal 4 were implemented largely as planned, with a continued focus on strengthening communication, increasing family engagement, and building meaningful partnerships between the school and families. The school maintained multiple structures to engage families through consistent communication, community events, and leadership opportunities, while also identifying areas for growth in participation and volunteer engagement.

The school made strong progress in strengthening family communication systems (Action 4.1). Multiple platforms were utilized to share information and gather feedback, including family surveys, conferences, and ongoing communication tools. Staff leveraged translation tools within platforms like DeansList to ensure accessibility for Spanish-speaking families, ensuring consistent and inclusive communication. All key communications continue to be provided in both English and Spanish, supported by bilingual staff and translation services. These efforts contributed to increased accessibility and stronger connections with families.

Community-building efforts were a key area of success. The school successfully implemented a range of events (Action 4.2), including Cafecitos, family conferences, and community gatherings. Cafecitos were particularly well attended, with more than 25 parents regularly participating, demonstrating strong family interest and engagement. Additional events, such as the First Saturday Family hiking event, were highly successful and contributed to building a sense of community and belonging among families. The school also tracked attendance at events to better understand participation trends and inform future planning.

The school continued to provide programs and services through the Parent Learning Center (Action 4.3), offering families access to educational, wellness, and community-based resources. These services supported families in building their capacity to engage in their child's education and access broader supports.

At the same time, the school identified challenges in expanding parent volunteerism (Action 4.4) and leadership participation. While structures such as School Site Council (SSC) and other parent leadership opportunities were maintained (Action 4.5), participation levels remained low. Additionally, parent volunteer engagement was limited, in part due to many families balancing multiple jobs and competing responsibilities. These challenges highlight a need for more flexible opportunities and clearer communication around how families can engage and contribute.

In summary, the school demonstrated strong implementation of communication systems and community-building events, with notable successes in family engagement and accessibility. Challenges remain in increasing participation in formal leadership structures and volunteer opportunities. Moving forward, the school will continue refining its approach to ensure that all families have meaningful and accessible ways to engage as partners in their child's education.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions implemented under Goal 4 have been effective in strengthening family engagement, communication, and overall connection between the school and its community. Through consistent implementation of multilingual communication systems, expanded family events, and increased opportunities for parent leadership, the school has continued to build a strong sense of partnership with families in support of student achievement and wellness.

Family survey data indicates high levels of satisfaction and engagement across key measures. Specifically, 96.19% of families report feeling a strong sense of belonging and connectedness to the school community, reflecting the impact of consistent communication practices and inclusive community events (Actions 4.1 and 4.2). Additionally, 94.29% of families agree that the school listens to family voice and input when making decisions, demonstrating the effectiveness of leadership structures such as SSC, ELAC, and parent committees in elevating family perspectives (Action 4.5).

The school has also been effective in providing meaningful opportunities for family participation. 95.02% of families report satisfaction with the amount of opportunities to engage in school activities and programs (including by subgroup), indicating that events such as Culture Day, STEM parent workshop, Girls Who Code, and family conferences are successfully fostering engagement across diverse groups (Actions 4.2 and 4.4). Furthermore, 92.3% of families report satisfaction with the level of physical and emotional safety at the school, reflecting the broader impact of a positive school culture and strong communication systems (Actions 4.1 and 3.1–3.3).

These outcomes are directly connected to the school's intentional focus on accessible, multilingual communication, regular feedback collection through surveys, and the creation of inclusive spaces for families to engage and lead. The continued use of both digital and paper-based communication, along with translation supports, has ensured that all families—particularly those from historically underserved communities—can participate meaningfully in the school community.

Overall, the data indicate that Goal 4 actions have been effective in building strong family-school partnerships, increasing engagement, and fostering a sense of belonging and trust within the school community. These efforts have created a solid foundation for continued collaboration with families in support of student success.

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

Based on reflections from the 2025–26 school year, no significant changes will be made to the planned goal, metrics, target outcomes, or actions for Goal 4 in the 2026–27 school year. Implementation data and family feedback indicate that current strategies are effectively supporting strong family engagement, communication, and community partnership. As the school enters the final year of the current LCAP cycle, the focus will remain on maintaining and refining existing practices to ensure continued high levels of family participation, satisfaction, and connection to the school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Communication	Strengthen family communication strategies to capture authentic input and feedback. Strategies include: • Drive usage of our family communication platform • Support strong response rates in family surveys (2 times per year) • Drive high attendance at family conferences (3 times per year) In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, the school invests in the following practices:	$114,327.00	No

Action #	Title	Description	Total Funds	Contributing
		• Distribute all key family communications electronically and in paper flier form in both English and Spanish • Utilize a family engagement platform with strong accessibility for Spanish-speaking families, including: • Video resources to support families • Supports for language set-up, to enable automatic translation of posts and messages • Easy to post videos & pictures to enable access • Staff a team with the skillset to communication with families in their native language, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. • Emphasize video communication to promote further access for some families with literacy needs.		
4.2	School Community Events and Celebrations	• Create and execute on an annual scope and sequence for school community celebrations, including: family events, cafecitos, student conferences, back to school night, award ceremonies, etc. • Track attendance at school community events to understand and improve family participation	$14,655.00	No
4.3	Programs and Services (PLC)	• Maintain and improve services from the Alpha Parent Learning Center to provide families with educational, career, and wellness programs to champion their agency in the community. • Work towards clarifying the vision and the supports offered by Alpha's Parent Learning Center, in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops.	$29,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Parent School Partnerships	Expand parent volunteer opportunities to strengthen involvement of parents in their child's educational experience.	$7,839.00	No
4.5	Parent Power	Develop parent power by providing parents with leadership opportunities to advocate for their students. Leadership opportunities include: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Leader Committee (Advocacy) • Alpha Parent Board Members • Parent Association		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, develop, value, and retain a high-quality faculty & staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Developing and retaining fully credentialed and high-quality educators is a critical enabler for student success. However, given the teacher shortage that we are experiencing in the Bay Area, it has grown increasingly competitive to hire and retain strong educators for our school. To address this, we have established the following theory of change at Alpha: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes. Therefore, we are focused on continuing to invest heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We are creating leadership pathways for staff members to grow and stay at Alpha, we regularly review our compensation and benefits packages, and we are using a variety of recruitment strategies to attract high-quality talent to ABA.

All of stakeholder groups, through the LCAP / initiative setting process, highlighted the need to continue this goal into our next 3-year cycle, which emphasizes the importance of hiring, developing, and retaining high quality faculty and staff as a key enabler in our success in achieving all of our other goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of teachers appropriately assigned and credentialed Data Source: Internal Calculation	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 93%	100%	-7 percentage points
5.2	Teacher perception on the spring TNTP question regarding Learning Environment	SY 23-24: 4.6	SY 24-25: 6.1	Fall 2025: 5.2	5.0	+.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: TNTP Survey					

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.

During the 2025–26 school year, all actions identified under Goal 5 were implemented as planned, with no substantive differences between planned and actual implementation. The school maintained a strong focus on hiring, developing, and retaining high-quality staff through aligned professional development systems, robust coaching structures, and intentional efforts to foster a positive and supportive adult culture.

A central component of implementation was the continued investment in teacher development through coaching and professional learning (Action 5.1). School Leadership Team (SLT) members conducted regular observations and 1:1 coaching meetings with teachers, aligned to Alpha's Vision of Excellent Teaching and Teacher Rubric. These coaching cycles were closely connected to professional development sessions and grade-level or department meetings, creating a cohesive system for continuous improvement. Teachers received frequent, actionable feedback on instructional practices, and the alignment between coaching and PD was a key strength in implementation.

The school also successfully implemented onboarding and training systems for new staff (Action 5.2), providing a comprehensive summer experience that introduced instructional expectations and foundational teaching practices. Ongoing development for instructional support staff (Action 5.3) ensured that all staff members working directly with students received coaching and professional learning aligned to schoolwide instructional priorities.

Leadership development (Action 5.4) was a notable area of strength this year. Professional development for leaders was intentionally differentiated based on experience and role, with returning Assistant Principals, new Assistant Principals, and Deans each receiving targeted support aligned to their needs. Leaders participated in ongoing coaching development sessions, focused on strengthening skills in coaching, professional development design, and facilitation. These efforts were reinforced through cycles of feedback and practice, and were closely aligned to the school's coaching model, ensuring consistency and coherence across instructional leadership practices. Opportunities for teacher leadership were also maintained through lead team structures.

Efforts to foster a positive school culture among staff (Action 5.5) were implemented through proactive planning and ongoing responsiveness to staff needs. The school hosted quarterly celebrations, team-building events, and recognition programs, including shout-outs and peer-nominated awards, to build a strong sense of community and appreciation among staff. Regular staff surveys were conducted to gather feedback and inform continuous improvement of adult culture.

Credential and certification support (Action 5.6) was strengthened this year, with the school providing earlier and more proactive communication to teachers regarding their credential status with support from a network credential specialist. Ongoing credential reviews ensured that teachers remained on track for compliance, and staff reported feeling well-supported throughout the process.

Hiring strategies (Action 5.7) and compensation and benefits structures (Action 5.8) were implemented as planned, with the school utilizing network-supported recruitment processes, inclusive hiring practices, and ongoing staff feedback to inform compensation and benefits. These systems supported the recruitment and retention of a diverse and highly qualified staff.

Overall, implementation of Goal 5 actions was strong and cohesive. Key successes included the alignment of coaching and professional development, differentiated leadership training, strengthened credential support systems, and a positive adult culture. These efforts contributed to a supportive and high-functioning staff environment, positioning the school to continue attracting, developing, and retaining high-quality educators.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions implemented under Goal 5 have been effective in maintaining a high-quality, well-supported faculty and staff, as evidenced by strong outcomes in teacher credentialing and staff perception data. The school successfully sustained high levels of fully credentialed teachers (93%), reflecting the effectiveness of hiring strategies, credential monitoring systems, and proactive support provided to staff (Actions 5.6 and 5.7). Early communication around credential status and ongoing support throughout the year ensured that teachers remained on track and felt supported in meeting certification requirements.

In addition, staff perception data from the Spring TNTP survey indicates strong results in the area of Learning Environment, with teachers reporting positive experiences related to school culture, collaboration, and support. These outcomes demonstrate the effectiveness of the school’s investment in professional development and coaching systems (Actions 5.1 and 5.4), which provided consistent, actionable feedback and aligned support for instructional improvement. The coherence between coaching cycles, professional development, and leadership support contributed to a strong instructional culture and a sense of shared purpose among staff.

Efforts to foster a positive adult culture (Action 5.5), including recognition systems, team-building events, and regular opportunities for feedback, further supported teacher satisfaction and retention. Additionally, differentiated leadership development and targeted onboarding and support for new and returning staff (Actions 5.2 and 5.4) ensured that all staff members received development aligned to their experience and role.

Overall, the data indicate that Goal 5 actions have been effective in supporting teacher development, maintaining a highly qualified staff, and fostering a positive and collaborative professional environment. These systems position the school to continue retaining strong educators and sustaining high-quality instruction for 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.

A review of implementation and outcome data from the 2025–26 school year indicates that no significant changes are necessary to the planned goal, metrics, target outcomes, or actions for Goal 5 in the 2026–27 school year. Current data demonstrate that existing systems for hiring, developing, and retaining staff are effective in maintaining a highly qualified workforce and a positive professional culture. As the school enters the final year of the LCAP cycle, the focus will remain on sustaining and refining these practices to ensure continued staff development, retention, and strong instructional outcomes for students.

Building on the success of this year's robust observation and coaching cycles, the school will continue to prioritize teacher and leadership development with a focused emphasis on the consistent implementation of adopted instructional materials with fidelity. This includes deepening instructional practices related to assessment, learning design, delivery of content, checks for understanding, and the use of effective scaffolds to support all learners. Additionally, there will be an increased focus on classroom management strategies that utilize least invasive redirections to maximize student engagement and maintain a healthy and thriving learning environment.

Leadership development will further prioritize strengthening capacity in data analysis and responsive instructional decision-making, as well as deepening content and curriculum expertise. Leaders will continue to refine their ability to support teachers in implementing high-quality instructional methodologies and using assessment data to drive continuous improvement. These refinements are intended to enhance the effectiveness of existing systems while maintaining alignment with the overall goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher Professional Development & Coaching	• SLT members continue to develop teachers (through 1:1 coaching, PD sessions, walkthroughs, grade level/department meetings), in alignment to Alpha's Vision of Excellent Teaching and Teacher Rubric. • SLT members conduct weekly observations and coaching meetings for all teachers by a school leadership team member, to continuously improve their instructional practice.	$188,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	New Staff Professional Development	• Facilitate a robust summer onboarding and training experience for all new Alpha staff • Train all new Alpha instructional staff on the foundational skills of what it means to facilitate learning for our APS community	$86,956.00	Yes
5.3	Instructional Support Staff Development	Develop instructional excellence in our instructional support staff through consistent professional development and regular coaching by school leaders.	$44,774.00	Yes
5.4	Leadership Development	Develop the leadership skills across ABA leaders in PD design and facilitation. This includes: • Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal • Ongoing training through Coach Development Meetings throughout the year to further develop skills in PD design and facilitation as well as coaching, emotional agility, and performance management • Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD Develop the leadership skills across ABA leaders in coaching. This includes: • Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders • Ongoing training through Coach Development Meetings throughout the year to further develop skills in coaching as well as PD design and facilitation, emotional agility, and performance management • External coaching workshops and small group practice labs Provide leadership opportunities for teachers through lead team. This includes regular training for lead team members, with opportunities to collaborate with lead team members across Alpha Public Schools.	$54,774.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	School Culture	• Foster a healthy and thriving school culture through programs such as shout-outs/recognitions and team-building events • Conduct regular surveys to gather staff feedback. Use this data to inform strategies to strengthen school culture.	$2,709.00	No
5.6	Credential / Certification Support	- Provide all teachers with certification/credential support with a regular review around assignment and credential status.	$41,789.00	Yes
5.7	Hiring Strategies	Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Presence at all local career fairs as well as historically Hispanic serving colleges • Partnerships with teacher preparation programs at local colleges and universities • Participation in CTC grant opportunities for educators • Teacher/Talent Ambassador program to partner recruitment team with teachers on site to support stronger hiring processes • Start of school year teacher pairings so that new teachers can build culture at our site sooner with identified returning teachers • Transparent teacher salary scale, with differentiated pay depending on certification status	$197,377.00	Yes
5.8	Compensation & Benefits	• Capture staff feedback (through stay interviews and staff surveys) to inform teacher salary and benefit compensation • Regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.	$106,586.00	Yes

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
$$2,033,802	$1,023,733

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
36.737%	2.279%	$121,439.00	39.016%

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
1.4	**Action:** Academic Intervention Model **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. In order to address this growth area related to our support of low-income students and english learners, this action will focus on providing supplemental academic interventionists to support a tiered approach to intervention, with a focus on	1.2: ELPI Proficiency 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

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
	ELA All Students: 57.5 pts below standard EL Students: 85.8 pts below standard SED Students: 68.1 pts below standard Math All Students: 82.7 pts below standard EL Students: 105.4 pts below standard SED Students: 93.3 pts below standard **Scope:** LEA-wide	ELA and Math interventions. The increased amount of time spent in direct support and the strategies used that will be targeted towards individual unduplicated students, will improve and increase services by executing small groups for learners in need of intervention, analyzing and responding to data regularly, and collaborating with teachers to engage in meaningful push in support.	
2.4	**Action:** Data Strategy **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 57.5 pts below standard EL Students: 85.8 pts below standard SED Students: 68.1 pts below standard Math All Students: 82.7 pts below standard EL Students: 105.4 pts below standard SED Students: 93.3 pts below standard **Scope:**	Our data strategy action, designed to collect, analyze, and respond to academic data, will specifically meet the needs of our unduplicated population by enabling targeted interventions and differentiated instruction. Our data dashboards allow us to analyze student subgroup data and be proactive in identifying and addressing variances in our results. By using data to identify trends and potential challenges early, our school can deploy resources and supporting strategies in an effective, timely way. This data-driven approach not only supports individualized student success but also fosters an environment that adapts to and meets the evolving needs of our unduplicated student body.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Online Platforms & Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 57.5 pts below standard EL Students: 85.8 pts below standard SED Students: 68.1 pts below standard Math All Students: 82.7 pts below standard EL Students: 105.4 pts below standard SED Students: 93.3 pts below standard **Scope:** LEA-wide	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA
2.6	**Action:** Associate Teachers **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA	This action involves staffing Associate Teachers in classrooms to provide additional support and focus on Tier 2 strategies. Associate Teachers enhance the classroom environment by providing extra hands, eyes, and expertise. This additional support is crucial for maintaining smaller student-to-teacher ratios, which is especially beneficial for unduplicated students who may require more personalized attention and instruction due to	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

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
	All Students: 57.5 pts below standard EL Students: 85.8 pts below SED Students: 68.1 pts below Math All Students: 82.7 pts below EL Students: 105.4 pts below SED Students: 93.3 pts below **Scope:** LEA-wide	various challenges, such as language barriers, socio-economic constraints, or learning gaps. While the primary focus is on meeting the needs of unduplicated students, the presence of Associate Teachers benefits the entire classroom by improving the overall student-to-teacher ratio and allowing for more differentiated instruction. This creates a more inclusive and supportive learning environment for every student, regardless of their background.	
2.7	**Action:** Broad Course of Study **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 57.5 pts below standard EL Students: 85.8 pts below SED Students: 68.1 pts below Math All Students: 82.7 pts below EL Students: 105.4 pts below SED Students: 93.3 pts below **Scope:** LEA-wide	Our Broad Course of Study action is designed to meet the educational needs of all students while being principally directed toward our unduplicated population. This action emphasizes providing high-quality instruction in a range of content areas beyond the core curriculum, including the arts, sciences, technology, and other subjects crucial for a well-rounded education. A well-rounded education that includes the arts and other creative subjects fosters critical thinking, creativity, and emotional intelligence. For unduplicated students, these experiences are essential for personal development and can provide them with a more equitable educational experience. By focusing on providing a broad and high-quality course of study, our school addresses the specific needs of unduplicated students by offering them enriched educational pathways that promote engagement, skill development, and holistic growth. This strategic approach not only supports the academic and personal development of these students but also enhances the educational experience for the entire student body.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Monitor & Respond to Student Culture & Behavioral Data **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the 2023 CA School Dashboard. All Students: 3.2% EL Students: 2.5% SED Students: 3.7% **Scope:** LEA-wide	Maintaining a Dean of Students who is focused on multi-tiered intervention strategies ensures that behavioral issues are addressed at various levels of intensity, tailored to the needs of individual students. This role is crucial in developing and overseeing interventions before behaviors escalate to the point of suspension, especially for unduplicated students who may face systemic challenges that affect their behavior. Training staff on practices to uphold a healthy and thriving environment equips them with the skills to manage classroom behaviors effectively and inclusively. By fostering an understanding of diverse student backgrounds and the specific challenges faced by unduplicated students, staff can implement more empathetic and effective disciplinary practices that reduce the need for suspensions which benefits all students.	3.5: Suspension Rate 3.6: Expulsion Rate 3.7: of students who feel safe at school 3.8: % of students who feel that there is at least 1 adult who cares about them
3.4	**Action:** Attendance Systems **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently chronically absent at the same rate or higher than all students as measured by the 2023 CA School Dashboard. All Students: 38.3% EL Students: 39.2% SED Students: 40.5% **Scope:**	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By continually refining and training staff on the Alpha Attendance Playbook protocols, the school ensures that all team members are equipped to identify and address the unique challenges related to attendance that unduplicated students might face. This consistent approach helps staff recognize early signs of absenteeism, which can be linked to various socio-economic and/or language challenges.	3.2: ADA 3.3: Chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Direct interventions based on attendance data—such as family/student follow-ups, home visits, and incentives—are particularly effective for unduplicated students. These interventions address external factors affecting attendance, such as transportation issues, lack of parental engagement due to work schedules, or other barriers that disproportionately affect underserved populations. While these strategies are principally directed at improving attendance for our unduplicated population, all students' attendance will improve as a result of successful implementation.	
4.3	**Action:** Programs and Services (PLC) **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering services through the Alpha Learning Center. **Scope:** LEA-wide	Our action to maintain and improve services offered by the Alpha Parent Learning Center is specifically designed to support unduplicated populations by providing their families with critical resources that enhance their educational, career, and wellness opportunities. By offering educational programs, the center empowers parents with the knowledge and skills they need to support their children's academic journey effectively. This is especially beneficial for unduplicated families who may lack access to educational resources or face language barriers that make navigating the education system challenging.	4.1: % of families that feel a sense of belonging & connectedness to the school community 4.2: % of families that agree that the school listens to family voice and input when making decisions 4.3: % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) 4.4: % of Families that are satisfied with the level of physical and emotional safety
5.1	**Action:** Teacher Professional Development & Coaching	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional	1.4: SBAC ELA 1.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: We heard from our educational partners for the need to continue offering focused teacher professional development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.2	**Action:** New Staff Professional Development **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching, with an emphasis on new staff, to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.3	**Action:** Instructional Support Staff Development **Need:** We heard from our educational partners for the need to continue offering focused teacher and instructional support teams professional development and coaching to ensure all staff are equipped to meet the needs of all students.	Providing professional development and coaching to our instructional support staff is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips instructional support staff, who frequently work 1:1 and in small groups with our unduplicated students, with effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

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
	Scope: LEA-wide	additional academic challenges, having skilled support staff is crucial for ensuring that their academic needs are met effectively.	
5.6	**Action:** Credential / Certification Support **Need:** Ensuring all teachers that are providing instruction for unduplicated students are credentialed and have appropriate certifications. **Scope:** LEA-wide	Providing teachers with credential and certification support directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed, all students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.7	**Action:** Hiring Strategies	Focusing strategic efforts to hire a diverse, highly-qualified, and appropriately credentialed teaching staff directly benefits unduplicated populations by	1.4: SBAC ELA 1.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Ensuring all teachers that are providing instruction for unduplicated students are diverse, highly-qualified, and appropriately credentialed teaching staff. **Scope:** LEA-wide	ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed and highly qualified, all students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students	5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.8	**Action:** Compensation & Benefits **Need:** In order to support teacher retention and attract the highest quality teaching staff, we continue to hear from our educational partners the need to regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are	Providing teachers with appropriate compensation and benefits is crucial for supporting unduplicated populations and all students by ensuring students have access to dedicated, skilled, and motivated educators. Competitive compensation and comprehensive benefits attract highly qualified teachers and encourage them to remain in their positions long-term. Stability and consistency in teaching staff are	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

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
	compensated fairly relative to similar opportunities. **Scope:** LEA-wide	particularly beneficial for unduplicated students, who often benefit from established relationships and consistent educational approaches that a stable staff can provide.	

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
1.1	**Action:** English Learner Supports **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 57.5 pts below standard EL Students: 85.8 pts below standard Math All Students: 82.7 pts below standard EL Students: 105.4 pts below standard **Scope:** Limited to Unduplicated Student Group(s)	By continuing to staff an English Language Development specialist, we ensure that ELs receive designated ELD instruction, which is specifically tailored to boost their English language proficiency in both academic and social settings. This role will also support teachers with integrated instruction, thereby enhancing the language development support within the context of subject matter learning. By conducting professional development for instructional staff, we ensure that our English Learners have access to high-quality teaching practices in all classroom settings. Within this framework, ELs benefit from integrated language supports that help them access complex texts and engage with grade-level content, which is crucial for closing gaps in ELA and Math.	1.2: ELPI Proficiency 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		By continuing to monitor implementation of strategies through coaching, observations, and walkthroughs, the ELD Specialist and coaches will be able to assess the impact of professional development and ensure strategies are being effectively implemented in the classroom to support ELs. To address the needs of our long-term English Learners, several actions are being implemented to increase and improve outcomes. Utilizing both formative and summative assessments to monitor LTELs' progress allows for timely identification of learning gaps and needs. This ongoing assessment process is key to adapting instruction that targets language proficiency and academic achievement. Providing differentiated instruction tailored to the unique needs of LTELs ensures that these students receive the necessary academic support to succeed in their subject areas, particularly in ELA and Math. Additionally, delivering ongoing professional development for teachers focuses on equipping them with effective strategies for teaching LTELs. This includes culturally responsive teaching practices and scaffolding techniques, which are essential for creating inclusive classrooms that cater to the diverse needs of LTELs.	
1.2	**Action:** High Quality ELD Curriculum **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA	We will implement ELD curriculum and provide training to all staff to support providing integrated and designated instruction to our English Learners. Additionally, this action will support the needs of our English learners through our standardized assessment strategy, giving teachers the ability to identify, monitor and adjust supports	1.2: ELPI Proficiency 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	All Students: 57.5 pts below standard EL Students: 85.8 pts below standard Math All Students: 82.7 pts below standard EL Students: 105.4 pts below standard **Scope:** Limited to Unduplicated Student Group(s)	for implementation of ELD curricula and ELA strategies.	

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.

NA

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.

As named above, the school was able to leverage increases associated with additional concentration grant funding to support its LCAP priorities:

Goal 1: Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.
Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy
Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.
Goal 4: Build & cultivate community and family engagement to support student achievement & wellness
Goal 5: Hire, develop, value, and retain a high-quality faculty & staff

With the additional concentration funding projected to be approximately $1,023,733 we were able to fund additional positions for instructional support that focus on providing tiered support and intervention for our unduplicated populations.

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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

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	5,536,120	$2,033,802	36.737%	2.279%	39.016%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,000,940.00	$2,214,863.00	$0.00	$550,792.00	$6,766,595.00	$3,223,409.00	$3,543,186.00

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	English Learner Supports		Yes	Limited to Unduplicated Student Group(s)		All Schools	Ongoing	$116,107.00	$6,592.00	$122,699.00				$122,699.00	
1	1.2	High Quality ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$38,075.00	$38,075.00				$38,075.00	
1	1.3	Students with Disabilities Supports	Students with Disabilities	No			All Schools	Ongoing	$929,845.00	$0.00		$781,070.00		$148,775.00	$929,845.00	
1	1.4	Academic Intervention Model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$426,839.00	$0.00	$319,667.00	$107,172.00			$426,839.00	
1	1.5	Supplemental Intervention	All	No			All Schools	Ongoing								
1	1.6	Tier 1 Strategy	All	No			All Schools	Ongoing								
2	2.1	Strengthen Instructional Practices	All	No			All Schools	Ongoing	$156,772.00	$77,316.00	$234,088.00				$234,088.00	
2	2.2	Assessment Strategy	All	No			All Schools	Ongoing	$0.00	$54,429.00	$54,429.00				$54,429.00	
2	2.3	High Quality Curriculum	All	No			All Schools	Ongoing	$0.00	$105,483.00	$105,483.00				$105,483.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Data Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$78,531.00	$78,531.00				$78,531.00	
2	2.5	Online Platforms & Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$148,774.00	$148,774.00				$148,774.00	
2	2.6	Associate Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$152,229.00	$0.00	$152,229.00				$152,229.00	
2	2.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$457,899.00	$0.00	$457,899.00				$457,899.00	
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$129,814.00	$6,575.00	$136,389.00				$136,389.00	
3	3.2	SEL Curriculum	All	No			All Schools	Ongoing								
3	3.3	Restorative Justice Practices	All	No			All Schools	Ongoing								
3	3.4	Attendance Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$83,391.00	$83,391.00				$83,391.00	
3	3.5	Facilities Maintenance & Improvement	All	No			All Schools	Ongoing	$0.00	$1,242,136.00	$1,242,136.00				$1,242,136.00	
3	3.6	Student Experiences	All	No			All Schools	Ongoing	$0.00	$56,125.00		$56,125.00			$56,125.00	
3	3.7	Community Schools Program	All	No			All Schools	Ongoing	$189,879.00	$110,121.00		$300,000.00			$300,000.00	
3	3.8	Expanded Learning Programs	All	No			All Schools	Ongoing	$0.00	$769,929.00		$769,929.00			$769,929.00	
3	3.9	National Student Lunch Program (NSLP)						Ongoing	$146,295.00	$393,676.00		$145,793.00		$394,178.00	$539,971.00	
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	All	No			All Schools	Ongoing								

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
4	4.1	Parent Communication	All	No			All Schools	Ongoing	$72,631.00	$41,696.00	$114,327.00				$114,327.00	
4	4.2	School Community Events and Celebrations	All	No			All Schools	Ongoing	$0.00	$14,655.00	$14,655.00				$14,655.00	
4	4.3	Programs and Services (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$29,850.00	$29,850.00				$29,850.00	
4	4.4	Parent School Partnerships	All	No			All Schools	Ongoing	$7,839.00	$0.00				$7,839.00	$7,839.00	
4	4.5	Parent Power	All	No			All Schools	Ongoing								
5	5.1	Teacher Professional Development & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,127.00	$0.00	$188,127.00				$188,127.00	
5	5.2	New Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$27,257.00	$59,699.00	$86,956.00				$86,956.00	
5	5.3	Instructional Support Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$44,774.00	$44,774.00				$44,774.00	
5	5.4	Leadership Development	All	No			All Schools	Ongoing	$0.00	$54,774.00		$54,774.00			$54,774.00	
5	5.5	School Culture	All	No			All Schools	Ongoing	$0.00	$2,709.00	$2,709.00				$2,709.00	
5	5.6	Credential / Certification Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$41,789.00	$41,789.00				$41,789.00	
5	5.7	Hiring Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,290.00	$82,087.00	$197,377.00				$197,377.00	
5	5.8	Compensation & Benefits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,586.00	$0.00	$106,586.00				$106,586.00	

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
5,536,120	$2,033,802	36.737%	2.279%	39.016%	$2,233,113.00	0.000%	40.337 %	**Total:**	$2,233,113.00
								LEA-wide Total:	$2,072,339.00
								Limited Total:	$160,774.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)		All Schools	$122,699.00	
1	**1.2**	High Quality ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$38,075.00	
1	**1.4**	Academic Intervention Model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,667.00	
2	**2.4**	Data Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,531.00	
2	**2.5**	Online Platforms & Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,774.00	
2	**2.6**	Associate Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,229.00	
2	**2.7**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$457,899.00	

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			
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,389.00	
3	3.4	Attendance Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,391.00	
4	4.3	Programs and Services (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,850.00	
5	5.1	Teacher Professional Development & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,127.00	
5	5.2	New Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,956.00	
5	5.3	Instructional Support Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,774.00	
5	5.6	Credential / Certification Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,789.00	
5	5.7	Hiring Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,377.00	
5	5.8	Compensation & Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,586.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,385,315.00	$6,394,603.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Learner Supports	Yes	$139,956.00	$118,249
1	**1.2**	High Quality ELD Curriculum	Yes	$34,659.00	$35,064
1	**1.3**	Students with Disabilities Supports	No	$939,364.00	$886,480
1	**1.4**	Academic Interventionists	Yes	$419,497.00	$398,314
1	**1.5**	Supplemental Intervention	No		
1	**1.6**	Tier 1 Strategy	No		
2	**2.1**	Strengthen Instructional Practices	No	$222,594.00	$227,736
2	**2.2**	Assessment Strategy	No	$49,964.00	$52,029
2	**2.3**	High Quality Curriculum	No	$91,582.00	$88,382
2	**2.4**	Data Strategy	Yes	$72,891.00	$75,120
2	**2.5**	Online Platforms & Technology	Yes	$106,360.00	$107,757

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	2.6	Associate Teachers	Yes	$153,837.00	$147,795
2	2.7	Broad Course of Study	Yes	$479,798.00	$377,244
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$112,975.00	$132,668
3	3.2	SEL Curriculum	No		
3	3.3	Restorative Justice Practices	No		
3	3.4	Attendance Systems	Yes	$75,946.00	$80,015
3	3.5	Facilities Maintenance & Improvement	No	$1,052,834.00	$1,189,274
3	3.6	Student Experiences	No	$62,325.00	$56,725
3	3.7	Community Schools Program	No	$300,000.00	$300,000
3	3.8	Expanded Learning Programs	No	$769,929.00	$769,929
3	3.9	National Student Lunch Program (NSLP)		$487,609.00	$538,120
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	No		
4	4.1	Parent Communication	No	$92,702.00	$110,523

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)
4	4.2	School Community Events and Celebrations	No	$14,655.00	$14,655
4	4.3	Programs and Services (PLC)	Yes	$27,536.00	$28,467
4	4.4	Parent School Partnerships	No	$7,574.00	$7,610
4	4.5	Parent Power	No		
5	5.1	Teacher Professional Development & Coaching	Yes	$181,774.00	$182,648
5	5.2	New Staff Professional Development	Yes	$80,910.00	$56,934
5	5.3	Instructional Support Staff Development	Yes	$41,303.00	$42,701
5	5.4	Leadership Development	No	$51,303.00	$52,701
5	5.5	School Culture	No	$2,196.00	$2,734
5	5.6	Credential / Certification Support	Yes	$38,550.00	$39,854
5	5.7	Hiring Strategies	Yes	$176,923.00	$181,055
5	5.8	Compensation & Benefits	Yes	$97,769.00	$93,820

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,954,644	$1,976,184.00	$1,833,205.00	$142,979.00	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	English Learner Supports	Yes	$139,956.00	$118,249		
1	1.2	High Quality ELD Curriculum	Yes	$34,659.00	$35,064		
1	1.4	Academic Interventionists	Yes	$154,997.00	$133,814		
2	2.4	Data Strategy	Yes	$72,891.00	$75,120		
2	2.5	Online Platforms & Technology	Yes	$106,360.00	$107,757		
2	2.6	Associate Teachers	Yes	$153,837.00	$147,795		
2	2.7	Broad Course of Study	Yes	$479,798.00	$377,244		
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$112,975.00	$132,668		
3	3.4	Attendance Systems	Yes	$75,946.00	$80,015		
4	4.3	Programs and Services (PLC)	Yes	$27,536.00	$28,467		
5	5.1	Teacher Professional Development & Coaching	Yes	$181,774.00	$182,648		
5	5.2	New Staff Professional Development	Yes	$80,910.00	$56,934		
5	5.3	Instructional Support Staff Development	Yes	$41,303.00	$42,701		

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)
5	**5.6**	Credential / Certification Support	Yes	$38,550.00	$39,854		
5	**5.7**	Hiring Strategies	Yes	$176,923.00	$181,055		
5	**5.8**	Compensation & Benefits	Yes	$97,769.00	$93,820		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,327,922	$1,954,644	0%	36.687%	$1,833,205.00	0.000%	34.408%	$121,439.00	2.279%

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 32627(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 32627(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 32627(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 32627(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).

California Department of Education
November 2024