LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Picture Educational Academy

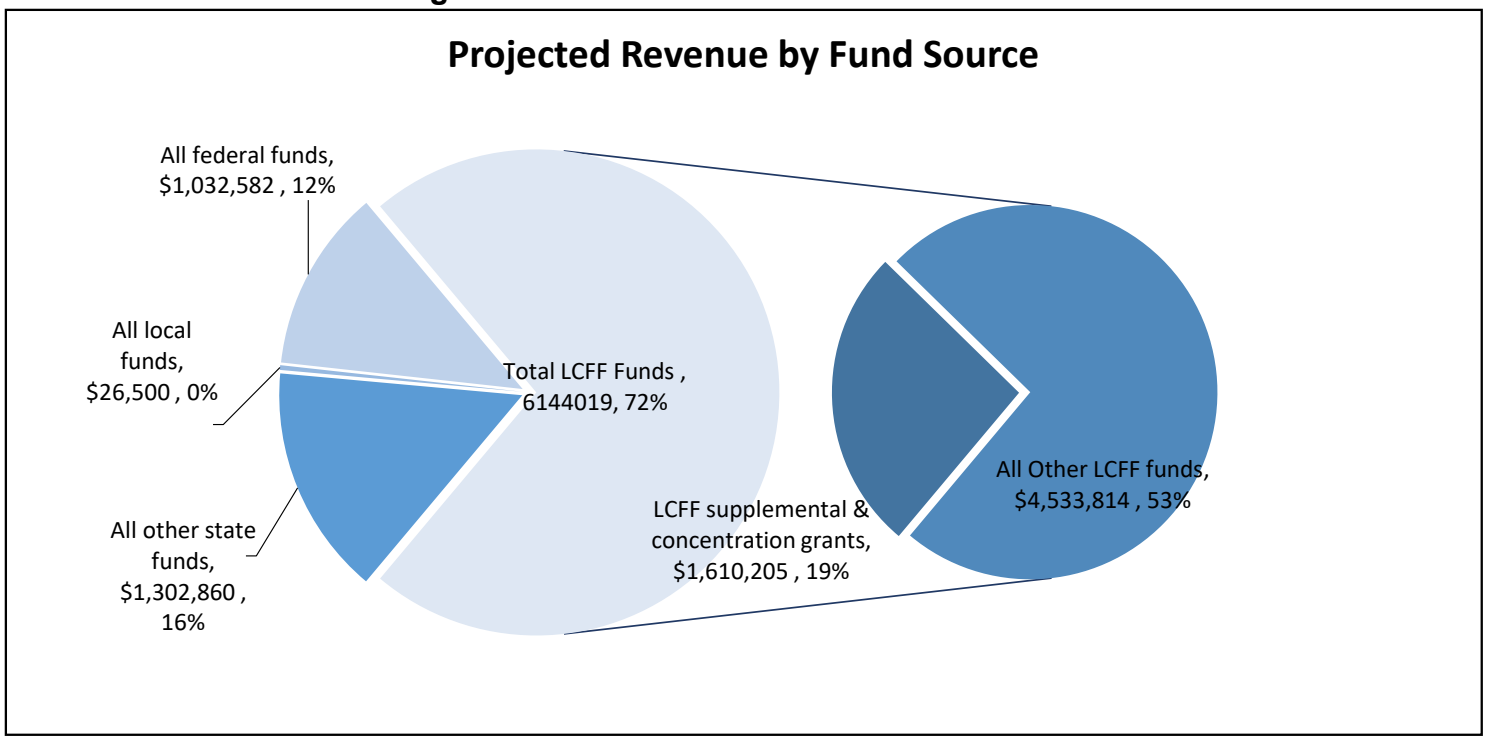
CDS Code: 10 10108 0119628

School Year: 2026-20207

LEA contact information: Diana Gonzalez, Supt 559-764-3620 diana.gonzalez@bphsf.org

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 2026-20207 School Year

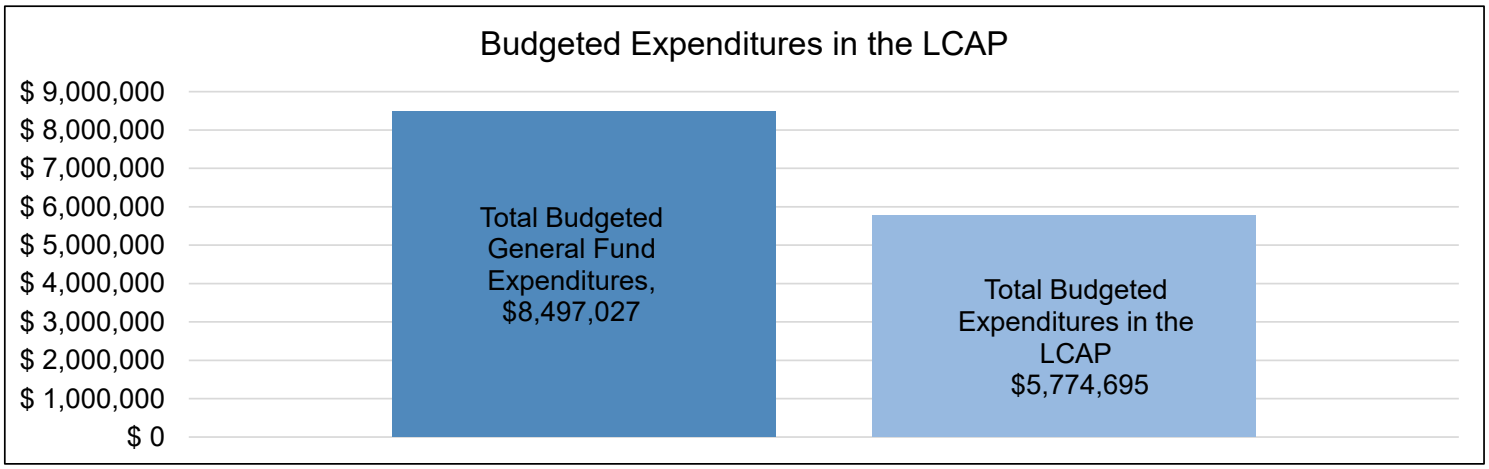


This chart shows the total general purpose revenue Big Picture Educational Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Picture Educational Academy is $8,505,961.00, of which $6,144,019.00 is Local Control Funding Formula (LCFF), $1,302,860.00 is other state funds, $26,500.00 is local funds, and $1,032,582.00 is federal funds. Of the $6,144,019.00 in LCFF Funds, $1,610,205.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Big Picture Educational Academy plans to spend for 2026-20207. 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: Big Picture Educational Academy plans to spend $8,497,027.00 for the 2026-20207 school year. Of that amount, $5,774,694.50 is tied to actions/services in the LCAP and $2,722,332.50 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

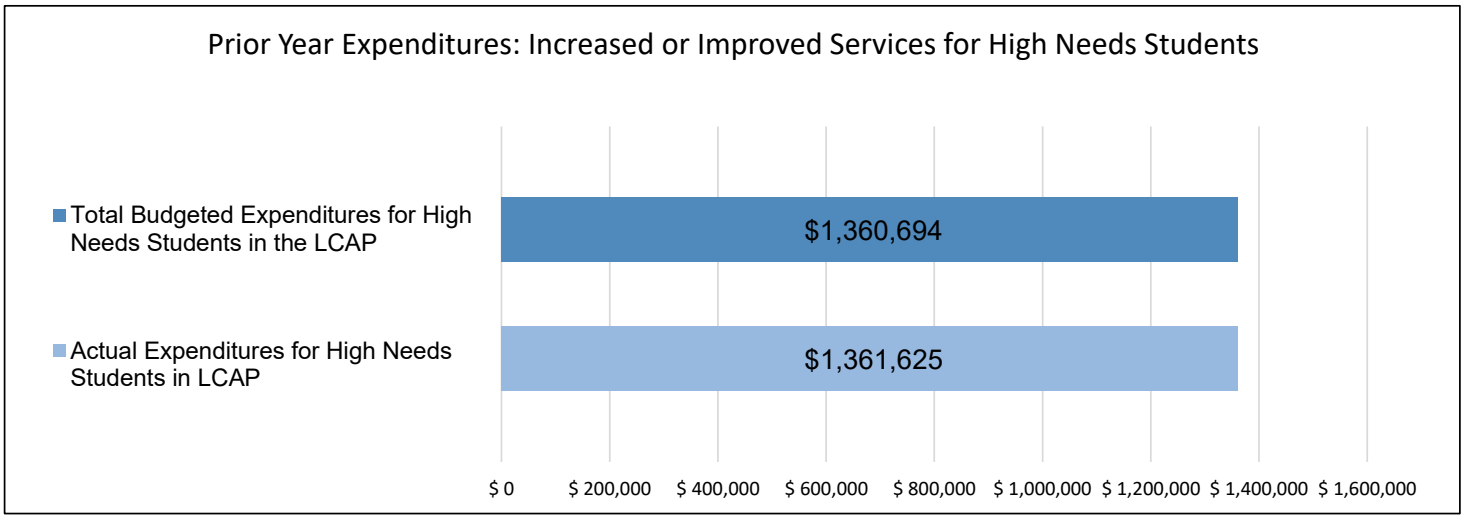
Communications, some instructional materials & supplies, office supplies, non-instructional student materials & supplies,

Increased or Improved Services for High Needs Students in the LCAP for the 2026-20207 School Year

In 2026-20207, Big Picture Educational Academy is projecting it will receive $1,610,205.00 based on the enrollment of foster youth, English learner, and low-income students. Big Picture Educational Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Big Picture Educational Academy plans to spend $1,685,694.00 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 2025-2026



This chart compares what Big Picture Educational Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Picture Educational Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, Big Picture Educational Academy's LCAP budgeted $1,360,694.00 for planned actions to increase or improve services for high needs students. Big Picture Educational Academy actually spent $1,361,625.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Big Picture Educational Academy	Diana Gonzalez, Superintendent	diana.gonzalez@bphsf.org 559-764-3620

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.

Big Picture Educational Academy (BPEA) is a unique college/career preparatory charter that includes an elementary school, a middle school, a high school, and an adult center for training and careers. As part of its program, BPEA supports many adult-aged high school students to complete high school. BPEA believes in following the principles of the "new three R's," Rigor, Relevance, and Relationships. BPEA believes that successful schools combine rigor, high expectations and a meaningful course of study; relevance – making instruction relevant to students' experiences, cultures, and long-term goals; and relationships, powerful, sustained involvement with caring staff and older students who mentor, advise, and support students throughout their school careers. BPEA is identified as an alternative school under the Dashboard Alternative School Status (DASS) program.

In 2025–26, BPEA served 419 students with diverse needs and backgrounds. Approximately 73.5% of students identify as Hispanic or Latino, 15.0% as African American, and 6.2% as White. Additionally, approximately 80.2% of students are Socioeconomically Disadvantaged, while 7.2% are English Learners. Homeless youth make up 11.7% of the school population. In addition, approximately 11.5% of students qualify for special education services.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Big Picture Educational Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on three goals: 1) BPEA students will meet or exceed academic standards and achieve their academic goals while maintaining their sense of identity. 2) BPEA students and staff will feel supported, recognized, and connected to the BPEA school community; 3) BPEA students will be more aware of their strengths, interests, and feel a sense of ownership and membership within the community. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent

Advisory Council and Parent Teacher Club which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Big Picture Educational Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

BPEA has $37,810 of unexpended LREBG funds that will be used in the 2026-2027 school year to support Goal 1, Action 1.2 Curricular Resources.

This LEA does not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

2025 Dashboard Reflection

As a Dashboard Alternative School Status (DASS) school serving a high-risk student population, BPEA continues to demonstrate progress across several key California Dashboard indicators while maintaining a focus on areas requiring continued improvement. The 2025 Dashboard reflects positive gains in Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rates, indicating that targeted academic, attendance, and social-emotional supports are contributing to improved student outcomes. At the same time, English Language Arts, Graduation Rate, and College/Career Readiness remain areas of need and will continue to be priorities within the 2026-27 LCAP.

Successes

Mathematics: BPEA increased by 18.9 points in Mathematics, moving into the Orange performance category on the California Dashboard. The school will build on this success through the continued implementation of Action 1.8, Response to Intervention–Coordination and Curriculum.

English Language Arts: While overall ELA performance remains below standard, Students with Disabilities demonstrated significant improvement, increasing 29.1 points from the prior year. This growth reflects the positive impact of targeted academic interventions, individualized supports, and the implementation of Action 1.8, Response to Intervention–Coordination and Curriculum. The progress of this

student group represents an important success and demonstrates that the school's instructional supports are helping accelerate learning for students with the greatest academic needs.

English Learner Progress Indicator: BPEA increased by +20.7 points on the English Learner Progress Indicator, demonstrating significant growth in English language proficiency. While the English Learner student group remains too small to receive a performance color on the California Dashboard, the school will build on this positive trend through the implementation of Action 1.4, English Learner Supports.

Chronic Absenteeism: BPEA's targeted attendance initiatives resulted in meaningful improvements in chronic absenteeism across several student groups. Most notably, chronic absenteeism among Students with Disabilities declined by 20.9%**.** Additional gains were seen among and Socioeconomically Disadvantaged students (1%)**.** Overall, chronic absenteeism declined by 2.3%, reflecting the impact of focused attendance supports and student services. BPEA will continue to build on this progress through the implementation of Actions 2.5, Attendance Initiatives, and 1.3, Comprehensive Student Services.

Suspension Rate: BPEA demonstrated positive results in reducing suspension rates across multiple student groups. Most notably, the English Learner group decreased its suspension rate by 0.9%, moving into the Green performance category on the California Dashboard. Additional improvements were seen among Students with Disabilities (-1.3%), African American students (-1.5%), Hispanic students (-0.7%), and Socioeconomically Disadvantaged students (-0.5%). These results reflect the impact of the school's efforts to promote positive student behavior, engagement, and support services. BPEA will continue to build on this success through the implementation of Action 2.3, SEL and Mental Health.

Needs

English Language Arts: English Language Arts remains an area of need, with BPEA performing in the Red performance category at 101.2 points below standard. Although overall performance improved slightly by 1.3 points, achievement levels remain well below state standards for many students. BPEA will continue implementing Action 1.8, Response to Intervention–Coordination and Curriculum, to strengthen literacy instruction, address persistent achievement gaps, and accelerate progress toward grade-level proficiency for all students.

Graduation Rate: Graduation Rate remains an area of need for BPEA, with the school performing in the Red performance category (31.3%). Hispanic students (41.0%) and Socioeconomically Disadvantaged students (35.9%) also performed in the Red category. To improve graduation outcomes, BPEA will continue implementing Action 2.5, Attendance Initiatives, and Action 1.12, College Counseling.

College/Career Indicator: College and career readiness remains an area of need for BPEA. While the school demonstrated modest improvement, increasing by 1.1 percentage points to 2.2% prepared, overall readiness levels remain low. The 2025 Dashboard indicates that additional efforts are needed to ensure students graduate prepared for postsecondary education and career opportunities. To address this need, BPEA will continue implementing Action 1.12, College Counseling, and Action 1.8, Response to Intervention–Coordination and Curriculum.

Chronic Absenteeism: Although chronic absenteeism improved overall by 2.3% and Students with Disabilities demonstrated a substantial improvement of 20.9%, chronic absenteeism remains an area of focus, particularly for Students with Disabilities (38.3%). BPEA will continue implementing Action 2.5, Attendance Initiatives, and Action 1.3, Comprehensive Student Services.

Suspension Rate: While BPEA's overall Suspension Rate improved by 0.9%, moving from the Orange to the Green performance category, suspension outcomes remain an area of focus for specific student groups. Hispanic students (4.1%) and Students with Disabilities (7.9%) continue to experience disproportionately high suspension rates. To address these disparities, BPEA will continue implementing Action 2.3, SEL and Mental Health.

Additional Dashboard Data: Informational Purposes

Science: Science results demonstrated encouraging progress across multiple student groups. All Students scored 39.2 points above standard, Socioeconomically Disadvantaged students-maintained performance at 38.1 points above standard, and Hispanic students improved by 2.1 points from the prior year. While science achievement remains an area for continued growth, these results suggest that the school's instructional strategies and academic supports are helping students make progress toward meeting state standards. BPEA will continue refining science instruction and leveraging successful practices to support achievement across all student groups.

CA Growth Model ELA: Although English Language Arts remained in the Red performance category at 101.2 points below standard, Growth Model results showed that 67.4% of students improved their performance from the prior year. Moderate growth was also demonstrated among Hispanic students (68.0%), Socioeconomically Disadvantaged students (66.7%), and Students with Disabilities (65.2%). Additionally, Students with Disabilities increased 29.1 points on the California Dashboard, indicating progress among a key student group.

CA Growth Model Math: Mathematics demonstrated stronger performance, with 77.5% of students improving their performance from the prior year. Growth was particularly strong among Students with Disabilities (87.0%) and Socioeconomically Disadvantaged students (79.5%), while Hispanic students demonstrated moderate growth at 74.7%. These results align with the school's 18.9-point increase on the California Dashboard and movement into the Orange performance category.

Reflection: In reviewing the 2025 Dashboard and local data, BPEA recognizes both areas of growth and areas requiring continued attention. Educational partner feedback collected during the 2025-26 school year reinforced the value of the school's individualized support model, strong student-adult relationships, and commitment to serving high-risk youth. This feedback aligns with improvements seen in Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rates. Educational partners also emphasized the importance of continuing efforts to improve Graduation Rate, College and Career Readiness, and English Language Arts achievement.

Local assessment and Growth Model data provide additional evidence that students are making academic progress, particularly in Mathematics and among key student groups, including Students with Disabilities and Socioeconomically Disadvantaged students. While English Language Arts, Graduation Rate, and College and Career Readiness remain areas of need on the California Dashboard, these results suggest that the school's instructional strategies, targeted interventions, and support systems are helping students make meaningful gains. BPEA will continue refining and strengthening these efforts to accelerate achievement and improve long-term student outcomes.

Reflections: Technical Assistance

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

Big Picture Educational Academy has been identified for Differentiated Assistance based on data reported in the 2024 and 2025 California Dashboards.

Based on the 2024 California Da**s**hboard, the school met the criteria for Differentiated Assistance through the performance of the Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups. Hispanic students met the criteria through Red performance levels in English Language Arts, Mathematics, Graduation Rate and/or Chronic Absenteeism, Suspension Rate, and the College/Career Indicator. Socioeconomically Disadvantaged students met the criteria through Red performance levels in English Language Arts, Mathematics, and Graduation Rate and/or Chronic Absenteeism. Students with Disabilities met the criteria through Red performance levels in Graduation Rate and/or Chronic Absenteeism and Suspension Rate.

Based on the 2025 California Dashboard, the school continued to meet the criteria for Differentiated Assistance through the performance of the Hispanic and Socioeconomically Disadvantaged student groups. Both student groups met the criteria through Red performance levels in English Language Arts and Mathematics, Graduation Rate and/or Chronic Absenteeism, and the College/Career Indicator.

During the 2025-26 school year, BPEA continued to work collaboratively with Kern County Superintendent of Schools through the Differentiated Assistance process. In March 2026, school leaders participated in a comprehensive data analysis and needs assessment process that included reviewing Dashboard indicators, analyzing subgroup performance, identifying strengths and areas of opportunity, and conducting a root cause analysis. Particular attention was given to English Language Arts, Mathematics, Graduation Rate, Chronic Absenteeism, College and Career Readiness, and English Learner outcomes.

Through this process, BPEA identified English Language Arts as its primary Problem of Practice due to persistent Red-level performance among the All Student group and key student groups, including Hispanic and Socioeconomically Disadvantaged students. Root cause analysis identified variability in instructional rigor and grade-level expectations, inconsistent implementation of data-informed instructional cycles, and inconsistent structures for meaningful parent engagement as key factors contributing to performance outcomes.

The Differentiated Assistance process also identified several strengths, including strong staff commitment to continuous improvement, effective use of Formative Interim Assessment Blocks (FIABs) to inform instruction, emerging academic progress at Big Picture High School, and increased emphasis on assessment readiness strategies. Based on these findings, BPEA refined action plans aligned to its LCAP goals and identified opportunities to expand the use of FIABs, strengthen the use of CERS data, increase implementation of designated supports, and replicate successful instructional systems across programs.

This work directly informed implementation of Actions 1.3 Comprehensive Student Services, 1.4 English Learner Supports, 1.8 RTI–Coordination and Curriculum, 1.12 College Counseling, 2.3 Positive School Culture, and 2.5 Attendance and Engagement. BPEA will continue partnering with Kern County staff to identify evidence-based practices, align improvement efforts to Implementation Science principles, monitor implementation effectiveness, and improve outcomes for student groups contributing to the school's Differentiated Assistance identification.

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.

Big Picture Educational Academy is a single school LEA that is eligible for comprehensive support and improvement.

Support for Identified Schools

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

Big Picture Educational Academy (BPEA), a single school LEA, has collaborated with County Office of Education staff to review performance data on the state and local indicators included in the California School Dashboard and the Community Schools Assets & Needs assessment. To develop the CSI plan, staff focused on student attendance rates, chronic absence rates, and graduation rates. Because BPEA has been

designated Dashboard Alternative School Status (DASS)—an accountability school type for schools serving high-risk students—the DASS One-Year Graduation Rate was reviewed in addition to the traditional 4-Year and 5-Year Cohort Graduation Rates. Using this data, they conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis as part of the Big Picture Strategic Plan. This analysis identified strengths and weaknesses aligned with the LCFF (Local Control Funding Formula) state priorities, with particular attention paid to Priority 5 - Pupil Engagement.

To help staff identify and select evidence-based interventions, BPEA provided a clear definition of what constitutes an evidence-based intervention, including the tiers of evidence (Tier 1-3). The team then reviewed these interventions on the What Works Clearinghouse website. Administrators and counselors also attended the MTSS (Multi-Tiered System of Supports) summit hosted by the Fresno County Superintendent of Schools. Interventions were chosen based on their proven effectiveness in improving graduation rates within a similar student population. They were also selected to align with practices the school was already implementing or planned to implement, ensuring a clear trajectory for staff members.

To identify resource inequities, BPEA supported school staff by providing site leaders with all relevant student outcome data, disaggregated by student subgroups and grade levels. This data helped them pinpoint disproportionality in outcomes and potential areas of inequity. BPEA also assisted school staff in analyzing course access and staffing/resource allocation—including attendance support, high school counseling, and additional academic support—to further identify resource inequities that impact student progress toward graduation.

Monitoring and Evaluating Effectiveness

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

CSI Plan: Monitoring and Evaluation

The implementation of the CSI (Comprehensive Support and Improvement) plan will be monitored by school leaders to ensure all staff members are implementing it with fidelity. School leaders will conduct at least monthly observations of core classroom instruction. To evaluate this implementation, school leaders and coaches will use observation tools like the FCSS Coaches Implementation Report on a monthly basis.

Data-Driven Effectiveness

The CSI plan's effectiveness will be monitored using multiple data sources: NWEA MAP data, teacher assessment data, and attendance data. The BPEA team met regularly with data experts over the 2024-25 school year to review and strengthen systems for tracking and reporting the data to help ensure accuracy.

- NWEA MAP assessments are administered three times each year. School staff and teachers analyze the disaggregated data to determine the most effective school-wide and classroom-based interventions.

- Teacher assessments are administered on an ongoing basis, but at least monthly, and teachers and staff use that assessment data to monitor the effectiveness of classroom-based interventions.

- Attendance data is tracked by school staff members monthly to determine the effectiveness of attendance supports.

Lagging Indicators and Proactive Interventions

Graduation rates are considered lagging indicators, as they don't provide data soon enough for timely intervention. Since BPEA data analysis shows that low attendance and high chronic absence rates negatively impact student progress toward graduation, attendance data is tracked monthly to enable appropriate interventions in advance.

Determining Plan Effectiveness

The plan's effectiveness will be determined based on increased daily student attendance, reduced chronic absenteeism, and academic growth. Because BPEA has been designated Dashboard Alternative School Status (DASS)—an accountability school type for schools serving high-risk students—the DASS One-Year Graduation Rate will be used in addition to the traditional 4-Year and 5-Year Cohort Graduation Rates to fully assess the plan's degree of effectiveness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Other School Personnel, Principals, Administrators	Regular staff meetings, professional collaboration opportunities, and staff surveys.
Students	In addition to providing informal feedback to staff members, K-12 students participated in the Leadership Team and completed student surveys to provide input on school programs, climate, engagement, and student supports
English Learner Advisory Committee (ELAC)	Our English Learner Advisory Committee (ELAC) allows staff members, parents, students, and other community members the opportunity to provide feedback on existing school operations specific to the needs of our English learners, to inform our goals and actions going forward. ELAC meetings took place on: 12/9/25, 4/15/26 and 5/20/26.
Parent Advisory Committee (PAC)/Parent Teacher Club (PTC)	During the 2025-26 school year, BPEA merged its Parent Advisory Committee (PAC) and Parent Teacher Club (PTC) into a single parent engagement group to streamline communication, increase participation, and strengthen family involvement in school improvement efforts. Through regular meetings, families and students provide feedback on school programs, initiatives, and operations, while also participating in discussions regarding LCAP development, school priorities, and future goals and

	actions. Input gathered through the PAC/PTC helps inform decision-making and supports the school's continuous improvement efforts. Meetings we took place on: 9/29/25, 10/10/23/25, 1/14/26, 1/30/26, 2/27/26, 3/27/26, 4/29/26, 5/29/26
SELPA	BPEA actively participates in Fresno County SELPA governance, advisory, and professional learning opportunities to support continuous improvement in special education programs and services. During the 2025-26 school year, school representatives participated in Community Advisory Committee (CAC) meetings, CEO Council, Operations Committee, and Fiscal Committee meetings. The school also maintained parent representation on the SELPA Community Advisory Committee, providing an avenue for parent input regarding special education services and supports. CAC Meetings: October 30, 2025, December 4, 2025, February 4, 2026, April 9, 2026, May 14, 2026 and CEO Council, Operations Committee and Fiscal Committee Meetings: September 17, 2025, November 12, 2025, January 21, 2026, March 11, 2026, April 15, 2026, May 13, 2026 In addition, school leadership and special education staff participated in a variety of SELPA-sponsored trainings and professional learning opportunities focused on special education compliance, discipline procedures, crisis response, conflict resolution, Extended School Year (ESY) requirements, monitoring, and student support services. Participation in these meetings and trainings informed the school's planning, implementation, and continuous improvement efforts related to services for students with disabilities.
Board	Our board meets monthly as a public hearing with the opportunity for public comment. They are accessible in both the Elementary (TK-8) and High School sites. We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. Virtual meetings conducted via video conference are conducted following Brown Act requirements and when they do occur, participants can access via zoom or telephone. BPEA Board Meetings: July 31, 2025. Aug 21, 2025. Aug 28, 2025. Sept 25, 2025. Oct 30, 2025. Dec 4, 2025. Dec 9, 2025. Jan 29, 2026. Feb 26, 2026. Mar 26, 2026. Apr 23, 2026. May 28, 2026. BPEA conducted a public hearing on the Local Control and Accountability Plan (LCAP) and Budget on June 26, 2026. The school's Local Indicators Report was presented as part of the LCAP review process. Following the public hearing, the Board approved the 2026-27 LCAP and Budget on June 26, 2026.
LCAP Public Hearing, Adoption, and Budget Approval	The Governing Board conducted the public hearing for the 2026-27 Local Control and Accountability Plan (LCAP) and subsequently adopted the LCAP at its public meeting on June 26, 2026. At the same meeting, the Board received the Local Indicators report and adopted the 2026-27 budget in compliance with Education Code requirements.

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

BPEA is committed to engaging students, families, staff, and community members in meaningful dialogue regarding school programs, priorities, and improvement efforts. Feedback is gathered through a variety of forums, including Town Hall meetings, Board meetings, Parent

Advisory Committee (PAC) meetings, Parent Teacher Committee (PTC) meetings, surveys, and other opportunities for participation. Educational partner input influenced the development of the adopted LCAP in the following ways:

Goal 1: Educational partners continued to emphasize the importance of rigorous academics combined with individualized support. Staff identified the need to strengthen instructional practices through ongoing professional development, intervention supports, and the effective use of assessment data. Students expressed appreciation for small class sizes and access to individualized academic help while also requesting additional academic opportunities and support to achieve their postsecondary goals. Feedback reinforced the continuation of Goal 1 actions focused on high-quality instruction, standards-aligned curriculum, English Learner services, intervention supports, assessment systems, and professional learning. Educational partners affirmed that individualized support remains a defining strength of the BPEA instructional model.

Goal 2: Educational partners highlighted the importance of maintaining strong relationships and a positive school climate. Survey results indicated improvements in student safety and connectedness across many grade levels, with students frequently identifying supportive staff relationships, small learning environments, and peer connections as important contributors to their success. Students also expressed a desire for respectful treatment, access to academic and social-emotional support, improved facilities, and additional opportunities for engagement and recognition. Families and staff emphasized the importance of clear communication, attendance supports, student well-being, and continued efforts to strengthen school culture. This feedback supported the continuation of Goal 2 actions related to attendance, PBIS, social-emotional learning, family engagement, school safety, facilities, and student support services.

Goal 3: Educational partners strongly supported the continuation and expansion of real-world learning opportunities that help students identify their strengths, interests, and future pathways. Students, families, and staff emphasized the value of internships, mentorships, field trips, community partnerships, and college and career exploration experiences. Educational partners expressed a desire for expanded opportunities that connect classroom learning to future careers and postsecondary options. This feedback directly informed the continuation of Goal 3 actions related to Learning Through Internships, Leave to Learn activities, college and career readiness, community partnerships, and student recruitment. Educational partners affirmed that authentic, real-world learning experiences remain central to the BPEA educational model and student success.

Goal 1

Goal #	Description	Type of Goal
1	**BPEA students will meet or exceed academic standards and achieve their academic goals while maintaining their sense of identity.**	**Broad**

State Priorities addressed by this goal.

State Priorities Addressed: #1 Basic Services, #2 Implementation of Academic Standards, #4 Student Achievement, #7 Course Access, #8 Other Student Outcomes.

An explanation of why the LEA has developed this goal.

BPEA developed this goal in order to encompass and articulate the vision, actions, targets, and associated expenditures in support of student learning of both foundational academic skills and real-world skills both for the TK-12 and the high-school aged adult program. The

Big Picture vision incorporates authentic learning experiences in conjunction with highly effective instruction. The 2024 Dashboard shows Math at red level (-166) and ELA also at red level (-102.5). The 2024 English Learner Progress Indicator was 39.3%. Academic growth and achievement are a very high priority. The leadership team, in consultation with stakeholders, decided to create an LCAP goal to encompass all the programmatic and budgetary components mobilized toward the achievement of our academic outcomes. BPEA students need a strong foundation in academic and real-world skills in order to be successful in college and career. We believe that the components of this goal will generate the momentum needed to meet the targets. We plan to measure the effectiveness of action 1.1 through teacher credentialing. We will measure actions 1.3,1.6, 1.7, 1.8, 1.9 and 1.10 with metrics for CAASPP, EAP, NWEA, CAST, IEP Success rate, Standards implementation, guided reading implementation, Adult GPA, and PFT participation. Action 1.2 Curricular Resources will be measured by student access to materials. Action 1.4 will be measured through Adult ESL, Phonics assessment, ELPI, and EL Reclassification metrics. Action 1.5 will be measured by % of Long Term English Learners scoring on ELPAC at levels 3 and 4. Action 1.12 will be measured by metrics in A-G completion, CTE development and completion, AP exams, post-secondary enrollment and dual enrollment. Action 1.11 will be measured through the Broad Course of Study metric.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math DFS : All students and numerically significant subgroups Data Source: CA School Dashboard ELA and Math indicators CAASPP Student Score Data File	Dashboard ELA DFS: All: -86.3 HI: -93.2 Af Am: -112.5 White: -73.8 SED: -87.2 SPED: -149.3 Dashboard Math DFS: All: -132.9 HI: -134.1 Af Am: -212.7 White: -98.6 SED: -123.5	Dashboard ELA DFS: All: -102.5 HI: -103.9 Af Am: -129.6 White: -48.9 SED: -102.9 Homeless: -118.3 SPED: -158.8 EL: -138.5 Dashboard Math DFS: All: -166.0 HI: -163.2 Af Am: -219.3	Dashboard ELA DFS: All: -101.2 HI: -108.1 Af Am: -117.5 White: -98.2 SED: -103.2 Homeless: -119.8 SPED: -129.7 EL: -91.8 Dashboard Math DFS: All: -147.1 HI: -145.9 Af Am: -180.5	SBAC ELA: -56 DFS SBAC Math: -103 DFS all students and numerically significant subgroups SBAC ELA Estimated DFS by program: TK-8: >-59.4 HS: >+35.7 Adult: >-83.9	Dashboard ELA DFS: All: -16.2 HI: -10.7 Af Am: -17.1 White: +24.9 SED: -15.7 Homeless: n/a SPED: -9.3 EL: n/a Dashboard Math DFS: All: -33.1 HI: -29.1 Af Am: -6.6

		SPED: -135.5 Data Year: Spring 2023 SBAC ELA Estimated DFS by program: TK-8: -89.4 HS: +5.7 (n<30) Adult: -113.9 SBAC Math Estimated DFS by program: TK-8: -92.8 HS: -130.8 (n<30) Adult: -228.6 Data Year: 2023	White: -122.2 SED: -162.6 Homeless: -189.3 SPED: -210.9 EL:-175.8 Data Year: Spring 2024 SBAC ELA Estimated DFS by program: TK-8: -104.6 HS: -52.6 Adult: -116.6 SBAC Math Estimated DFS by program: TK-8: -140.3 HS: -184,4 Adult: -223.4 Data Year: 2024	White: -160.3 SED: -149.3 Homeless: -165.1 SPED: -176.3 EL:-178.4 Data Year: Spring 2025 SBAC ELA Estimated DFS by program: TK-8: in progress HS: in progress Adult: in progress SBAC Math Estimated DFS by program: TK-8: in progress HS: - in progress Adult: in progress Data Year: 2025	SBAC Math Estimated DFS by program: TK-8: >-62.8 HS: >-100.8 Adult: >-198.6 Data Year: 2026	White: -23.6 SED: -39.1 Homeless:n/a SPED: -75.4 EL: n/a SBAC ELA Estimated DFS by program: TK-8: n/a HS: n/a Adult: n/a SBAC Math Estimated DFS by program: TK-8: n/a HS: n/a Adult: n/a
1.2	% Ready or Conditionally Ready for College (EAP): All students and numerically significant subgroups	All ELA 17.1% Math 2.4% Hispanic ELA 16.1% Math 1.7%	All ELA 13.3% Math 1% Hispanic ELA 17.2% Math 1.6%	All ELA 16% Math 2% Hispanic ELA 13% Math 4%	ELA: 50% Math: 30% all students and numerically significant subgroups Data Year: 2026	All ELA -3.8 Math -1.4 Hispanic ELA +1.1 Math -0.1

	Data Source: DataQuest CAASPP Summative	Economically Disadvantaged ELA 24.4% Math 4.6% Black or African American ELA 14.3% Math 0.0% Data Year: Spring 2023	Economically Disadvantaged ELA 16.4% Math 1.5% Black or African American ELA 0% Math 0% Data Year: Spring 2024	Economically Disadvantaged ELA 17% Math 4% Black or African American ELA 6% Math 0% Data Year: Spring 2025		Economically Disadvantaged ELA -8.0 Math -3.1 Black or African American ELA -14.3 Math Maintained
1.3	NWEA MAP Reading, Language Usage and Math: % meeting annual growth target Data Source: NWEA Map score extract	Meeting annual growth target Reading: TK-8: 52% HS: 58% Adult HS: 36% Language Usage: TK-8: 45% HS (9-11): 48% Adult HS: n/a Math: Meeting annual growth target TK-8: 53% HS: 53% Adult HS: 31%	Meeting annual growth target Reading: TK-8: 43% HS: 46% Adult HS: 48% Language Usage: TK-8: 38% HS (9-11): 55% Adult HS: n/a Math: Meeting annual growth target TK-8: 41% HS: 42% Adult HS: 40%	Meeting annual growth target Reading: TK-8: 46% HS: 55% Adult HS: 49% Language Usage: TK-8: n/a HS (9-11): n/a Adult HS: n/a Math: Meeting annual growth target TK-8: 40% HS: 57% Adult HS: 30%	Meeting annual growth target Fall to Spring Reading: TK-8: >50% HS: >50% Adult HS: >50% Language Usage: TK-8: >50% HS (9-11): >50% Adult HS: n/a Math TK-8: >50%	Meeting annual growth target Reading: TK-8: -6 HS: -3 Adult HS: +13 Language Usage: TK-8: n/a HS (9-11): n/a Adult HS: n/a Math: Meeting annual growth target TK-8: -13 HS: -4 Adult HS: +1

		Data Year: 2023-24	Data Year: 2024-25	Data Year: 2025-26	HS: >50% Adult HS: >50% Data Year: 2026-27	
1.4	CA Science Test (CAST): % Met Data Source: DataQuest CAST Summative Student Score Data Extract	All: 14.0% SED: 17.0% SWD: 27.3% HI: 10.6% Data Year: Spring 2023 **By Program:** TK-8: 15% HS: 19% (n<30) Adult HS: 8% (n<30)	2024: All: 13.8% SED: 14.3% SWD: 5.3% HI: 13.0% **By Program:** TK-8: 7% HS: 15% Adult HS: 12%	2025: All: 6.5% SED: 6% SWD: 6.3% HI: 6.9% **By Program:** TK-8: in progress HS: in progress Adult HS: Fewer than 11	35% all students and numerically significant subgroups Data Year: Spring 2026 **By Program:** TK-8: 35% HS: 35% Adult HS: 35%	2025: All: -7.5% SED: -11% SWD: -21.3% HI: 6.9% **By Program:** TK-8: in progress HS: in progress Adult HS: Fewer than 11
1.5	% completing A-G requirements Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Outcomes	All: 0.0% Hisp: 0.0 SED:0.0 % Data Year: 2022-23	2024: All: 0.0% HI: 0.0% SED: 0.0%	2025: All: 0.0% HI: 0.0% SED: 0.0%	>35% Data Year: 2025-26	Maintained
1.6	CTE Pathway Completion Rate Data Source: Dashboard CCI Additional Reports	0% Data Year: 2022-23	2024: 0%	2025: 0%	Goal to be set after baseline data established Data Year: 2025-26	Maintained

1.7	A-G Completion and CTE Pathway Completion Data Source: Dashboard CCI Additional Reports	0.0% Data Year: 2022-23	2024: 0%	2025: 0%	Goal to be set after baseline data established Data Year: 2025-26	Maintained
1.8	AP Pass Rate Data Source: College Board AP Central	0% (0 students tested) Data Year: 2022-23	2024: 0% 0 students tested	2025: 0.0%	Goal to be set after baseline data established Data Year: 2025-26	Maintained
1.9	% CCSS, NGSS, ELD, and all state content standards are implemented. Data Source: Curriculum maps and coaching logs	100% Data Year: 2023-24	2025: 100%	2025: 100%	100% Data Year: 2026-27	Maintained
1.10	Broad course of study Data Source: School Pathways SIS	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintained
1.11	Appropriately assigned and fully credentialed teachers Data Source: DataQuest Teaching Assignment	80.6% of teachers fully credentialed 9.4% Misassignments Data Year: 2021-22	93.2% teachers fully credentialed 6.8% Misassignments Data Year: 2022-23	94.7% teachers fully credentialed Misassignments: 0% Data Year: 2023-2024	100% teachers appropriately assigned 0 Misassignments 0 Vacancies Data Year: 2026	+14.1% teachers fully credentialed

	Monitoring Outcomes by FTE					
1.12	% of students with access to standards-aligned instructional materials for use at school and at home Data Source: Williams Textbook Sufficiency Report	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025	100% Data Year: 2023	Maintained
1.13	Dual enrollment Data Source: Dashboard CCI Measures Only Report	1.4% of cohort grades completed one semester or two quarters/trimesters Data Year: 2022-23	1% of cohort grades completed one semester or two quarters/trimesters Data Year: 2023-24	In Progress	15% of enrolled students Data Year: 2026-27	N/A
1.14	% Teachers observed implementing Guided Reading, EL Strategies, and Math Strategies Data Source: FCSS Coaches Implementation Report	Guided Reading 100% of TK-5 Teachers EL Strategies 95% of TK-5 Teachers Math Strategies 100% of TK-5 Teachers Data Year: 2023-24	100% of TK-5 Teachers EL Strategies 100% of TK-5 Teachers Math Strategies 100% of TK-5 Teachers Data Year: 2024-25	100% of TK-5 Teachers EL Strategies 100% of TK-5 Teachers Math Strategies 100% of TK-5 Teachers Data Year: 2025-26	90% implementation of Guided Reading Data Year: 2026-27	Maintained

1.15	GPA increase in all graduates from entry to BPEA to graduation. Data Source: Local Data	BPHS & AHS Combined: 0.43 GPA point increase (from 2.43 to 2.86) BPHS: 0.06 GPA point decrease (from 2.53 to 2.47) AHS: 0.79 GPA point increase (from 2.36 to 3.15) Data Year: 2022-23	BPHS & AHS Combined: 1.00 GPA point increase (from 1.90 to 2.90) BPHS: 1.22 GPA point increase (from 1.43 to 2.65) AHS: 0.77 GPA point increase (from 2.37 to 3.14) Data Year: 2023-24	BPHS & AHS Combined: 0.64 GPA point increase (from 2.378 to 3.016) BPHS: 0.46 GPA point increase (from 2.517 to 2.975) AHS: 0.71 GPA point increase (from 2.365 to 3.075) Data Year: 2024-25	GPA increase of 0.50 pts Data Year: 2025-26	BPHS & AHS Combined: +0.21 BPHS: +0.40 AHS: -0.08
1.16	Percent of students enrolling in post-secondary education after HS graduation Data Source: National Student Clearinghouse	All BP HS: 24% HS: 21%* Adult HS: 16%* Data Year: 2022-23 *estimates based on redacted data from National Student Clearinghouse; not all graduates represented	All BP HS: 22% HS: 0%* Adult HS: 46%* Data Year: 2023-24 *estimates based on redacted data from National Student Clearinghouse; not all graduates represented	All BP HS: 22% HS: 0%* Adult HS: 46%* Data Year: 2023-24	HS: 50% enrolled in 2 or 4 year colleges Adult HS: 20% Data Year: 2025-26	All BP HS: -2 HS: -21 Adult HS: +30
1.17	Physical Fitness Test participation rate Data Source: SARC	100% Data Year: 2022-23	98% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2026-27	Maintained
1.18	Adults - ESL assessment % of students	21.4% of students improved a level from pre-test to the	57.14% of students improved a level from pre-test to the	27.27% of students improved a level from pre-test to the	85% of students moving up a level	students improving a level from pre-

	moving up a level from the pre-test to the post-test of ESL assessment Increase in % of students in Stand Out levels 3 or above Data Source: CTC ESL Student Test Data	post-test of ESL assessment There was a 14.3% increase in students scoring in Stand Out levels 3 or above Data Year: 2022-23	post-test of ESL assessment There was a 28.57% increase in students scoring in Stand Out levels 3 or above Data Year: 2023-24	post-test of ESL assessment Data Year: 2024-25	>40 percentage point increase of students scoring in Stand Out levels 3 or above Data Year: 2025-26	test to the post-test of ESL assessment increase in students scoring in Stand Out levels 3 or above
1.19	Phonics Assessment Grades K-5 Data Source: Phonics Assessment	Mastery of grade level K-66% 1-61% 2-55% 3-44% 4-60% 5-70% Data Year: 2023-24	Mastery of grade level K-31% 1-11% 2-31% 3-20% 4-13% 5-9% (Bonus: 6-20%) Data Year: 2024-25 **Note: data tracking is being done differently this school year because we have a minimum requirement and a maximum student outcome per grade level. The decrease in % is due to more rigorous methods of data tracking and the min/max levels being on grade level.	Mastery of grade level K-88% 1-25% 2-50% 3-41% 4-81% 5-33% Data Year: 2025-26	80% on grade level K-5 Data Year: 2026-27	Mastery of grade level K: +20% 1: -36 2: -5 3: -3 4: +21 5: -37

1.20	% of EL students improving in English Proficiency Data Source: CA Dashboard English Learner Progress Indicator	53.6% improving Data Year: 2022-2023 K-8: 50% HS: 67% Adult: 67% Data Year: 2022-23 Data Source: ELPAC Student Score Data File	2024: 39.3% improving K-8: 15.4% HS: n<11 Adult: n<11 Data Year: 2023-24 Data Source: ELPAC Student Score Data File	2025: 60% improving	English Learner Progress >65% Data Year: 2025-2026	+6.4%
1.21	EL Reclassification rate Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	Actual: 9.2% Data Year: 2022-23	Actual: 4.0% Data Year: 2023-24	Actual: 21% Data Year: 2024-25	>10% Data Year: 2025-2026	+11.8%
1.22	% of Long Term English learners at Levels 3 & 4 on the ELPAC Data Source: Dataquest	Level 3: 40% Level 4: 20% Data Year: 2022-23	2024: Level 3: 43.24% Level 4: 5.41%	2025: Level 3: 38% Level 4: 19%	Level 3: 30% Level 4: 40% Data Year: 2025-2026	Level 3: +2 Level 4: -1
1.23	IEP Success Rate Data Source: SEIS/Local Data	As of May 2025, the percentage of students meeting or exceeding their annual IEP goals is 30%	metric introduced in 25-26	TK-8=56.4% (+ 36.4% from last reported data: Q1-10/25) HS= 83.3% (+ 30.5% from last reported data: Q1-10/25)	Increase the percentage of students meeting or exceeding annual IEP goals by 5 percentage points per year towards 80%	TK-8=56.4% HS= 83.3% Adult= 88.8% Overall= 76.3%

				Adult= 88.8% (+11.1% from last reported data: Q1-10/25) Overall= 76.3% (+ 26.3% from last reported data: Q1-10/25)		
1.24	CTE Program Development Progress (Pathways: Business, Child Development, and Intro to Welding) Data Source: UC A-G Doorways / Course List	0 Data Year: 2024-25	metric introduced in 25-26	167 CTE Program Participation	Development and implementation of at least one (1) a-g approved CTE course in each CTE Pathway per school year, with the goal to have at least one (1) fully developed CTE Pathway by the end of the	167
1.25	NWEA MAP Reading: Average RIT growth Data Source: NWEA MAP score extract	K-8: 6.41 HS: 0.41 Adult HS: 0.61 SWD: 5.57 Hispanic: 3.29 Data Year: 2024-25	metric introduced in 25-26	TK-8: 46% HS: 55% Adult HS: 49% Data Year: 2025-26	Students will demonstrate an average RIT score increase from Fall to Spring until they meet or exceed the national norm in Reading.	TK-8: +39.59% HS: +54.59% Adult HS: 48.39%
1.26	NWEA MAP Math: Average RIT growth Data Source: NWEA MAP score extract	K-8: 7.96 HS: 1.06 Adult HS: 1.47 SWD: 3.87 Hispanic: 3.85 Data Year: 2024-25	metric introduced in 25-26	TK-8: 40% HS: 57% Adult HS: 30% Data Year: 2025-26	Students will demonstrate an average RIT score increase from Fall to Spring until they meet or exceed the national norm in Math.	TK-8: +32.04% HS: +55.94% Adult HS: +28.53%

Goal Analysis for 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, BPEA implemented the actions associated with Goal 1 to support academic achievement, standards-based instruction, intervention services, English Learner progress, college readiness, and access to a broad course of study. Implementation was largely consistent with the actions and services described in the LCAP and included standards-aligned curriculum, comprehensive student supports, response-to-intervention services, English Learner supports, college counseling, and ongoing professional development for staff.

Successes

Action 1.1 Well-Qualified Teachers: BPEA continued to recruit, retain, and support highly qualified staff through mentoring, coaching, induction support, and ongoing professional development. Teachers demonstrated a strong commitment to student learning and utilized a variety of instructional strategies to engage students and meet diverse learning needs across all programs.

Actions 1.2 Curricular Resources and 1.9 Coaching and Professional Development: Teachers implemented standards-aligned curriculum and participated in curriculum mapping, planning, and professional learning to improve instructional consistency across programs. Educational partners reported that students had access to a common curriculum and engaging instructional practices, including interactive activities and hands-on learning experiences. Through an extensive partnership with Fresno County Superintendent of Schools (FCSS), all instructional staff participated in coaching, professional learning communities, or individualized support designed to strengthen instructional practice and student outcomes.

Actions 1.6 High-Quality Assessments and 1.8 Response to Intervention: Staff utilized NWEA, CAASPP, classroom assessments, and structured data cycles to identify student needs, provide reteaching opportunities, and implement targeted interventions. Students were encouraged to set academic goals and monitor their own progress, helping foster a culture of continuous improvement. Detailed assessment and intervention calendars supported consistent implementation across programs. In addition, collaboration with FCSS coaches and Kern County Differentiated Assistance partners supported the development of an implementation team focused on expanding the use of FIABs, IABs, and other state interim assessment tools to strengthen instructional planning and student achievement.

Actions 1.3 Comprehensive Student Services and 1.7 Response to Intervention–Aides: Students benefited from individualized support services, small class sizes, and intervention programs designed to address academic, behavioral, and social-emotional needs. Educational partners reported that these supports helped students build confidence, maintain a strong sense of identity, and persist through academic challenges. These supports continue to be a defining strength of the BPEA educational model.

Actions 1.4 English Learner Supports and 1.5 Long-Term English Learner Supports: The school continued implementing designated and integrated English Language Development supports while closely monitoring English Learner progress throughout the year. As part of BPEA's work with Kern County through the Differentiated Assistance process and ongoing FCSS coaching support, the school increased its focus on English Learner achievement. The Director of Curriculum and Instruction worked directly with teachers through classroom observations, coaching, and professional learning to strengthen implementation of effective English Learner strategies across all programs.

Challenges

Action 1.2 Curricular Resources: The implementation of newly adopted curriculum materials did not occur as originally planned due to challenges with platform integration, data syncing, and training provided by the vendor. These issues required staff to adjust instructional pacing and implementation timelines throughout the school year. While these challenges primarily impacted BPE and BPHS, staff worked collaboratively to minimize disruptions and maintain access to standards-aligned instruction.

Actions 1.1 Well-Qualified Teachers and 1.2 Curricular Resources: BPHS experienced ongoing staffing challenges in science, resulting in inconsistent science instruction and the use of online coursework for some students. Recruiting and retaining qualified single-subject science teachers continues to be challenging both locally and statewide. BPEA will continue prioritizing recruitment efforts and instructional support to strengthen science programming and ensure students have access to high-quality instruction across all grade levels.

Actions 1.3 Comprehensive Student Services, 1.7 Response to Intervention–Aides, and 1.8 Response to Intervention: While comprehensive supports were available across BPEA, BPHS experienced challenges related to timely access to mental health services due to limited clinician availability through a contracted provider. This reduced access to support for some students during portions of the school year. In response, BPEA expanded mental health support services for the 2026-27 school year to better meet student needs.

Actions 1.6 High-Quality Assessments, 1.7 Response to Intervention, and 1.11 Extended Learning Opportunities: Chronic absenteeism continued to impact implementation of several Goal 1 actions by limiting student access to instruction, interventions, and extended learning opportunities. While BPE's Expanded Learning Opportunities Program remained highly successful and well integrated with the instructional day, participation in before- and after-school programming was lower than desired at BPHS. BPEA will continue exploring strategies to increase student participation and engagement in extended learning opportunities.

Action 1.8 Response to Intervention–Coordination and Curriculum: Some teachers were responsible for delivering instruction across multiple course levels, particularly in mathematics, creating challenges in differentiating instruction and providing targeted intervention support. Despite these challenges, staff successfully integrated intervention schedules and classroom-based supports throughout the year. The school will continue refining intervention systems and exploring ways to expand dedicated intervention staffing.

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.

Several Goal 1 actions experienced material variances between budgeted and estimated actual expenditures during the 2025-26 school year. These variances were primarily the result of changes in staffing allocations, increased student support service costs, expanded professional development and intervention services, and actual program implementation needs. BPEA did not receive or incorporate Learning Recovery Emergency Block Grant (LREBG) funds into the 2025-26 LCAP. There were no material differences between the planned and estimated actual percentages of Improved Services.

Action 1.3 Comprehensive Student Services: Budgeted expenditures of $75,000 increased to estimated actual expenditures of $290,909. The increase was primarily due to higher-than-anticipated costs for specialized student support services, including psychological services, speech and language pathology services, occupational therapy services, and expanded supports for students with disabilities.

Action 1.4 English Learner Supports: Budgeted expenditures of $81,531 increased to estimated actual expenditures of $96,431. The increase was due to additional staffing and professional development costs incurred to support English Learner services and implementation of English Language Development programs.

Action 1.6 High-Quality Assessments: Budgeted expenditures of $136,531 increased to estimated actual expenditures of $211,813. The increase was due to additional staffing, assessment administration, data analysis support, and contracted assessment services used to strengthen the school's assessment program.

Action 1.7 Response to Intervention–Aides: Budgeted expenditures of $494,000 decreased to estimated actual expenditures of $312,500. The decrease was primarily due to staffing vacancies and lower-than-anticipated costs associated with intervention aide positions.

Action 1.8 Response to Intervention–Coordination and Curriculum: Budgeted expenditures of $139,588 increased to estimated actual expenditures of $187,199. The increase was due to additional staffing and coordination costs associated with intervention services, curriculum implementation, and academic support programs.

Action 1.9 Coaching and Professional Development–Foundational: Budgeted expenditures of $176,063 increased to estimated actual expenditures of $213,984. The increase was due to additional professional development, coaching, and staff training opportunities provided during the school year.

Action 1.10 Coaching and Professional Development–Targeted Support: Budgeted expenditures of $31,531 increased to estimated actual expenditures of $109,406. The increase was due to expanded staffing and professional development costs associated with targeted support for English Learners and other student groups requiring additional academic intervention and support.

Action 1.11 Extended Learning Opportunities: Budgeted expenditures of $270,000 increased to estimated actual expenditures of $378,650. The increase was due to higher-than-anticipated costs for summer programming, before-school and after-school programs, and other extended learning opportunities provided to students.

Action 1.12 College Counseling: Budgeted expenditures of $54,519 decreased to estimated actual expenditures of $31,250. The decrease was due to lower-than-anticipated staffing and operational costs associated with college counseling services during the school year.

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

Effective Actions

Actions 1.1 Well-Qualified Teachers, 1.2 Curricular Resources, 1.6 High-Quality Assessments, 1.8 Response to Intervention–Coordination and Curriculum, 1.9 Coaching and Professional Development–Foundational, and 1.10 Coaching and Professional Development–Targeted Support: These actions were effective in supporting academic achievement and instructional improvement. Teachers implemented standards-aligned curriculum, participated in curriculum mapping and professional development, and utilized assessment data to inform instruction and intervention. Ongoing coaching and support provided through Fresno County Superintendent of Schools and Kern County Differentiated Assistance further strengthened instructional practices, assessment systems, and intervention planning Evidence of effectiveness includes an 18.9-point increase in Mathematics performance, a 1.3-point increase in English Language Arts performance overall, and a 29.1-point increase in English Language Arts performance for Students with Disabilities. Additionally, 46% of TK-8 students and 55% of high school students met annual NWEA Reading growth targets, while 40% of TK-8 students and 57% of high school students met annual NWEA Mathematics growth targets. These results indicate that instructional coaching, curriculum implementation, assessment practices, and intervention supports contributed to improved student outcomes.

Actions 1.3 Comprehensive Student Services, 1.7 Response to Intervention–Aides, and 1.11 Extended Learning Opportunities: These actions were effective in increasing student access to academic, behavioral, and social-emotional supports across BPEA, although access to some mental health services was more limited at BPHS during portions of the school year.. Students benefited from individualized

interventions, small-group support, and extended learning opportunities. Evidence of effectiveness includes a 2.3% decline in chronic absenteeism overall and a 20.9% decline among Students with Disabilities. Suspension rates also improved across several student groups, including Students with Disabilities, African American students, Hispanic students, and Socioeconomically Disadvantaged students. These outcomes suggest that comprehensive support systems and intervention services positively impacted student engagement and access to learning.

Actions 1.4 English Learner Supports and 1.5 Long-Term English Learner Supports: These actions were effective in supporting English language acquisition and student progress toward proficiency. The English Learner Progress Indicator increased by 20.7 points, with 60% of English Learners making progress toward English proficiency. English Learners also demonstrated significant improvement in English Language Arts performance. These outcomes suggest that designated and integrated ELD instruction, progress monitoring, targeted supports, and increased instructional coaching focused on English Learner strategies are contributing to improved outcomes for English Learners.

Somewhat Effective Actions

Action 1.12 College Counseling**:** These actions were somewhat effective in supporting college and career readiness. While the College/Career Indicator improved from 1.1% to 2.2% prepared, overall readiness levels remain low. A-G completion, CTE pathway completion, dual enrollment participation, and postsecondary enrollment continue to be areas requiring additional growth. During the year, BPEA continued individualized academic and career counseling, credit reviews, and postsecondary planning activities. The school will continue refining and expanding college and career readiness supports to improve student outcomes in these areas.

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

No substantive changes were made to Goal 1, its metrics, target outcomes, or actions for the 2026-27 school year. Based on implementation and outcome data, the LEA determined that the existing actions remain aligned to student needs and will continue implementation while monitoring effectiveness through ongoing data review and educational partner feedback.

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	Well-qualified Teachers	**Recruit, develop, and retain high-quality and appropriately credentialed teachers and staff:** -Attend hiring fairs at local universities, online, and county-wide to recruit new talent - Ensure all new staff complete the onboarding process that includes BPL philosophies, BPEA organizational information, and site-specific processes/requirements - Assign new teachers with a veteran mentor to help understand the Big Picture philosophy and learn best teaching practices -Collaborate with the FCSS credentialing office -Ensure collaboration with FCSS's induction program to provide proper training for new teachers and staff. -Ensure collaboration with FCSS's coaching teams to provide ongoing training for all BPEA staff and teacher	$1,328,613	No
1.2	Curricular Resources	**Curricular Resources** **Implement high-quality, standards-aligned resources and curriculum:** -Ensure Board-approved standards-based core curricular resources are aligned, TK-Adult -Embed ELD strategies into curricular resources -Implement standards-based ESL series curriculum for Adult English Language Acquisition -Explore supplemental curriculum -Ensure A-G status for applicable courses LREGB Funds: $37,810	$176,001	No

1.3	Comprehensive Student Services	**Provide comprehensive student support services:** -Ensure appropriate staffing to support student needs, including paraprofessionals to support our students and a Student Services Program that is integrated throughout the school experience. -Train all staff to view each student individually and to equitably support each student's specific needs through key strategies such as IEP, 504, SST, personal check-ins, push-in services, etc. -Identify, certify and support Homeless and Foster Care students in compliance with Board Policy and the McKinney-Vento Act -Ensure all teachers and staff are recieving intial and ongoing training in PBIS to support any student with behavior issues using evidence based practices. **Deliver ongoing SPED coaching and professional development:** - Implement regular SPED & GE team collaboration meetings to discuss students' IEP to ensure clarity and understanding, and support accurate implementation - Train all staff in our most common SPED areas of eligibility to have a better understanding of how each impact learning -RSP teachers/case managers will engage in initial and ongoing training to adopt best practices for IEP goal progress monitoring, ensuring full implementation to enhance student achievement and success rates. This action has been designed to achieve a low suspension rate for our students with disabilities subgroup by supporting the needs of our students with disabilities.	$344,560	No

1.4	English Learner Supports	**Ensure a high-quality, research-based, comprehensive English Language Development program** -Ensure designated ELD within the school schedule -Utilize the embedded ELD strategies and resources within adopted high-quality, standards-aligned resources and curriculum across all content areas -Provide professional development for teachers on ELD and support for English learners. -AHS: Continue offering English Language Acquisition classes (ESL) at the adult school and support pathways to earning a high school diploma - Provide initial and ongoing training to all BPEA staff and educators regarding effective methods to support English Learner students	$507,706	Yes
1.5	Long Term English Learner Supports	**Long Term English Learner Supports** The Director of Student & Family Services will monitor Long Term English Learner data and will work with the LEA testing coordinator, administration, staff, and teachers to provide individualized support as needed to ensure they are making progress towards English language proficiency. Students and parents will receive information about the ELPAC and reclassification process, so that students can move towards qualification for reclassification as fluent English proficient.	$ 41,716	Yes
1.6	High-Quality Assessments	**High-Quality Assessments** Ensure high-quality assessments to inform instruction and interventions: -Implement applicable assessments by school site, including but not limited to: NWEA MAP, and CAASPP Interims -Use approved assessments aligned with CDE Verifiable Data -Provide FCSS coaching for admin and teachers in data analysis -Implement a school-wide cycle of interim assessments and data analysis -Implement cultural shift to intrinsic goal setting for students based on mindset and motivation -Schedule and implement ELPAC preparation and testing - Ensure ELPAC-aligned alternative testing for AHS - Implement EL/ADEL/ELD progress monitoring - Ensure the SPED case managers and the school psychologist are utilizing proper psychological assessments for initial and triennial IEPs to	$182,242	Yes

		ensure valid eligibility reporting.		
1.7	Response to Intervention--aides	Hire, train, and retain highly-qualified aides to provide individualized support for all students with an effective Response to Intervention (RTI) program. (Title I funds)	$342,290	No
1.8	Response to Intervention--Coordination and Curriculum	**Response to Intervention (RTI) program provides individualized support for students:** -Implement a data cycle of inquiry based on assessment data -Form small, multi-grade intervention groups based on data for short tutorial classes -Assign staffing for coordination of RTI & curriculum review	$ 220,614	Yes
1.9	Coaching and P.D.-Foundational	**Define instructional expectations and practices:** -Continue curricular mapping with FCSS Coaches -Develop system-wide academic structures including SLOs, essential standards, curriculum maps and cohesive pacing guides, common assessments, grading policies, and rubrics -Establish and consistently facilitate PLCs across programs **Design and deliver ongoing professional development relevant to our model:** -Provide professional development activities around core practices: Data-informed instruction, Social Emotional Learning, Anti-racist teaching practices, ELD strategies, Special Education, Supports for Homeless, Foster, and Child Find **Standardize and implement high quality and consistent coaching:** -Develop consistent coaching methods and create time for principals to share/observe across programs: implement informal and formal feedback sessions; -Contract with experts to provide high quality training -Work on creating a PD/Coaching PD for AHS using FCSS or other Professionals	$ 307,320	No

1.10	Coaching & P.D.--Targeted Support	**Prioritize equity and inclusion for student groups and explore new ways to support student needs:** -Define best practices for EL, low income, and foster youth academic growth - Support grade-level based cycles of instruction - Continue implementation of FCSS Instructional Coaching	$94,753	Yes
1.11	Extended Learning Opportunities	**Provide additional programming to accelerate learning:** - Dedicate after-school staff to offer tutorial and remediation support - Provide TK-8 summer program session focused on enrichment and academic learning loss and 9-12 summer program session focused on credit recovery - Provide 9-12 and AHS students with the option to continue working on Edgenuity courses throughout summer to address any needs for additional time and support -Extend AHS teacher assistance during summer to support student progress	$ 180,931	No
1.12	College Counseling	**Build A-G course offerings and expand post-secondary options:** - Ensure consistent review of credits and offer a plan for A-G completion - Offer family and student workshops on college applications & FAFSA process - Explore new courses that emphasize life skills (e.g. home economics); encourage all students to have some license or certificate upon graduation - Partner with local colleges to offer dual enrollment; offer SCCCD Disabled Student Services transition program - Design and implement College & Career focused events on and off campus **Provide counseling to students to support academic success and college & career pathways:** - Develop a connection program to link 8th graders and 9th grade staff and culture - Ensure counselor meets individually with every 8th- 12th grade and adult students offering individualized college and career counseling for each student including short-term and long-term career goals	$42,728	No

		- Provide FAFSA, college and employment applications support - Track students' post-secondary endeavors - Provide alumni support, offering continued counseling and assistance for graduates related to college and employment - Increase the numbers student that take part of Academic & Career Planning for AHS		

Goal 2

Goal #	Description	Type of Goal
2	**BPEA students and staff will feel supported, recognized, and connected to the BPEA school community.**	**Broad**

State Priorities addressed by this goal.

State Priorities Addressed: #5 Student Engagement, #6, School Climate, #3 Parent Engagement.

An explanation of why the LEA has developed this goal.

We aim to create a positive school culture where families and students are engaged ensures that students attend school regularly, engage in positive behavior, and remain enrolled to graduate and matriculate into a college or career program of their choosing. The 2024 CA Dashboard shows chronic absenteeism at yellow level (53%). Suspension rate on the 2024 Dashboard was at orange level overall (4.7%). Graduation rate 2024 was 32.8%. In this goal, we have created a set of actions and associated expenditures aligned to the desired outcomes for 2027. They are designed to create conditions for our students and families to engage and be empowered to achieve academic success. We will measure the effectiveness of actions 2.1 and 2.2 by family input and participation metrics. We will measure the effectiveness of actions 2.4, and 2.6 through suspension and expulsion rate metrics. We will measure the effectiveness of actions 2.5 and 2.7 through ADA, chronic absenteeism, dropout rates, graduation rates, and graduate outcomes metrics. We will measure the effectiveness of actions 2.3, 2.8, 2.9, and 2.10 through climate survey and facilities inspection metrics.

Measuring and Reporting Results

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

2.1	Attendance rate Data Source: P-2 Report	All Grades: 85.19% TK-8: 88.7% HS: 83.28% Data Year: 2023-24	All Grades: 90.69% TK-8: 87.69% HS: 92.16% Data Year: 2024-25	All Grades: % TK-8: % HS: % Data Year: 2025-26	95% Data Year: 2026-27	All Grades: +5.5 TK-8: +1.01 HS: +8.88 Data Year: 2024-25
2.2	Chronic absence rate K-8: All students and numerically significant subgroups Data Source: CA Dashboard; Chronic Absenteeism Indicator	All: 57.4% SED: 59% SWD: 58.7% Homeless: 73.3% African American: 88.2% Hispanic: 56.4 % White: 50% Data Year: 2022-23	2024: All: 53.0% SED: 54.2% SWD: 59.2% Homeless: 67.9% African American: 100% Hispanic: 50.6% White: 39.3%	2025: All: 50.7% SED: 53.1% SWD: 38.3% Homeless: 56.3% African American: 87.5% Hispanic: 48.5% White: 41.2%	<15% Data Year: 2025-26	All: -4.4pt SED: -4.8pt SWD: +0.5pt Homeless: -5.4pt African American: +11.8pt Hispanic: -5.8pt White: -10.7pt
2.3	Suspension rate: All students and numerically significant subgroups Data Source: CA Dashboard Suspension Rate	All: 2.8% EL: 2.9% SED: 4.4% SWD: 8.1% Foster Youth: 6.3% Homeless: 3.6% African American: 2.3% Hispanic: 2.6% Two or More Races: 7.1% White: 2.8% Data Year: 2022-23	All: 4.7% EL: 1.9% SED: 5.8% SWD: 9.2% Foster Youth: no data Homeless: 4.3% African American: 3.4% Hispanic: 4.8% Two or More Races: 7.1% White: 3.2% Data Year: 2024	All: 3.8% EL: 4.3% SED: 5.3% SWD: 7.9% Foster Youth: no data Homeless: 4.3% African American: 1.8% Hispanic: 4.1% Two or More Races: 3.8% White: 4.5% Data Year: 2025	<1% Data Year: 2025-26	All: +1.9pt EL: -1.0pt SED: +1.4pt SWD: +1.1pt Foster Youth: no data Homeless: +0.7pt African American: +1.1pt Hispanic: +2.2pt Two or More Races: 0.0pt White: +0.4pt

2.4	Expulsion rate: All students and numerically significant subgroups Data Source: DataQuest Expulsion and Suspension - Expulsion Rate	0% for all students and numerically significant subgroups Data Year: 2022-23	0% Data Year: 2023-24	0%	<1% Data Year: 2025-26	Maintained
2.5	% of parents providing input on decision-making through participation in annual survey Data Source: Parent Survey	6% Data Year: 2023-24	No data available. Data Year: 2024-25	10% Data Year: 2025-26	90% Data Year: 2026-27	+4%
2.6	Student, Family, Teacher survey: % who feel safe and connected at school Data Source: Parent, Student, and Teacher Surveys	Student survey % feel safe: TK-5: 76% 6: 50% 7: 50% 8: 27% 9: 65% 10: 67% 11: 74% 12: 64% % connected:	No data available Data Year: 2024-25	Student survey % feel safe: TK-5: 85% 6: 43% 7: 65% 8: 50% 9: 65% 10: 73% 11: 90% 12: 79% % connected:	90%+ Data Year: 2026-27	Student survey % feel safe: TK-5: +9% 6: -7% 7: +15% 8: +23% 9: 0% 10: +6% 11: +16% 12: +15% % connected:

		TK-5: 70% 6: 50% 7: 45% 8: 31% 9: 49% 10: 61% 11: 64% 12: 62% Parent Survey % feel safe: 59% % connected: 51% Staff Survey Results % feel safe: 39% % connected: 40% Data Year: 2023-24 Data Source: Parent, Student, and Teacher Surveys		TK-5: 89% 6: 53% 7: 57% 8: 75% 9: 88% 10: 80% 11: 63% 12: 61% Parent Survey % feel safe: 60% % connected: 79% Staff Survey Results % feel safe: 67% % connected: 22% Data Year: 2025-26 Data Source: Parent, Student, and Teacher Surveys		TK-5: +19% 6: +3% 7: -12% 8: +44% 9: +39% 10: +19% 11: -1% 12: +1% Parent Survey % feel safe: +1% % connected: +28% Staff Survey Results % feel safe: +28% % connected: -18%
2.7	% of TK-12 parents participating in student exhibitions annually Data Source: Local Data	TK-8: 30% 9-12: 60% Data Year: 2023-24	TK-8: 98% 9-12: 95% Data Year: 2024-25	TK-8: 58% 9-12: In progress Data Year: 2025-26	95% Data Year: 2026-27	TK-8: +28 9-12: N/A

2.8	Middle School Dropout rate Data Source: CALPADS Snapshots 1.14 & 1.4	1.3% Data Year: 2022-23	2024: 1.7%	2025: In progress	<1% Data Year: 2025-26	N/A
2.9	HS: 4-Year cohort dropout rate Data Source: DataQuest Four-Year Adjusted Cohort Outcome	ALL: 44.9% Hisp: 37.0% SED: 41.7% Data Year: 2022-23	2024: All: 68.6% Af Am: 66.7% Hisp: 66.9% SED: 58.7%	2025: All: 68.6% Af Am: 66.7% Hisp: 66.9% SED: 58.7%	<20% Data Year: 2025-26	All: +23.7pts Af Am: n/a Hisp: +29.9pts SED: +17pts
2.10	HS: 4-Year cohort graduation rate: All students and numerically significant subgroups Data Source: DataQuest Four-Year Adjusted Cohort Outcome	4-Year Grad Rate All: 54.3% Hisp: 61.7% SED: 57.4% Data Year: 2022-23	2024: 4/5-Year Grad Rate All: 32.8% Hisp: 35.0% Af Am: 33.3% SED: 44.3% White: 8.3%	2025: 4/5-Year Grad Rate All: 31.3% Hisp: 41% Af Am: 12.5% SED: 35.9% White: N/A	>75% Data Year: 2025-26	4/5-Year Grad Rate All: -21.5pts Hisp: -19.3pts Af Am: n/a SED: -13.1pts White: n/a

2.11	1-Year graduation rate: All students and numerically significant subgroups Data Source: CA Dashboard Graduation Rate Additional Report (All) Local SIS Data (9-12 & AHS)	All: 66.3% Af Am: 41.7% Hisp: 68.8% SED: 77.2% 9-12: 80% AHS: 55.66% Data Year: 2022-23	2024: All: 59.8 Af Am: 57.9 Hisp: 60.4 SED: 60.0% Homeless: 66.7% 9-12: 70.6% AHS: 55.9%	2025: All: 59.8 Af Am: 57.9 Hisp: 60.4 SED: 60.0% Homeless: 66.7% 9-12: 70.6% AHS: 55.9%	1-Year Grad Rate >85% Data Year: 2025-26	All: -6.5 pt Af Am: +16.2pt Hisp: -8.4pt SED: -17.2pt Homeless: n/a 9-12: -9.4pt AHS: +0.2pt
2.12	9-12 and AHS: Graduate outcomes (survey) Data Source: Local Data; Graduate Outcomes Survey	9-12: baseline to be established AHS: Enrolled in 2-year college: 39.5% Enrolled in 4-year college: 9.3% Vocational: 11.6% Workforce: 33.6% Undecided/Unknown: 7% Data Year: 2022-23 (based on results of 44 survey respondents out of 53 total graduates)	9-12: baseline to be established AHS: Enrolled in 2-year college: 50% Enrolled in 4-year college: 0% Vocational: 29.54% Workforce: 68.18% Undecided/Unknown: 7% Data Year: 2023-24	AHS: Enrolled in 2-year college: 57% Enrolled in 4-year college: 10% Vocational: 28% Workforce: 25% Undecided/Unknown: 0% Data Year: 2024-25	90%+ Enrolled in college and/or Employed and/or Vocational Data Year: 2025-26	AHS: Enrolled in 2-year college: +7pt Enrolled in 4-year college: +10pt Vocational: +13.4pt Workforce: -8.6pt Undecided/Unknown: -7

2.13	% of Facilities inspections meeting the good repair standard Data Source: Facilities Inspection Reports	TK-8: 93.83% HS: 96.72% Data Year: 2023-24	TK-8: 96.73% HS: 98.29% Data Year: 2024-25	TK-8: 97.16% HS: 99.27% Data Year: 2025-26	100% Data Year: 2026	TK-8: +3.33pts HS: +2.55pts

Goal Analysis for 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.

The actions outlined in Goal 2 supported progress toward the goal that BPEA students and staff will feel supported, recognized, and connected to the BPEA school community. As of the 2025-26 school year, all ten actions associated with Goal 2 were actively implemented. These actions focused on parent engagement, communication and translation services, social-emotional learning and mental health supports, student activities, attendance initiatives, Positive Behavioral Interventions and Supports (PBIS), student and family support services, health and safety, facilities improvements, and organizational development.

Educational partner feedback gathered through surveys, meetings, and ongoing engagement activities indicated that students, families, and staff highly value supportive relationships, individualized assistance, clear communication, and opportunities for meaningful connection to the school community. Because BPEA serves students across elementary, middle school, high school, and adult education programs, survey results and outcome data reflected differing developmental needs and experiences across grade spans. While many students identified teachers, counselors, and positive peer relationships as important sources of support and connection, educational partners also identified opportunities to strengthen student engagement, behavioral systems, family participation, and access to enrichment opportunities. As a result, the implementation outcomes described below should be considered within the context of BPEA's diverse student population and educational settings.

Successes

Actions 2.1 Parent Engagement and 2.2 Parent Engagement–Targeted Supports: BPEA continued providing opportunities for family engagement through parent-teacher conferences, school events, and ongoing communication with families. Educational partners reported positive relationships with teachers and staff, and many parents indicated that regular communication, academic updates, and responsive support helped them remain informed and engaged in their child's educational experience.

Actions 2.3 SEL and Mental Health, 2.6 Positive Behavioral Interventions and Supports (PBIS), and 2.7 Student and Family Supports: BPEA continued providing social-emotional supports, behavioral interventions, and wraparound services to address student needs. Educational partners reported that students benefited from individualized support, positive relationships with staff, and access to academic, behavioral, and social-emotional resources. While these actions contributed to improvements in student connectedness, safety, and support systems,

the school recognizes the need to strengthen the consistency and fidelity of PBIS implementation across programs. To support this effort, BPEA has partnered with Fresno County Superintendent of Schools to provide a comprehensive PBIS refresh and staff training during the 2026-27 school year, with the goal of building a more cohesive and sustainable system of positive behavioral supports.

Action 2.4 Student Activities: School sites continued to provide student activities, recognition opportunities, and engagement events designed to strengthen school connectedness and promote a positive school culture. Implementation varied across programs, with elementary and adult education programs generally reporting stronger participation and satisfaction with student engagement opportunities. Educational partner feedback from BPHS identified opportunities to expand student activities, electives, recreation, and schoolwide events to further strengthen student engagement and connectedness.

Actions 2.5 Attendance Initiatives: BPEA continued implementing a comprehensive attendance program that included ongoing attendance monitoring, family outreach, incentives, student recognition, and enforcement of the Board-approved attendance policy. These efforts supported improvements in overall attendance and reductions in chronic absenteeism among several student groups, including Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

Actions 2.8 School Health and Safety and 2.9 Facilities: BPEA maintained safe and supportive learning environments through ongoing health, safety, security, and facility maintenance efforts. Educational partners frequently cited attentive staff, controlled campus access, and school safety procedures as important factors contributing to students' sense of safety and well-being.

Action 2.10 Organizational Development: BPEA leadership teams continued to strengthen organizational systems, communication structures, and operational practices across all programs. Through ongoing collaboration with Fresno County Superintendent of Schools and internal leadership development efforts, administrators and teacher leaders engaged in coaching, professional learning, and continuous improvement activities designed to support a more facilitative leadership model. These efforts helped strengthen program alignment, improve decision-making processes, and build leadership capacity across the organization.

Challenges

Actions 2.1 Parent Engagement and 2.2 Parent Engagement–Targeted Supports: Family participation in surveys and formal decision-making opportunities remained below desired levels, with educational partners identifying survey accessibility, technology barriers, and survey design as challenges. Through its participation in the Community Engagement Initiative (CEI), BPEA identified family engagement as a primary problem of practice and developed a plan to increase meaningful family participation during the 2026-27 school year. Planned facility improvements and an expanded campus environment are also expected to create additional opportunities for family involvement and community connection.

Action 2.4 Student Activities: Educational partners expressed a desire for expanded student engagement opportunities, including additional electives, recreational activities, school-wide events, sports, and student recognition programs. While BPE successfully provided a variety of activities and engagement opportunities, feedback from students, families, and staff identified opportunities to expand enrichment offerings, particularly at BPHS and AHS. Elective programming remained a challenge across all programs due to staffing, scheduling, and enrollment constraints. Planned facility improvements, including an expanded campus environment with green space, are expected to support additional student activities, recreation, and community-building opportunities in the future.

Actions 2.3 SEL and Mental Health, 2.7 Student and Family Supports, and 2.10 Organizational Development: Educational partners identified ongoing challenges related to staffing stability, staff capacity, and consistently meeting the complex academic, behavioral, and social-emotional needs of students. These challenges varied across programs and included teacher and leadership turnover at BPHS, leadership transitions at BPE, and staff and leadership turnover at AHS. Survey feedback highlighted the importance of maintaining strong student-adult

relationships, increasing individualized support, and ensuring consistent systems of support across programs. BPEA will continue strengthening organizational capacity and support structures to improve continuity of services and student outcomes.

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

Several Goal 2 actions experienced material variances between budgeted and estimated actual expenditures during the 2025-26 school year. These variances were primarily the result of changes in staffing allocations, actual program implementation costs, student and family support needs, and facility-related expenditures. BPEA did not receive or incorporate Learning Recovery Emergency Block Grant (LREBG) funds into the 2025-26 LCAP. There were no material differences between the planned and estimated actual percentages of Improved Services.

Action 2.2 Parent Engagement–Targeted Support: Budgeted expenditures of $10,000 increased to estimated actual expenditures of $79,447. The increase was due to expanded staffing and communication supports provided to strengthen family outreach, engagement, and two-way communication with families.

Action 2.3 SEL and Mental Health: Budgeted expenditures of $400,877 decreased to estimated actual expenditures of $283,039. The decrease was primarily due to staffing and implementation costs being lower than originally projected while continuing to provide social-emotional learning and mental health supports to students.

Action 2.5 Attendance Initiatives: Budgeted expenditures of $241,175 decreased to estimated actual expenditures of $141,668. The decrease was due to lower-than-anticipated staffing and program costs associated with attendance monitoring, outreach, and intervention efforts.

Action 2.7 Student and Family Supports: Budgeted expenditures of $22,754 increased to estimated actual expenditures of $74,917. The increase was due to expanded staffing and support services provided to students and families to address barriers to attendance, engagement, and academic success.

Action 2.8 School Health and Safety: Budgeted expenditures of $119,855 decreased to estimated actual expenditures of $63,378. The decrease was due to lower-than-anticipated costs associated with health, safety, and operational activities during the school year.

Action 2.9 Facilities: Budgeted expenditures of $469,241 increased to estimated actual expenditures of $526,539. The increase was due to additional facility maintenance, repair, and operational costs incurred to maintain safe and functional learning environments for students and staff.

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

Effective Actions

Actions 2.3 SEL and Mental Health, 2.5 Attendance Initiatives, 2.6 Positive Behavioral Interventions and Supports (PBIS), and 2.7 Student and Family Supports: These actions were effective in improving student engagement, attendance, and school climate outcomes. Chronic absenteeism declined from 57.4% to 50.7% overall, with particularly notable improvement among Students with Disabilities, whose chronic absenteeism rate declined from 58.7% to 38.3%. Improvements were also observed among Homeless students, Hispanic students, Socioeconomically Disadvantaged students, and White students. Climate survey results demonstrated increased perceptions of safety and connectedness across many grade levels, including notable gains in connectedness among elementary and high school students.

Educational partner feedback consistently highlighted the importance of supportive relationships with teachers, counselors, and other caring adults, as well as access to individualized academic, behavioral, and social-emotional supports. While opportunities remain to strengthen PBIS implementation, these results indicate that student support services, attendance interventions, and social-emotional supports positively contributed to student engagement and school climate.

Actions 2.8 School Health and Safety and 2.9 Facilities: These actions were effective in maintaining safe and supportive learning environments for students and staff. Facility inspection scores improved from 93.83% to 97.16% at the TK-8 campus and from 96.72% to 99.27% at the high school campus. Additionally, the school maintained a 0% expulsion rate for all students and numerically significant student groups. Educational partner feedback consistently identified attentive staff, controlled campus access, and school safety procedures as important contributors to students' sense of safety and well-being. These outcomes demonstrate the effectiveness of the school's efforts to maintain safe, healthy, and well-maintained learning environments.

Somewhat Effective Actions

Actions 2.1 Parent Engagement and 2.2 Parent Engagement–Targeted Supports: These actions were somewhat effective in promoting family engagement. Educational partners reported positive relationships between families and school staff and valued regular communication regarding student progress and well-being. However, family participation in surveys and formal decision-making opportunities remained below desired levels, increasing from 6% to 10% but remaining well below the long-term target. Educational partners identified survey accessibility, technology barriers, and participation challenges as obstacles to broader engagement. As a result, BPEA identified family engagement as a primary problem of practice through its Community Engagement Initiative (CEI) work and developed strategies to increase meaningful participation during the 2026-27 school year.

Action 2.4 Student Activities: This action was somewhat effective in promoting student connectedness and engagement. School sites continued to provide student activities, recognition opportunities, and engagement events, and survey results indicated that many students value opportunities for recreation, social connection, and schoolwide activities. However, educational partners expressed a desire for expanded electives, enrichment opportunities, recreational activities, sports, and student recognition programs, particularly at BPHS and AHS. Staffing, scheduling, and enrollment limitations restricted the school's ability to expand these opportunities during the year. Continued attention to student engagement and enrichment will help strengthen connectedness across programs.

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

No substantive changes were made to Goal 2, its metrics, target outcomes, or actions for the 2026-27 school year. Analysis of implementation, outcome data, educational partner feedback, and climate survey results indicated that the existing actions remain aligned to the goal of ensuring that students, families, and staff feel supported, recognized, and connected to the BPEA school community.

While the overall goal structure remains unchanged, BPEA will refine implementation in several areas based on lessons learned during the 2025-26 school year. Planned improvements include increased efforts to strengthen family engagement through the Community Engagement Initiative (CEI), a comprehensive PBIS refresh and staff training supported through Fresno County Superintendent of Schools coaching and technical assistance, expanded mental health and student support services, and continued efforts to increase student engagement through enrichment opportunities, electives, and schoolwide activities.

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	Parent Engagement	**Implement a comprehensive Parent Engagement Program:** - Support a School Site Council, English Learner Advisory Committee, and Parent Teacher Committee - Increase outreach to families to encourage more parent involvement in Exhibitions and school events such as dances and community service opportunities - Engage parents in reviewing student learning and goal-setting and ensure full participation in Personalized Learning Plan meetings -Provide parent/family support and "training"	$126,340	No
2.2	Parent Engagement--Targeted Support	**Improve translation services for families:** - Enable ParentSquare communication system with translation to support two-way communication with families, including: -translation in social media posts -website translation options	$33,209	Yes
2.3	SEL & Mental Health	**Provide Social Emotional Learning and Mental Health Support through adequate staffing and training:** - Full-time school counselor (PPS) TK-12 providing ongoing small group counseling and limited individual counseling - Full time Student Success Coordinator AHS providing ongoing student support - Standardize expectations for advisors - Provide professional development for all staff on SEL strategies, including trauma-informed teaching best practices - Utilize community partners via Community Schools grant to enhance training and resource offerings - Ensure regular visits at both sites TK-12 by mental health professionals	$582,111	Yes

		to provide counseling for students - Maintain low teacher-to-student ratio to ensure adequate support **Consistent practices:** **-** Revamp “pick-me ups” and “kick-me outs” process to foster joy, connection, and positive school culture (e.g. Monday and Friday “pick-me-ups” focused on pre-work task and then collaboration on SEL focused task) - Ensure individual check-ins during Advisory time -Student surveys and programming to gauge gaps in SEL support, identify needed SEL supports, and monitor impact of SEL factors on student progress -Utilize the referral system to local community agencies providing options and resources for mental health **Explore additional programming:** - Implement Bigs and Littles connects 6th-8th graders with 9-12th graders - Circles curriculum - Arts integration to facilitate student wellness and mental health strategies, including professional development provided by FCSS Visual and Performing Arts (VAPA) coaches to provide arts-integrated SEL instruction Classes		

2.4	Student Activities	**Explore opportunities for whole-school events to build community and connectedness across programs:** - Increase in cultural activities for students to celebrate diversity & multiculturalism aligned to calendar of cultural holidays and celebrations and leveraged across programs - Develop student clubs for all programs and explore offering HS/AHS student leadership - Develop master calendar of events/opportunities across all programs - Develop new student committee aligned to Community Schools grant - Encourage community service in all programs - Explore the idea of having student activities for AHS	$127,623	No
2.5	Attendance Initiatives	**Implement new practices to encourage and monitor student attendance:** - Utilize School Pathways and ParentSquare to track attendance and communicate status with families - Formalize and implement a districtwide tiered re-engagement protocol, including home visits (utilize AHS best practices) - Develop a BPEA-wide attendance incentive program - Continue to research attendance and engagement best practices This action will support the graduation rate and college career indicator of all students but has been designed especially to support the needs of our socioeconomically disadvantaged and Hispanic student subgroups.	$68,718	Yes
2.6	Positive Behavior Interventions & Supports	**Positive Behavior Interventions and Supports** - Utilize Student Learning Outcomes as foundations for what positive behavior looks like at BPEA - Develop best practices internally and provide coaching as needed - Provide teachers with resources to address student needs	$0	No
2.7	Student and Family Supports	**Formalize and expand student and family supports:** -Establish a Family Support Team - Utilize the Community Schools Grant to ensure equitable access to wraparound services - Utilize free and local resources (FCSS, Unite Us)	$91,459	No

2.8	School Health and Safety	**Ensure consistent safety practices:** -Provide annual Safety Plan updates - Provide annual training - Strengthen relationship with Fresno PD and support effective communication/alerts before, during, and after school hours - Ensure implementation of health protocols per public health guidance	$52,472	No
2.9	Facilities	**Continue to enhance facilities to improve the student experience and expand reach:** - Evaluate short-term playground improvements to promote physical activity and play - Conduct ongoing inspections - Facilitate necessary building repairs and improvements	$668,958	No
2.10	Organizational Development	**Support high quality leadership across the organization:** - Redefine organizational chart with clear delineation of reporting structure and communication flow - Map succession plans for key leadership positions - Develop consistent onboarding policies TK-adult - Continue to recruit new Board members who provide relevant expertise and reflect the community we serve - Provide additional Board training to ensure high quality oversight and engagement - Consistently review and adjust job descriptions to ensure compliance and best support outcomes	$ 104,944	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	**BPEA students will be more aware of their strengths, interests, and feel a sense of ownership and membership within the community.**	**Broad**

State Priorities addressed by this goal.

State Priorities Addressed: #8 Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

BPEA Local Control and Accountability Plan 2026-2027

We developed this goal to articulate the vision, actions, associated expenditures, and desired outcomes for how BPEA will contribute to its community. Strong relationships with our larger community fosters civic engagement and provides more robust learning opportunities for our students. Well-maintained facilities are one component of our presence within the community. Community service, internships, events, and partnerships are also critical aspects of our vision and mission. We will measure actions 3.1, 3.2, 3.3, 3.4, and 3.5 through the community service hours, community mentors, community partnerships, and internship participation metrics.

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 9-12 students completing required annual community service hours Data Source: Local Data	9-12 students completing required annual community service hours by 12th grade: 100% Data Year: 2023-24	91% Data Year: 2024-25 **Only tracked at 12th grade	89.47% Data Year: 2025-26	100% Data Year: 2025-26	-10.53
3.2	# of community mentors in 9-12 internship program Data Source: Local Data	120 available mentors 45% available mentors utilized Data Year: 2023-24	135 available mentors 56% available mentors utilized Data Year: 2024-25	125 available mentors 56% available mentors utilized Data Year: 2025-26	>50 available mentors 75% available mentors utilized Data Year: 2026-27	+5
3.3	# of Community partnerships Data Source: Local Data	TK-8: 20 Partnerships 9-12: 12 Partnerships (1 MOU with FCC) Data Year: 2023-24	TK-8: 7 Partnerships 9-12: 10 Partnerships (1 MOU)	TK-8: 10 Partnerships 9-12: 10 Partnerships (3 MOU)	Maintain or increase baseline Data Year: 2026-27	TK-8: -13 9-12: -2

			Data Year: 2024-25	Data Year: 2024-25		
3.4	% of 9-12 students participating in internships Data Source: Local Data	72% participated in internships Data Year: 2023-24	93% participated in internships Data Year: 2024-25	100% participated in internships Data Year: 2025-26	100% Data Year: 2026-27	+28 pts
3.5	# of community mentors in 10-12 internship program Data Source: ImBLaze/Local Data	120 Total Available mentors 0 CTE Pathways mentors (0% of total) Data Year: 2023-24	metric introduced in 25-26	125 Total Available mentors 5 CTE Pathways mentors	Increase the % of internship mentors aligned to CTE Pathways by 5 percentage points each school year	+5 Total Available Mentors +5 CTE Pathway Mentors

Insert or delete rows, as necessary.

Goal Analysis for 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.

The actions outlined in Goal 3 supported progress toward the goal that BPEA students will be more aware of their strengths, interests, and feel a sense of ownership and membership within the community. During the 2025-26 school year, all five Goal 3 actions were actively implemented. These actions focused on expanding community partnerships, strengthening Learning Through Internships (LTI), providing Leave to Learn opportunities, increasing college and career exploration, and supporting student recruitment and connectedness across BPEA programs.

Successes

Action 3.1 Community Partnerships: BPEA continued to strengthen community partnerships that provided students with real-world learning experiences and exposure to college and career pathways. Partnerships supported internship placements, field trips, career exploration activities, and opportunities for students to connect classroom learning to future goals.

Action 3.2 Learning Through Internships: Learning Through Internships remained a cornerstone of the BPEA model. Educational partners reported that students participating in internships developed greater confidence, workplace readiness skills, and awareness of potential career pathways. Freshman students engaged in preparatory activities designed to help them research careers and prepare for future internship placements.

Action 3.3 Leave to Learn Activities: Field trips and experiential learning opportunities provided students with opportunities to apply classroom learning in real-world settings. Educational partners noted that students benefited from experiences that were directly connected to academic content and career exploration.

Action 3.4 College and Career Exploration: BPEA continued to provide students with exposure to postsecondary opportunities through college and career exploration activities, dual enrollment opportunities, and career-focused coursework. Students participated in college and career events throughout the year, and BPE students engaged in college campus visits designed to build awareness of postsecondary options. School counselors also worked directly with students, including individualized transition planning with eighth-grade students, to support preparation for high school, college, and career pathways. Educational partners reported that students became increasingly engaged in planning for their futures and gained valuable experience navigating college and career expectations.

Action 3.5 Student Recruitment: Advisory programs, exhibitions, and other schoolwide activities helped students develop a stronger sense of ownership, accountability, and connection to the school community. Advisors supported students' academic progress and future goals, while community outreach events helped increase awareness of BPEA programs and support student recruitment efforts.

Challenges

Actions 3.1 Community Partnerships and 3.3 Leave to Learn Activities: Opportunities for extended travel experiences and enrichment activities varied across programs. BPE successfully utilized internal transportation, ELO-P, and Expanded Learning Programs to provide students with college visits, field trips, and other enrichment opportunities. Educational partners identified opportunities to expand participation in these experiences at BPHS, where staffing capacity, fundraising efforts, and program participation limited access to some activities during the school year.

Action 3.2 Learning Through Internships: At BPHS, internship placement opportunities were sometimes limited by workplace regulations, including OSHA requirements and restrictions affecting underage students. Educational partners also noted that family circumstances, cultural expectations, and outside responsibilities occasionally created barriers to student participation. While BPE and AHS do not currently operate formal Learning Through Internship programs, BPEA will continue exploring opportunities to expand real-world learning experiences across programs.

Actions 3.4 College and Career Exploration and 3.5 Student Recruitment: Educational partners emphasized the importance of maintaining high expectations while providing the academic, social-emotional, and college and career supports students need to be successful. Preliminary assessment results demonstrated encouraging academic growth, suggesting that students responded positively to increased expectations. Moving forward, BPEA will continue strengthening supports that help students remain engaged, identify future pathways, and successfully prepare for college, career, and life beyond high school.

Action 3.5 Student Recruitment: Continued efforts are needed to strengthen student connectedness, engagement, and awareness of future opportunities both within and beyond school. Educational partner feedback highlighted the importance of helping students explore their interests, build meaningful relationships, and connect their learning to future college, career, and life goals.

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.

Goal 3 expenditures were generally implemented as planned during the 2025-26 school year. BPEA did not receive or incorporate Learning Recovery Emergency Block Grant (LREBG) funds into the 2025-26 LCAP. There were no material differences between the planned and estimated actual percentages of Improved Services.

Action 3.4 College and Career Exploration: Budgeted expenditures of $98,750 decreased to estimated actual expenditures of $49,406. The decrease was primarily due to lower-than-anticipated staffing and program implementation costs associated with college and career exploration activities during the school year. Despite the reduced expenditures, BPEA continued to provide students with college and career exploration opportunities, including dual enrollment, career awareness activities, and postsecondary planning supports.

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

Effective Actions

Actions 3.1 Community Partnerships, 3.3 Leave to Learn Activities, and 3.4 College and Career Exploration: These actions were effective in providing students with opportunities to explore college, career, and community pathways beyond the traditional classroom. Students participated in college and career events, college campus visits, community-based learning experiences, and other enrichment activities designed to connect learning to future goals. Graduate outcomes data demonstrated positive postsecondary outcomes, with 57% of Adult High School graduates enrolling in two-year colleges, 10% enrolling in four-year colleges, 28% pursuing vocational opportunities, and no graduates reporting as undecided or unknown. Educational partner feedback emphasized the value of real-world learning experiences, meaningful adult relationships, and opportunities that help students connect their interests and learning to future aspirations. These results indicate that community partnerships, enrichment activities, and college and career exploration opportunities positively supported student readiness for life beyond high school.

Somewhat Effective Actions

Actions 3.2 Learning Through Internships and 3.5 Student Recruitment: These actions were somewhat effective in supporting student engagement and exploration of future pathways. At BPHS, Learning Through Internship opportunities provided valuable real-world experiences; however, placement options were sometimes limited by workplace regulations, student availability, and participation barriers. Educational partner feedback also highlighted the importance of strengthening student connectedness, engagement, and awareness of future opportunities. While advisory programs, exhibitions, outreach activities, and recruitment efforts supported student engagement, stakeholders identified opportunities to expand enrichment experiences, real-world learning opportunities, and student participation across programs. Continued refinement of these actions will help ensure that more students can access and benefit from the personalized learning experiences central to the BPEA model.

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

No substantive changes were made to Goal 3, its metrics, target outcomes, or actions for the 2026-27 school year. Analysis of implementation, educational partner feedback, and program outcomes indicates that the existing actions remain aligned to the goal of increasing student awareness of their strengths, interests, and sense of ownership and membership within the community. BPEA will continue implementing the current actions while monitoring effectiveness through ongoing reflection and continuous improvement processes.

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	Community Partnerships	**Strengthen and expand community partnerships to provide real-world learning experiences for students:** - Define what community/real-world learning looks like (i.e. "Relevance") - Create a standard process for establishing new community partners (e.g. talking points, protocol, onboarding) - Conduct outreach to increase # of community partners for on-site and off-site experiences -**Strengthen and expand community partnerships to support college and career readiness:** - Explore dual enrollment opportunities at local colleges - Establish more formal partnerships - Explore partnerships for college and career events during the school year (e.g. local colleges and universities, businesses, vocational schools, military, and other local groups)	$52,472	Yes
3.2	Learning Through Internships	**Further develop Learning Through Internships program:** - Define and communicate expectations of student involvement in our community (on & off campus) to promote civic engagement - Re-organize student-internship community partnerships - Improve integration with Workforce Development (existing 3-year MOU) - Support all students to identify career areas and design student-centered experiences to support interests (e.g., TK-8: guest speakers and projects; 6-8: site visits in the community to learn about careers of interest; 9-12 students have internships in identified career fields with a mentor and culminate with a student-generated project to be presented in their end-of-semester exhibition). - Align Internships with CTE Pathways	$96,915	Yes

3.3	Leave to Learn Activities	**Support students to leave the classroom to promote learning relevance:** - Establish standard expectations for how/when students leave campus and continue their learning outside of the classroom - Ensure explicit connection to learning outcomes/standards and provide training to staff on implementation - Set and communicate budget per program/grade level annually -Maintain list of local businesses/organizations to inspire L2L opportunities, including real-world language exposure for ESL students	$0	Yes
3.4	College and Career Exploration	**Raise student and family awareness of diverse college and career pathways:** - Offer local college tours and visits (Fresno City College, Fresno State, local trade schools, other nearby campuses) - Offer career exploration activities (e.g. professional talks) related to student interests - Incorporate into student learning and portfolio work - Raise awareness to students and families of local scholarships available	$0	Yes
3.5	Student Recruitment	**Instill pride in our model and strengthen systems for student recruitment:** - Increase awareness/understanding of all programs among staff - Increase the connectedness and pathway from 8th grade to high school - Invest in marketing & communications to update brand messaging and develop marketing campaign strategies - Design and implement a student recruitment plan - Standardize social media communication expectations - Participate with local partners to develop collaborative recruitment events	$0	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,610,205	$196,477

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
35.51%	0%	$0	37.18%

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 #(s)	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

1.6 Assessments	In 2025 SBAC, Socioeconomically Disadvantaged students had red level (-103.2DFS) in ELA and were at orange level (-149.3 DFS) in Math. The English Learner and Foster Youth groups were too small to generate group data on the Dashboard. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. Teachers need high-quality instructional data. Students need additional opportunities to learn and catch up.	Based on a review of data, we have designed the 25-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. The academic intervention program is built upon a foundation of high-quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices. This action provides an assessment system, administrative support to lead the use of assessment data, coaching to develop staff in best practices, and paraprofessionals to support small group instruction as needed. By adding high-quality assessments to our program, along with staffing and coaching to support its implementation, we are able to get data on the unique needs of our students, increasing the quality of instruction by allowing us to tailor it to the specific needs of our low-income students, foster youth, and English learners. These additional resources are designed to meet the needs most associated with our low-income students and English learners. However, because we expect that all students struggling with Math and/or ELA will benefit, it is an LEA-wide action.	1.1 CAASPP ELA and Math, 1.3 NWEA MAP Reading, Language Usage and Math
1.8 RTI--Coordination and Curriculum	In 2025 SBAC, Socioeconomically Disadvantaged students had had red level (-103.2 DFS) in ELA and were at orange level (-149.3 DFS) in Math. The English Learner and Foster Youth groups were too small to generate group data on the Dashboard. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have	We have designed a high-quality Response to Intervention (RTI) program, including a dedicated component for math, that provides individualized support for our K-12 students. The academic intervention program is built upon a foundation of high-quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices. This action provides RTI curriculum and administrator support to lead and monitor the program.	1.1 CAASPP ELA and Math, 1.3 NWEA MAP Reading, Language Usage and Math

	well developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up. Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction.	These additional resources are designed to meet the needs most associated with our low-income students and English learners. However, because we expect that all students struggling with ELA and/or Math will benefit, it is an LEA-wide action.	
1.10 PD and Coaching--Targeted Supports	In 2025 SBAC, Socioeconomically Disadvantaged students had red level (-103.2DFS) in ELA and were at orange level (-149.3 DFS) in Math. The English Learner and Foster Youth groups were too small to generate group data on the Dashboard. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them. Our Low-income students, English learners, and foster youth students need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.	This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our low-income students, foster youth, and English Learners. These additional resources are designed to meet the needs most associated with our low-income students and English learners. However, because we expect that all students struggling with ELA and Math will benefit, it is an LEA-wide action.	1.1 CAASPP ELA and Math, 1.3 NWEA MAP Reading, Language Usage and Math

2.2 Parent Engagement--Targeted Supports	In 2025 we had 10% of parents providing input on decision-making through participation in our annual survey. Family results from our climate survey showed that 59% of parents feel the school is safe and 51% feel their students are connected to the school. Family participation is vital to a strong school-family partnership, and our English learners, Foster youth, and low-income students may have barriers to participation that can be revealed through survey participation and then addressed to increase engagement. Needs may include multiple modes of communication and translation options.	This action provides a robust software system to facilitate parent messaging in various languages. These additional resources are designed to meet the needs most associated with our low-income students and English learners. However, because we expect that all students will benefit, it is an LEA-wide action.	2.5 % of parents providing input on decision-making through participation in annual survey 2.6 Student, Family, Teacher survey: % families who feel safe and connected at school
2.3 Social Emotional Learning and Mental Health Support	CA Dashboard 2025: • Suspension Rate was 4.3% (Orange) for English Learners, 5.3% (Yellow) for Socioeconomically Disadvantaged students, and 3.8% (Green) for All Students in 2025. • Chronic Absenteeism for English Learners 52.4% (No Performance Color), 53.2% (Orange) for Socioeconomically Disadvantaged students, and 50.7% (Orange) for All Students Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and we have a need to address chronic absenteeism.	This action provides an additional school climate survey, curriculum for Social Emotional Learning, additional teachers to ensure a low teacher to student ratio and increase the quality of social emotional learning, school counselors to provide mental health support to students, and administrator support to lead the implementation of the program. These additional resources are designed to meet the needs most associated with our low-income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.	2.2 Chronic Absence rate; 2.3 Suspension rate

2.5 Attendance Initiatives	• 2025 CA Dashboard: Chronic Absenteeism for English Learners 52.4% (No Performance Color), 53.2% (Orange) for Socioeconomically Disadvantaged students, and 50.7% (Orange) for All Students. Based on the data, we have seen improvement post-pandemic, and we have a need to address both attendance and chronic absenteeism.	This action funds additional office staff for attendance outreach. These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or attendance will benefit, it is an LEA-wide action.	2.1 Attendance rate; 2.2 Chronic Absence rate

3.1 Community Partnerships; 3.2 Learning Through Internships;	CA Dashboard 2025: • Suspension Rate was 4.3% (Orange) for English Learners, 5.3% (Yellow) for Socioeconomically Disadvantaged students, and 3.8% (Green) for All Students in 2025. • Chronic Absenteeism for English Learners 52.4% (No Performance Color), 53.2% (Orange) for Socioeconomically Disadvantaged students, and 50.7% (Orange) for All Students. Based on the data, BPEA continues to see positive signs that efforts to foster student engagement, belonging, and real-world learning experiences support a positive school culture and climate. Community partnerships and Learning Through Internship opportunities align with the Big Picture educational model by connecting students to authentic learning experiences, community resources, and opportunities to explore personal interests and future pathways. These experiences help students develop stronger connections to school, increase engagement, and build awareness of opportunities beyond the classroom.	This action funds the organic farm and other community partnerships, plus staffing and expenses for leave to learn trips, internships, and college and career exploration. These additional resources are designed to meet the needs most associated with our low-income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action. This action funds the organic farm and other community partnerships, as well as staffing and expenses associated with Learning Through Internship opportunities and related real-world learning experiences. These additional resources are principally directed toward meeting the needs of low-income students and English learners. However, because all students benefit from increased engagement, community connection, and exposure to real-world learning opportunities, this action is provided on an LEA-wide basis.	2.2 Chronic Absence rate; 2.3 Suspension rate

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
1.4 English Learner Supports	2025 Dashboard English Learner Progress Indicator (ELPI) shows 60% improving. Based on the data, BPEA made significant progress in supporting English Learners from 2024 to 2025. The English Learner Progress Indicator increased to 60% (+20.7 points), while Long-Term English Learners increased to 76.2% (+23.2 points). These improvements reflect meaningful progress in English language acquisition and student growth. While these results are encouraging, BPEA recognizes the importance of continuing to monitor student progress and provide targeted supports to ensure English learners continue to make progress toward English proficiency and academic achievement.	This action provides staffing and resources to monitor progress of English Learners, provide tailored support to English Learners when needed, and to provide professional development for teachers on support for English Learners. This additional support is designed to help ensure that English Learners' needs are being met and that they make progress in English language acquisition and academic achievement.	1.20: % of EL students improving in English Proficiency
1.5 Long Term English Learner Supports	In 2025, 56.25% of Long-Term English Learners scored at Level 3 on the ELPAC, and 25% scored at Level 4. Based on the data, we have made progress in supporting our Long-Term English Learners, and additional support is needed so that they can continue making progress in English language acquisition and academic achievement.	This action provides staffing and resources to monitor progress of Long Term English Learners and to provide tailored support to them as needed. The Director of Student Supports will monitor Long Term English Learner data and provide individualized support as needed to ensure they are making progress towards English language proficiency. Students and parents will receive information about the ELPAC and reclassification process, so that students can move towards qualification for reclassification as fluent English proficient.	1.22: % of Long Term English learners at Levels 3 & 4 on the ELPAC

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

Not applicable.

Additional Concentration Grant Funding

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

LEAS that have a high concentration of students who are English learners, foster youth and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:

2.3 Social Emotional Learning and Mental Health Support

Big Picture Educational Academy is a single site LEA with an enrollment of unduplicated student groups greater than 55%. Big Picture Educational Academy is using the additional concentration grant add-on funding received to increase the number of staff who provide direct services to students by adding a Coordinator of Social Emotional Learning. The direct increased/improved services that the additional position will provide to the students include the coordination of SEL curriculum and instruction, seeking feedback from students and teachers on SEL programming, and support for teachers in implementing SEL. The addition of the SEL Coordinator increases the support available to meet the needs of our low-income students, foster youth, and English learners, in alignment with 2.3 Social Emotional Learning and Mental Health Support.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,550,040	$ 5,715,287

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	Well-qualified Teachers	No	$ 1,919,167	$ 1,915,085
1	2	Curricular Resources	No	$ 130,875	$ 144,688
1	3	Comprehensive Student Services	No	$ 75,000	$ 290,909
1	4	English Learner Supports	Yes	$ 81,531	$ 96,431
1	5	Long Term English Learner Supports	Yes	$ 41,277	$ 39,325
1	6	High-Quality Assessments	Yes	$ 136,531	$ 211,813
1	7	Response to Intervention--Aides	No	$ 494,000	$ 312,500
1	8	Response to Intervention--Coordination and Curriculum	Yes	$ 139,588	$ 187,199
1	9	Coaching & Professional Development - Foundational	No	$ 176,063	$ 213,984
1	10	Coaching & Professional Development - Targeted Support	Yes	$ 31,531	$ 109,406
1	11	Extended Learning Opportunities	No	$ 270,000	$ 378,650
1	12	College Counseling	No	$ 54,519	$ 31,250
2	1	Parent Engagement	No	$ 184,738	$ 146,809
2	2	Parent Engagement--Targeted Support	Yes	$ 10,000	$ 79,447
2	3	SEL & Mental Health	Yes	$ 400,877	$ 283,039
2	4	Student Activities	No	$ 135,219	$ 107,641
2	5	Attendance Initiatives	Yes	$ 241,175	$ 141,668
2	6	Positive Behavior Interventions & Supports	No	$ 47,073	$ 37,500
2	7	Student and Family Supports	No	$ 22,754	$ 74,917
2	8	School Health and Safety	No	$ 119,855	$ 63,378
2	9	Facilities	No	$ 469,241	$ 526,539
2	10	Organizational Development	No	$ 90,844	$ 97,969
3	1	Community Partnerships	Yes	$ 68,053	$ 67,734
3	2	Learning Through Internships	Yes	$ 88,750	$ 89,250
3	3	Leave to Learn Activities	Yes	$ 22,631	$ 18,750
3	4	College and Career Exploration	Yes	$ 98,750	$ 49,406
3	5	Student Recruitment	No	$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,361,625	$ 1,360,694	$ 1,373,469	$ (12,776)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	English Learner Supports	Yes	$ 81,531	$ 96,431	0.000%	0.000%
1	5	Long Term English Learner Supports	Yes	$ 41,277	$ 39,325	0.000%	0.000%
1	6	High-Quality Assessments	Yes	$ 136,531	$ 211,813	0.000%	0.000%
1	8	Response to Intervention--Coordination and Curriculum	Yes	$ 139,588	$ 187,199	0.000%	0.000%
1	10	Coaching & Professional Development - Targeted Support	Yes	$ 31,531	$ 109,406	0.000%	0.000%
2	2	Parent Engagement--Targeted Support	Yes	$ 10,000	$ 79,447	0.000%	0.000%
2	3	SEL & Mental Health	Yes	$ 400,877	$ 283,039	0.000%	0.000%
2	5	Attendance Initiatives	Yes	$ 241,175	$ 141,668	0.000%	0.000%
3	1	Community Partnerships	Yes	$ 68,053	$ 67,734	0.000%	0.000%
3	2	Learning Through Internships	Yes	$ 88,750	$ 89,250	0.000%	0.000%
3	3	Leave to Learn Activities	Yes	$ 22,631	$ 18,750	0.000%	0.000%
3	4	College and Career Exploration	Yes	$ 98,750	$ 49,406	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,365,199	$ 1,361,625	0.000%	31.193%	$ 1,373,469	0.000%	31.46%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 4,534,054	$ 1,610,205	35.514%	0.000%	35.514%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,117,352	$ 1,023,234	$ -	$ 634,108	$ 5,774,694.50	$ 4,792,401	$ 982,293

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	Well-qualified Teachers	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 1,328,613	$ (0)	$ 1,267,266	$ 61,347	$ -	$ -	$ 1,328,613	0.000%
1	2	Curricular Resources	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 31,801	$ 144,200	$ 98,751	$ -	$ -	$ 77,250	$ 176,001	0.000%
1	3	Comprehensive Student Services	Special Education	No	Schoolwide	N/A	BPEA	Ongoing	$ 344,560	$ -	$ -	$ 344,560	$ -	$ -	$ 344,560	0.000%
1	4	English Learner Supports	English Learners	Yes	Limited	English Learners	BPEA	Ongoing	$ 507,706	$ (0)	$ 507,706		$ -		$ 507,706	0.000%
1	5	Long Term English Learner Supports	Long Term English Learners	Yes	Limited	English Learners	BPEA	Ongoing	$ 41,716	$ -	$ 41,716	$ -	$ -	$ -	$ 41,716	0.000%
1	6	High-Quality Assessments	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 146,192	$ 36,051	$ 182,242	$ -	$ -	$ -	$ 182,242	0.000%
1	7	Response to Intervention--Aides	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 342,290	$ -		$ 46,410	$ -	$ 295,880	$ 342,290	0.000%
1	8	Response to Intervention--Coordination and Curriculum	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 220,614	$ 0	$ 141,054	$ 79,560	$ -	$ -	$ 220,614	0.000%
1	9	Coaching & Professional Development - Foundational	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 207,319	$ 100,000	$ 162,567	$ 44,753	$ -	$ 100,000	$ 307,320	0.000%
1	10	Coaching & Professional Development - Targeted Support	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 44,753	$ 50,000	$ -	$ 44,753	$ -	$ 50,000	$ 94,753	0.000%
1	11	Extended Learning Opportunities	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 180,931	$ -	$ -	$ 180,931	$ -	$ -	$ 180,931	0.000%
1	12	College Counseling	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 42,728	$ -	$ -	$ -	$ -	$ 42,728	$ 42,728	0.000%
2	1	Parent Engagement	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 126,340	$ -	$ 126,340	$ -	$ -	$ -	$ 126,340	0.000%
2	2	Parent Engagement--Targeted Support	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 23,209	$ 10,000	$ 33,209	$ -	$ -	$ -	$ 33,209	0.000%
2	3	SEL & Mental Health	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 582,110	$ 0	$ 561,662	$ 20,449	$ -	$ -	$ 582,111	0.000%
2	4	Student Activities	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 57,623	$ 70,000	$ 127,623	$ -	$ -	$ -	$ 127,623	0.000%
2	5	Attendance Initiatives	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 68,718	$ -	$ 68,718	$ -	$ -	$ -	$ 68,718	0.000%
2	6	Positive Behavior Interventions & Supports	All	No	Schoolwide	N/A	BPEA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	7	Student and Family Supports	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 91,459	$ -	$ 23,209	$ -	$ -	$ 68,250	$ 91,459	0.000%
2	8	School Health and Safety	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 52,472	$ -	$ 52,472	$ -	$ -	$ -	$ 52,472	0.000%
2	9	Facilities	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 96,915	$ 572,043	$ 468,486	$ 200,472	$ -	$ -	$ 668,958	0.000%
2	10	Organizational Development	All	No	Schoolwide	N/A	BPEA	Ongoing	$ 104,944	$ -	$ 104,944	$ -	$ -	$ -	$ 104,944	0.000%
3	1	Community Partnerships	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 52,472	$ -	$ 52,472	$ -	$ -	$ -	$ 52,472	0.000%
3		Learning Through Internships	All	Yes	Schoolwide	All	BPEA	Ongoing	$ 96,915	$ -	$ 96,915	$ -	$ -	$ -	$ 96,915	0.000%
3	3	Leave to Learn Activities	All	No	Schoolwide	All	BPEA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	College and Career Exploration	All	No	Schoolwide	All	BPEA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Student Recruitment	All	No	Schoolwide	N/A	BPEA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

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
$ 4,534,054	$ 1,610,205	35.514%	0.000%	35.514%	$ 1,685,694	0.000%	37.179%	**Total:**	$ 1,685,694
								LEA-wide Total:	$ -
								Limited Total:	$ 549,422
								Schoolwide Total:	$ 1,136,272

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	4	English Learner Supports	Yes	Limited	English Learners	BPEA	$ 507,706	0.000%
1	5	Long Term English Learner Supports	Yes	Limited	English Learners	BPEA	$ 41,716	0.000%
1	6	High-Quality Assessments	Yes	Schoolwide	All	BPEA	$ 182,242	0.000%
1	8	Response to Intervention--Coordination and	Yes	Schoolwide	All	BPEA	$ 141,054	0.000%
1	10	Coaching & Professional Development - Ta	Yes	Schoolwide	All	BPEA	$ -	0.000%
2	2	Parent Engagement--Targeted Support	Yes	Schoolwide	All	BPEA	$ 33,209	0.000%
2	3	SEL & Mental Health	Yes	Schoolwide	All	BPEA	$ 561,662	0.000%
2	5	Attendance Initiatives	Yes	Schoolwide	All	BPEA	$ 68,718	0.000%
3	1	Community Partnerships	Yes	Schoolwide	All	BPEA	$ 52,472	0.000%
3		Learning Through Internships	Yes	Schoolwide	All	BPEA	$ 96,915	0.000%
3	3	Leave to Learn Activities	No	Schoolwide		BPEA	$ -	0.000%
3	4	College and Career Exploration	No	Schoolwide		BPEA	$ -	0.000%
							$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal** #: Enter the LCAP Goal number for the action.
- **Action** #: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).