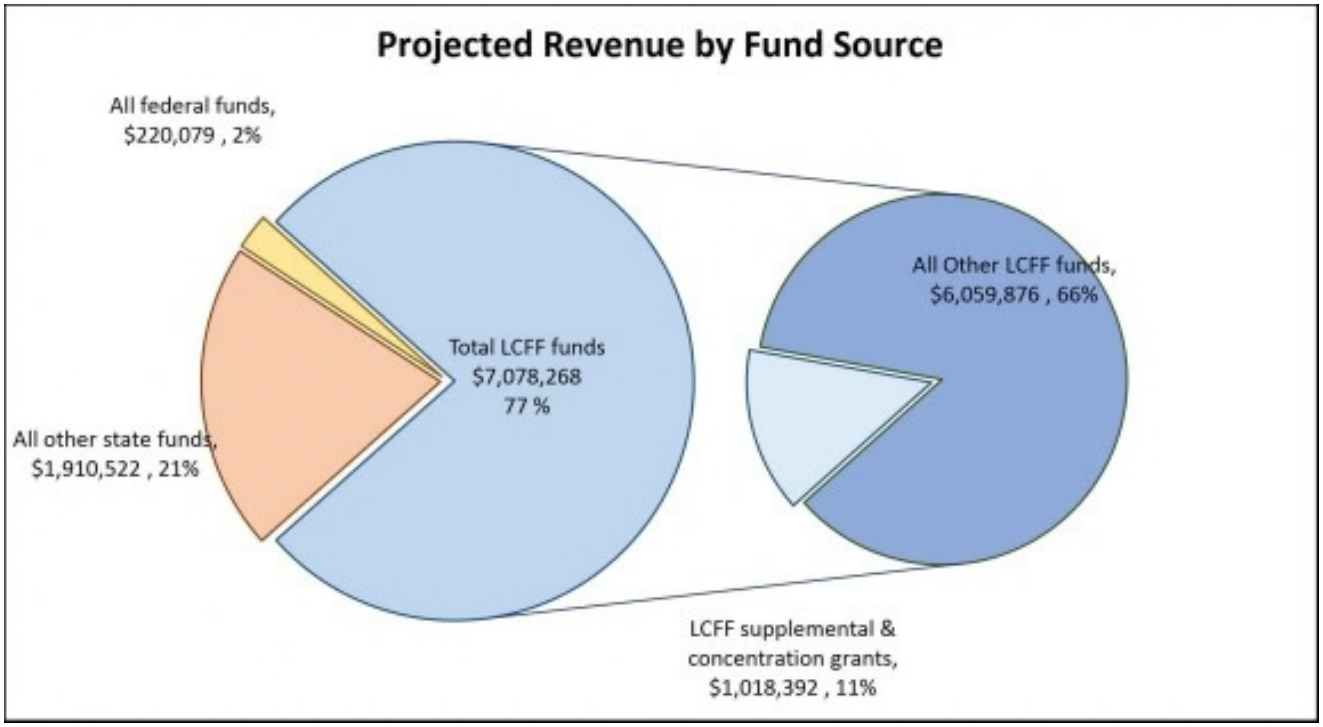
LCFF Budget Overview for Parents

Local EducationalAgency(LEA) Name:HollisterPrep
CDS Code: 35-67470-0127688
School Year: 2026-27
LEA contact information:
Ami Ortiz
Director of Compliance & Operations
ami.ortiz@navigatorschools.org
831-217-4881

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



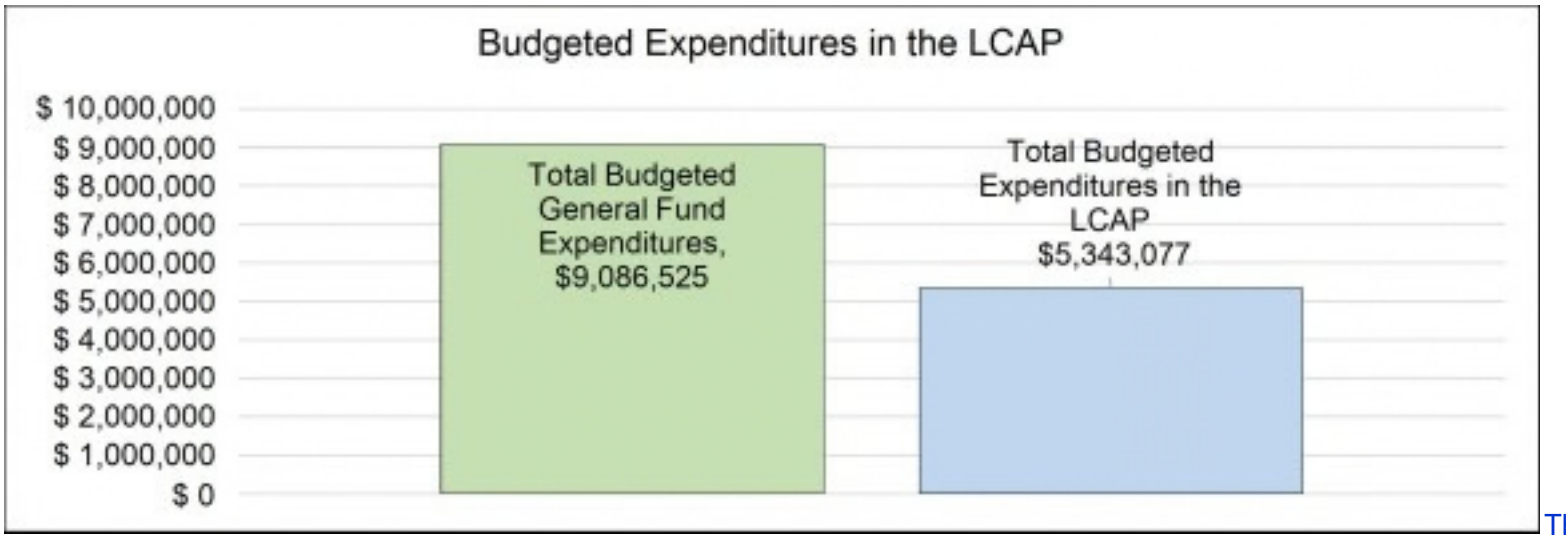
This chart shows the total general purpose revenue Hollister Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hollister Prep is $9,208,869, of which $7078268 is Local Control Funding

Formula (LCFF), $1910522 is other state funds, $0 is local funds, and $220079 is federal funds. Of the $7078268 in LCFF Funds, $1018392 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hollister Prep plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hollister Prep plans to spend $9086525 for the 2026-27 school year. Of that amount, $5343077 is tied to actions/services in the LCAP and $3,743,448 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

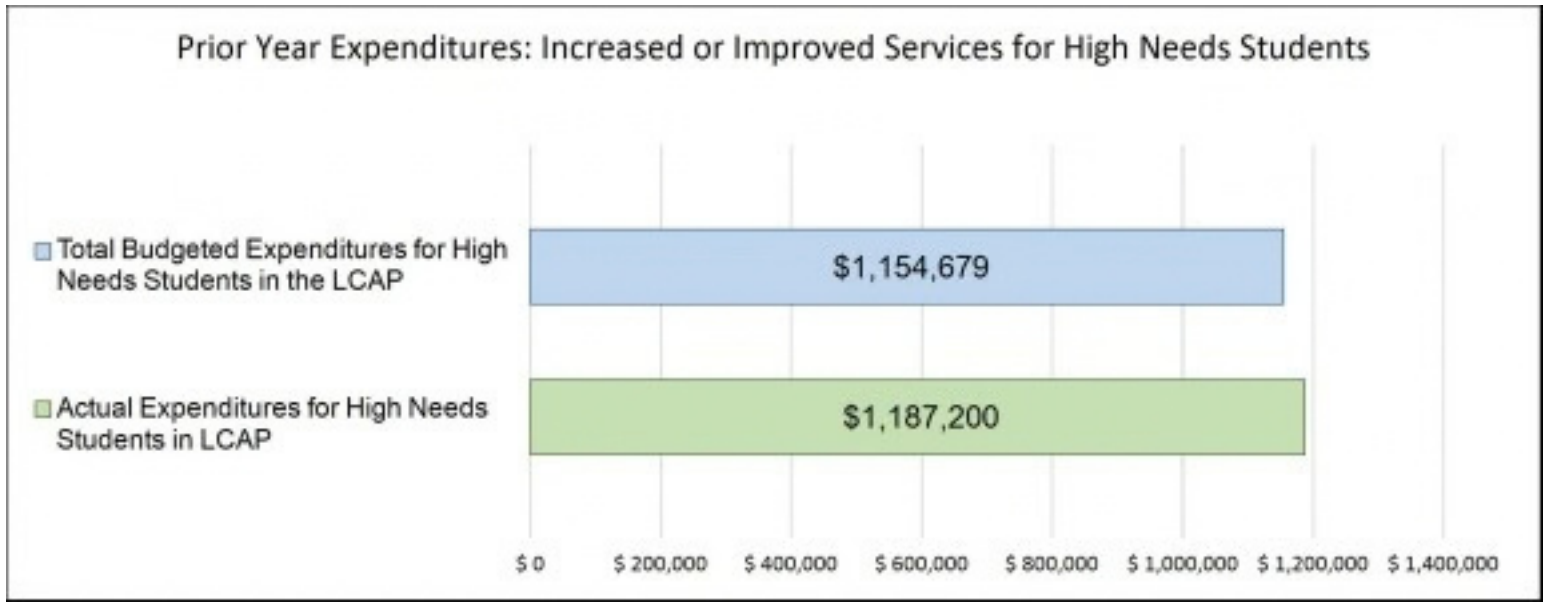
Operating expenses, CMO fee, Legal, professional development, district oversite, etc.

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

In 2026-27, Hollister Prep is projecting it will receive $1018392 based on the enrollment of Foster Youth, English learner, and low-income students. Hollister Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Hollister Prep plans to spend $1213939 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

UpdateonIncreasedorImprovedServicesforHigh Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Hollister Prep's LCAP budgeted $1154679.00 for planned actions to increase or improve services for high needs students. Hollister Prep actually spent $1187200 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

TheinstructionsforcompletingtheLocalControlandAccountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep	Ada Perales Compliance Manager	ada.perales@navigatorschools.org 831-408-313-4554

Plan Summary [2026-27]

General Information

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

Hollister Prep (HPS) is a K-8th grade independent public charter school opened in 2013 that serves students and families in the City of Hollister. The foundation of Hollister Prep is rooted in the mission to provide high-quality education to the most vulnerable students in our communities. From the beginning, Hollister Prep has embraced a unique educational model, drawing inspiration from some of the best schools in America. This approach has not only made a significant difference in the lives of HPS students but has also set a benchmark for educational standards across California and beyond. Hollister Prep boasts a dedicated team of teachers who are deeply committed to their students' success. The low student to teacher ratio allows for personalized attention and support for each student. Our teachers use a model of data-driven instruction and blended learning, ensuring that all students, including English language learners and those with special needs or learning challenges, have access to high-quality educational opportunities. HPS is committed to continuous improvement and has made many recent enhancements to its campus. Our school also continues to expand its extracurricular programs, providing students with a broad variety of activities to explore. This commitment to improvement ensures that HPS is always striving to provide the best possible educational experience for its students. HPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2025, 57.67% of HPS students met or exceeded standard in English Language Arts and 61.08% met or exceeded standard in Math, both significantly higher than state averages. A testament to our engaging environment and dedicated staff, we have a 96% attendance rate. Students are eager to come to school and participate in the learning process.

HPS serves 540 students with the following demographics: 56% free or reduced-price lunch, 23.9% English language learners, and 16.7% special education. HPS students have varied ethnic backgrounds: 87.06% Hispanic or Latino, 7.45% White, 2.13% Asian, and 0.89% Two or More Races. HPS parents have various education levels: 7.9% graduate degree or more, 20.2% college degree, 22.9% some college or associate's degree, 26.1% high school degree, and 23% no high school degree or did not answer. The City of Hollister has a population of approximately 45,000, and is home to a vibrant agribusiness economy and has also become home to commuters to Silicon Valley and San Jose.

HPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hayward Collegiate, and Watsonville Prep.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for HPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively

meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and HPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. 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 process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council 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. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, 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. In consideration of the requirements of the SPSA, in the case of Hollister Prep, consultation with the local tribe and labor organizations was not applicable.

HPS does not receive Equity Multiplier funds.

Reflections: Annual Performance

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

The 2025 California School Dashboard highlights Hollister Prep's strong and steadily improving performance across academic and school climate indicators. The school continues to outperform the state average in both English Language Arts and Mathematics, with all major student groups scoring above standard despite some minor declines. Progress among Multilingual Learners, reductions in chronic absenteeism, and sustained low suspension rates further reflect Hollister Prep's mindset of continuous improvement, grounded in rigorous instruction, targeted interventions, and a commitment to equity. As a testament to the hard work and focus on priorities, Hollister Prep earned a high designation on the dashboard this past year. HPS will still maintain focus on chronic absenteeism, social emotional learning supports, and wrap-around community engagement.

Reflections: Technical Assistance

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

Hollister Prep is not eligible for technical assistance.

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.

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

SupportforIdentifiedSchools

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

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

MonitoringandEvaluatingEffectiveness

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

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

Asummaryof the process usedto engageeducational 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, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April 2026. A staff survey was administered in February 2026, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group. The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.

Educational Partner(s)	Process for Engagement
	In November 2025 and January 2026, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.

Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2026, Parent Advisory Council meetings (“Family Community Meetings”), including one in March 2026 and Community Schools Advisory Council meetings, including one in March 2026. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2026 to gather feedback on their feelings of connectedness, safety, and success at school.

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

The needs assessment, meetings with families, and focus groups of staff highlighted enrichment, electives, and basic needs support as areas of need. Student focus groups also asked for more opportunities to participate in clubs and electives. This has been addressed in Goal 2 with the ELOP programs. Additionally, the community schools support will also address these needs and is included in Goal 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hollister Prep scored green on English Language Arts Progress and Mathematics Progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

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: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 68.4% English Learners: 52.2% Low Income: 64.0% Students with Disabilities: 33.3% Hispanic: 66.0% White: 80.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	All Students: 68% English Learners: 37.2% Low Income: 66.1% SWD: 30% Hispanic: 65.5% White: 80.8% (Source: 2023-24 SBAC caaspp elpac.ets.org)	All Students: 57.7% English Learners: 25% Low Income: 51.7% SWD: 22.2% Hispanic: 56.2% White: 61.9%	All Students: 76.4% English Learners: 60.2% Low Income: 72.0% Students with DIsabilities: 41.3% Hispanic: 74.0% White: 88.0% (Source: 2022-23 SBAC caaspp elpac.ets.org)	All Students: - 10.7% English Learners: - 27.2% Low Income: - 12.3% SWD: -11.1% Hispanic: -9.8% White: -18.1%

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

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 52.4% English Learners: 31.9% Low Income: 46.8% Students with Disabilities: 25.0% Hispanic: 50.2% White: 60.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	All Students: 53.2% English Learners: 19.8% Low Income: 50% SWD: 24.4% Hispanic: 51.5% White: 63% Source: 2023-24 SBAC caaspp elpac.ets.org	All Students: 61.1% English Learners: 33.8% Low Income: 54.1% SWD: 26.7% Hispanic: 59.7% White: 66.7%	All Students: 60.4% English Learners: 39.9% Low Income: 46.8% Students with DIsabilities: 33.0% Hispanic: 58.2% White: 68.0% (Source: 2022-23 SBAC caaspp elpac.ets.org)	All Students: +8.7% English Learners: -1.9% Low Income: +7.3% SWD: +1.7% Hispanic: +9.5% White: +6.7%
1.3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	All Students: 36.21% English Learners: 16.67% Low Income: 31.04% Students with Disabilities: 0% Asian: NA Hispanic: 33.34% White: NA (LEA average & all significant subgroups; Source: 2022-23 CAST assessment, caaspp elpac.ets.org)	All Students: 42.3% English Learners: 6.2% Low Income: 20.7% Asian: N/A SWD: N/A Hispanic: 37.2% White: N/A (LEA average & all significant subgroups; Source: 2023-24 CAST	All Students: 33.61% English Learners: 4.35% Low Income: 28.33% Asian: N/A SWD: 6.67% Hispanic: 31.48% White: N/A	All Students: 44.21% English Learners: 24.67% Low Income: 39.04% Students with DIsabilities: 8% Asian: NA Hispanic: 41.34% White: NA (LEA average & all significant subgroups; Source: CAST	All Students: --2.6% English Learners: --12.32% Low Income: -2.71% Asian: N/A SWD: +6.67% Hispanic-1.86% White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assessment, caaspp elpac.ets.org)		assessment, caaspp elpac.ets.org)	
1.4	ELPAC Summative: • % of students improving a level or maintaining Level 4 • EL reclassification rate	% of students improving a level + maintaining Level 4: 43.0% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 38.1% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/	47% Making progress on English Language Proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 38.5% (Data Year: 2024- 2025)	50.8% Making progress on English Language Proficiency % students reclassified fluent English proficient: 38.5%	% of students improving a level + maintaining Level 4: 51.0% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 40% (Source: DataQuest, "Ever ELs" by EL Years as and Reclassification Status and Grade, ~~https://dq.cde.ca.g~~ ov/)	+7.80% Making progress on English Language Proficiency % students reclassified fluent English proficient: +.4%
1.5	ELA: % of students with access to their own copies of standards aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal curriculum checklist)	Change = 0%

1.6	ELD: % of students with access to their own copies of standards aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal curriculum checklist)	Change = 0%
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Math: % of students with access to their own copies of standards aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal curriculum checklist)	Change = 0%
1.8	Next Generation Science: % of students with access to their own copies of standards aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal curriculum checklist)	Change = 0%
1.9	History-Social Science: % of students with access to their own copies of standards aligned instructional	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal curriculum checklist)	Change = 0%

	materials for use at school and at home					
1.10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Student Information System)	Change = 0%
1.11	Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete	Clear: 11.00 (61%) Out-of-Field: 0.00 (0%) Intern: 3.00 (17%) Ineffective: 4.00 (22%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)	Clear: 9 (50%) Out-of-Field: 0.00 (0%) Intern: 1 (5.50%) Ineffective: 8 (44.50%) Incomplete: 0.00 (0%) (Data Year: 2024- 2025)	Clear: 39% Out-of-Field: 6% Intern: 33% Ineffective: 22% Incomplete: 0%	Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on	Clear: -22% Out-of-Field: +6% Intern: +16% Ineffective: +0% Incomplete: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Teacher Credentialing, Spring 2027)	

1.12	% of instructional staff who have undergone all parts of the hiring process (application screening, phone interview, panel interview, performance task and reference checks).	100% (Source: Internal candidate tracking system, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal candidate tracking system)	Change = 0%
1.13	Curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024- 2025)	100%	100% (Source: Internal curriculum checklist)	Change = 0%
1.14	Instructional Staff PD Survey: 80% or more of staff rate that they "agree" or "strongly agree" that PD sessions were valuable and impactful towards their teaching practices	80% (Source: Internal PD surveys, Spring 2024)	90.75%	86%	80% (Source: Internal PD surveys)	+6%
1.15	Number of instances that classroom teachers receive coaching during the school year	20 times annually (Source: Internal coaching logs, April 2024)	20 (Data Year: 2024- 2025)	20	20 times annually (Source: Internal coaching logs)	Change = 0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

During the 2025–26 school year, Hollister Prep has demonstrated mixed progress toward achieving Goal 1, which centers on cultivating students as critical, creative, and globally aware thinkers grounded in strong foundational skills in math, humanities, and science. The school implemented all planned actions with fidelity, with no substantive difference between planned and actual implementation of actions. Comparison of Year 1 to Year 2 outcomes shows notable gains in mathematics and English Learner progress, alongside declines in English Language Arts and science, indicating a need to strengthen instructional coherence and impact across content areas.

Actions 1.1, 1.2, 1.3 and 1.7: Personalized Instruction, Interventions, and Coaching: These three actions continue to form the foundation of Hollister Prep's instructional model, integrating rigorous, standards-aligned teaching with targeted student supports and weekly teacher coaching. From Year 1 to Year 2, students demonstrated strong growth in mathematics, with proficiency increasing from 53.2% to 61.08%, reflecting the effectiveness of Tier 1 instruction, MTSS-aligned interventions, and data driven small group instruction. Gains were observed across multiple student groups, including Hispanic students, Low Income students, and Students with Disabilities. Additionally, English Learner progress toward proficiency increased, indicating positive momentum in ELD implementation. However, ELA outcomes declined from 68% to 57.67%, and science performance also decreased, suggesting that while systems are in place, they are not yet consistently driving strong outcomes across all subjects. Continued refinement of literacy and science instruction will be critical.
Challenges 1.1: In the 24-25 school year, HPS piloted several new ELA programs in an attempt to improve ELA results. Unfortunately and is usually the case, this piloting process led to a decrease in academic achievement across the board in ELA. With the adoption of new curriculum for 2025-26, HPS anticipates improved test results.
Challenges 1.3: Actions 1.3 HPS piloted new science curriculum in both 5th and 8th grades in 24-25 which led to declines in our sciencce outcomes showed declines when compared to 23-24 school year. In particular EL scores had over an 11% decrease in science scores. This is an indicator of needing to improve ELD strategies during our science instruction for the upcoming school year.

Action 1.4 Supports for Students with Disabilities: Services for students with disabilities continued through a push-in and pull-out model, providing small group and individualized instruction aligned to each student's learning goals. From Year 1 to Year 2, Students with Disabilities demonstrated improvement in mathematics, reflecting the impact of targeted supports and increased access to grade-level content. However, declines in ELA performance indicate a need to strengthen literacy supports and alignment between general education and specialized instruction.

Action 1.5 English Learner Instruction: The ELD Lead continued to support program implementation, ensuring alignment to ELD standards and overseeing regular benchmark assessments and progress monitoring. Long-Term English Learners (LTELs) remained a focus group, receiving targeted supports and ongoing monitoring. From Year 1 to Year 2, English Learner progress toward proficiency increased (47% to 50.8%), indicating that ELD systems are beginning to show positive impact. Continued focus on integrating language development within core instruction will be essential to sustaining and accelerating this progress.
Action 1.7 Professional Development:
Robust and ongoing professional development continued to support high-quality instruction and student-centered learning. Teachers engaged in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. While participation and implementation remained strong, teacher perception of PD effectiveness decreased slightly, indicating an opportunity to more tightly align professional learning to the highest-leverage instructional practices, particularly in literacy and differentiation. Regular PLCs, personalized growth goals, and coaching cycles continue to provide a strong foundation for improving instructional practice.

Action 1.11 Teacher Hiring and Credentialing: Hollister Prep maintained a rigorous, multi-step hiring process, ensuring that all instructional staff completed application screening, interviews, performance tasks, and reference checks. While these systems remain strong, Year 2 data reflects shifts in credentialing, including a decrease in fully credentialed teachers and an increase in intern and out-of-field teachers.
Challenges 1.11: This shift highlights the importance of strengthening recruitment, onboarding, and support systems to maintain instructional consistency and quality.

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.

Action 1.3 is under budget by a material amount due to moving all Human Resourse cost to the CMO instead of the site budgets. Action 1.4 is under budget due to having open positions for most or all of the year.

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

Effective actions: From Year 1 to Year 2, the school demonstrated strong gains in mathematics proficiency (53.2% to 61.08%), including growth across multiple student groups such as Hispanic students, Low Income students, and Students with Disabilities, indicating that standards-aligned instruction, MTSS-aligned interventions, and consistent coaching are having a positive impact. Additionally, English Learner progress toward proficiency increased in math Y1 (19.8%) to Y2 (33.75%), suggesting that ELD systems, including designated instruction and progress monitoring, are beginning to support improved language acquisition.

Ineffective Actions: At the same time, actions have been inconsistently effective in English Language Arts and science, where student outcomes declined from Year 1 to Year 2, including a decrease in ELA proficiency from 68% to 57.67%. These results indicate that, while instructional systems and supports are in place, they are not yet consistently translating into strong outcomes across all content areas. While foundational systems— such as access to instructional materials, implementation of curriculum, and coaching cycles— remain strong, professional development and coaching will need to be more tightly aligned to high-leverage instructional practices, particularly in literacy and differentiation, to ensure more consistent and accelerated student achievement.

1.1: Based on the most recent test results, several areas of ineffectiveness have been noted. For action 1.1, HPS saw declines of 10.7 (All), 27.2 (EL's), 12.3% (SED), 11.1 (Hispanic), and 18.1% (White). These declines are most likely due to the awkwardness of using new instructional materials. Navigator piloted Book Worms and CKLA during the 24-25 school year as we investigated an off the shelf standards-based curriculum. As many teachers were involved in the pilot, we saw the learning curve for adults impact the student results in a fairly dramatic way. The school did adopt Bookworms and felt that we had a strong implementation in the 25-26 school year. Unfortuntaely we have ground to make up due to the slippage in 24-25.

1.3: CAST results for EL students declined significantly in 24-25. As teachers were implementing new curriculum in grades 5 and 8, we did see a decline in our scores overall in science and most dramitcally for our EL students. This is due to teacher's not yet developing comprehensive integrated ELD strategies for the new curriculum. This year, time is being dedicated to increase staff's knowledge of these strategies to support learning for EL students.

1.11: HPS is having the same difficulty as surrounding districts in hiring fully credentialed teachers. As a result we have decreased in both cleared credentials by 22% as well as an increase of 16% in the number of intern credentials at the school site.

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

Based on reflection of Year 1 and Year 2 outcomes, Hollister Prep will make targeted refinements to strengthen the effectiveness of Goal 1 actions while maintaining the overall goal, metrics, and target outcomes. Building on strong gains in mathematics and English Learner progress, the school will continue to invest in effective practices such as standards-aligned instruction, data-driven intervention, and consistent coaching cycles.

Changes: 1.1 English Language Arts is the school's action step for 25-26. We are implementing both Bookworms at K-5 and Amplify ELA for 6th-8th. The school will place an increased emphasis on strengthening Tier 1 literacy instruction, including tighter alignment to priority standards, more frequent interim assessments, and clearer instructional routines to support reading comprehension and writing across grade levels.
Changes: 1.3 Additional focus will also be placed on strengthening science instruction through improved alignment to standards and increased emphasis on rigorous, grade-level tasks. We are increasing professional development to address the test declines, especially for EL students.
Changes: 1.11 Hollister Prep has implemented a number of practices to increase fully credentialled staff. These include attending job fairs, adding incentive bonuses for referralls, and increasing our partnerships with CSUMB and UC Santa Cruz teacher preparation programs.

To ensure continued growth for all student groups, the school will deepen implementation of English Language Development (ELD) by strengthening the integration of language objectives across content areas and maintaining strong progress monitoring systems. Supports for Students with Disabilities will be refined through increased alignment between core instruction and targeted interventions, particularly in literacy. Professional development and coaching will be more tightly focused on high-leverage instructional practices, including literacy, ELD integration, and differentiation, to ensure strong transfer to classroom instruction. These adjustments are designed to build on existing strengths, enhance instructional coherence, and ensure that current systems more consistently drive improved student outcomes across all content areas.

Action		Description	Total Funds	Contributing
A report of the Total Estimated Actual Percentages of Improved		**Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Services for last year's actions may be found in the Contributing Actions Annual Update Table.**		
1.1	Standards-aligned personalized instruction	• Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math • Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit). This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. • Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core • Up-to-date standards-aligned instructional materials, evaluated by faculty	$2,202,844.00	No
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans • Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) • Intervention Coordinator • Extended school day and school year	$685,688.00	Yes

Action		Description	Total Funds	Contributing
				g
		• Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		

1.3	Teacher hiring and credentialing	• All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment	$100.00	No
1.4	Supports for students with disabilities	Student Services team (SS Director, coordinators, full inclusion paras, contract instructors) to support small group instruction and individual student needs including push-in and pull-out services to meet the needs of students with IEPs	$611,232.00	No
1.5	English learner instruction	• ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems • Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard	$124,310.00	Yes

Action		Description	Total Funds	Contributing
		indicator scores (English Learner Progress) for English Learners (ELs) and Long Term English Learners (LTEL), and these activities relate to our language acquisition programs and professional development specific to ELs/LTELs.		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$36,995.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$515,372.00	Yes
1.8	Student Support with LREBG Funds	1 small group instructor	$61,989.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (Fall 2023: 21%), behavior incidents, and suspension rates (2%) are areas of growth for our schools. To focus on this, we want to build a culture of excellence, a sense of connectedness to the school community, and support for one another in order to help students reach their full potential. Finally, the power of a staff of mission-aligned educators is crucial to a positive and successful school culture. Students cannot focus on academics if they do not feel they are safe, supported, and affirmed.

Measuring and Reporting Results

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

2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data Not Available at this time	93% of parents feel their school provides resources (Source: Annual Parent Survey, April 2026)	70% of parents answer a 4 or 5 on 5-point scale	N/A
2.2	Student Survey: % indicating satisfaction with school safety and sense of belonging	93% agree that they felt safe at school, 72% feel proud to belong to HPS most or all of the time	96% (Data Year: 2024- 2025)	94% agree that they felt safe at school, 86% feel proud to belong to	93% agree that they felt safe at school, 72% feel proud to belong to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CORE SEL Survey, Spring 2024)		HPS most or all of the time	HPS most or all of the time (Source: CORE SEL Survey, Spring survey)	

2.3	Suspension rate for all students and all numerically significant subgroups	All Students: 2% English Learners: 0.0% Low Income: 1.7% Students with Disabilities: 2.6% Hispanic: 2.1% White: 2.1% (Source: California Dashboard, 2023)	All Students: 1.8% English Learners: 0.5% Low Income: 1.4% SWD: 2.5% Hispanic: 1.9% White: 2.1% (Source: California Dashboard, 2024)	All Students: 2.9% English Learners: 3% Low Income: 3.3% SWD: 2.1% Hispanic: 3.2% White: 2.2%	All Students: <2.0% English Learners: <0.0% Low Income: <1.7% Students with Disabilities: <2.6% Hispanic: <2.1% White: <2.1% (Source: California Dashboard)	All Students: +1% English Learners: +2.4% Low Income: +1.9% SWD: -0.4% Hispanic: +1.3% White: Maintained
2.4	Expulsion Rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0% (Source: Student Information System, Spring 2024)	All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0% (Data Year: 2024-2025)	All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0%	All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0% (Source: Student Information System, Spring) 96%	Maintained
2.5	Average Daily Attendance	93.91% (Source: 23-24 P-2 report)	96.17% (Data Year: 2024- 2025)	96.05%	(Source: P-2 report)	-.12%

Metric	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year	Current

#					3 Outcome	Difference from Baseline
2.6	Chronic Absence Rate for all students and all numerically significant subgroups	All Students: 21.1% English Learners: 16.1% Low Income: 24.2% Students with Disabilities: 20.8% Hispanic: 21.8% White: 16.7% (Source: California Dashboard, 2023)	All Students: 11.3% English Learners: 10.4% Low Income: 14.5% SWD: 13.8% Hispanic: 11.7% White: 8.5% LTEL: 10% (Source: California Dashboard, 2024)	All Students: 11% English Learners: 10.1% Low Income: 14.5% SWD: 22.3% Hispanic: 11.5% White: 8.9% LTEL: N/A	All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10% White: <10% (Source: California Dashboard)	All Students: -.3% English Learners:- .3% Low Income: -9.7% SWD: +8.69% Hispanic: -.2% White: +.4% LTEL: N/A
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2024- 2025)	0%	0% (Source: Student Information System)	Maintained
2.8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi annual Walkthrough, Spring 2024)	0	0	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	Maintained

2.9	Parent Survey: % indicating child safety and support on campus and % indicating satisfaction with child's academic results	91% of parents feel their child is safe and supported on campus and 96% are satisfied with their child's academic results. (Source: Annual Parent Survey, May 2024)	95% of parents feel their child is safe and supported on campus and 96% are satisfied with their child's academic results.	98% of parents feel their child is safe and supported on campus, and 85% are satisfied with their child's academic results. (Source: Annual Parent Survey, April 2026)	At least90%of parents feel their childis safe and supported on campus and 95% are satisfied with their child's academic results. (Source: Annual Parent Survey)	+4% parents feel their child is safe and supported on campus and 0% satisfied with their child's academic results.
2.10	Parent Survey: % who feel engaged in decision making	Not previously measured	94% of parents who feel engaged in decision-making	91% feel engaged in decision making	70% ofparents answer a 4 or 5 on 5-pointscale	94% of parents who feel engaged in decision-making

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Source: Annual Parent Survey, April 2026)	(Source: Annual Parent Survey)	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Hollister Prep has demonstrated steady progress toward achieving Goal 2, which centers on creating a safe and affirming school culture with no substantive difference in planned actions and actual implementation of actions. 2.1 Family Engagement in school policies and decision making: Strengthened family involvement through board representation, stakeholder surveys, accessible communication via ParentSquare, and a variety of school events, supporting a more inclusive and connected school community.
2.2 Community Engagement Applied for a Community Schools Implementation Grant to expand wraparound services and establish partnerships that connect families with local social, health, and educational resources.
2.3 Social emotional learning: Developed trust and connection through the Valor Compass Camp framework, daily morning huddles, and weekly SEL lessons using supplemental curriculum focused on emotional awareness and belonging.
2.4 Student Activities: Strengthened school culture through monthly PBIS celebrations, after-school programs, field trips, and cultural events supported by ELOP funding, promoting student engagement and a sense of belonging.
2.5 Facilities maintenance and health and safety: Maintained a safe, clean campus through school leaders' monthly walk-throughs and annual safety training led by external experts. The School Safety Plan is reviewed and updated annually by the School Site Council. 2.6 Chronic Absenteeism: Implemented a multi-tiered approach including site-based attendance specialists, focus student tracking, multilingual home visits, transportation support, and weekly attendance meetings. Improved attendance was celebrated through schoolwide recognition events, contributing to increased student engagement and presence.

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.

Action 2.4 is under budget by a material amount due to staffing the afterschool ELOP program instead of using an outside agency.

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

Based on our analysis of metrics and outcomes, the implementation of actions under Goal 2 has shown varying levels of effectiveness, with meaningful progress in key areas and identified opportunities for deeper impact.

Family engagement (Action 2.1) demonstrated emerging effectiveness, with improved communication systems and more inclusive events helping to increase participation. However, strengthening connections with underrepresented families remains a priority.

Social-emotional learning (Action 2.3) and student activities (Action 2.4) supported a positive school climate through daily SEL huddles, weekly lessons, PBIS celebrations, and expanded enrichment. Hollister Prep maintained a low suspension rate of 0.2%, moving into the Yellow category and remaining below the state average. While rates remained stable overall, increases among Long-Term English Learners (+3.3%) and English Learners (+0.5%) highlight the need for continued focus. The school will sustain proactive, restorative practices such as Valor Circles to strengthen relationships and support student well-being.

Facilities and safety (Action 2.5) were consistently well-maintained through scheduled inspections, regular safety drills, and annual plan reviews—ensuring a safe physical environment for students and staff.

Community engagement (Action 2.2) is in its early stages, with promising partnerships beginning to form through the Community Schools Grant initiative, positioning the school for stronger community integration in future years.

Chronic Absenteeism (Action 2.6) was addressed through home visits, attendance specialists, and recognition systems, resulting in a 9.8% drop to 11.3%—well below the state average of 18.6%—and a Yellow Dashboard rating in 2024. A full-time re-engagement staff member further strengthened family partnerships and supported continued gains across all key student groups.

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

No changes were made to Goal 2, as the current actions continue to align with the school's instructional priorities and demonstrated areas of growth.

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		Description	Total Funds	Contributing

2.1	Family engagement in school policies and decision-making	• Board engagement: the bylaws for Navigator Schools Boardof Directors mandate at least two parent representatives. Board meetings are held via Zoom so all families can participate. • Survey development and administration throughout the yearto address school issues and inform discussions. Surveys are given to scholars, staff, and families. • Parent education and events: grade level spotlights, literacy training, parent-teacher conferences, school festivals, attendance celebrations	$57,046.00	No

Actio T	Description	Total Funds	Contributing
	• Communication: ParentSquare (automatic translation to home language); school website maintenance and updates		
2.2 Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families		No
2.3 Social-emotional learning	• Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection • Use morning huddles for staff and students to foster SEL • Use supplemental social-emotional learning curriculum to guide weekly SEL instruction.	$12,879.00	Yes

2.4	Student activities	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations	$733,623.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$242,853.00	No

Action #	Description	Total Funds	Contributing
2.6	Chronic absenteeism support	Hollister Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic students -Attendance specialist -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist) -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10%	$58,146.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students [2026-27]

TotalProjectedLCFFSupplementaland/orConcentrationGrants	Projected Additional 15 percent LCFF Concentration Grant
$1018392	$0

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
14.388%	0.000%	$0.00	14.388%

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

Required Descriptions

LEA-wideandSchoolwideActions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.2	**Action:** Interventions **Need:** Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers. English learners - Our English learner population receives significantly less exposure	Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide –	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.

1.5	**Action:** Englishlearner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC.	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.7	**Action:** Teachercoaching and supervision **Need:** Low income - Research shows that low income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide **Action:** Social-emotional learning	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Need:** LowIncome - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentageof Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was usedto

determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable. IIS has been determined through expenditure of LCFF funds

AdditionalConcentrationGrantFunding

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.

Hollister Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

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	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

2026-27 Total Planned Expenditures Table

Totals	$7078268	1018392	14.388%	0.000%	14.38

Totals				$0.00	$0.00					
	$4,059,718.00	$1,283,359.00								$5,343,

1	**1.1**	Standards-aligned personalized instruction	All	No			All Schools	Ongoing	$2,041,180.00	$161,6
1	**1.2**	Interventions	English Learners	Yes	LEA wide	English Learners	All Schools	Ongoing	$685,688.00	$0.0
1	**1.3**	Teacher hiring and credentialing	All	No			All Schools	Ongoing	$0.00	$100
1	**1.4**	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$361,232.00	$250,0
1	**1.5**	English learner instruction	English Learners	Yes	LEA wide	English Learners	All Schools	Ongoing	$124,310.00	$0.0
1	**1.6**	Professional development	All	No			All Schools	Ongoing	$0.00	$36,99
1	**1.7**	Teacher coaching and supervision	English Learners Foster Youth Low Income	Yes	LEA wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$515,372.00	$0.0
1	**1.8**	Student Support with LREBG Funds	All	No					$61,989.00	$0.0

2	**2.1**	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	$54,841.00	$2,20
2	**2.2**	Community engagement	All	No			All Schools	Ongoing		
2	**2.3**	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,87
2	**2.4**	Student activities	All	No			All Schools	Ongoing	$70,438.00	$663,1
2	**2.5**	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	$85,244.00	$157,6

2	**2.6**	Chronic absenteeism support	All	No			All Schools	Ongoing	$0.00	$58,14

2026-27 Contributing Actions Table

$7078268	1018392	14.388%	0.000%	14.388%	$1,213,939.00	0.000%	17.150 %	**Total:**	$1,213,939.00
								LEA-wide Total:	$1,213,939.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

1	**1.2**	Interventions	XYes	XLEA-wide	XEnglish Learners	XAll Schools	$685,688.00	
1	**1.5**	English learner instruction	XYes	XLEA-wide	XEnglish Learners	XAll Schools		
1	**1.7**	Teacher coaching and supervision	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	$515,372.00	
2	**2.3**	Social-emotional learning	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	$12,879.00	

2025-26 Annual Update Table

Totals	$5,168,491.00	$4,895,700.00

1	**1.1**	Standards-aligned personalized instruction	No X	~~$1,470,470.00~~	~~1,563,210~~
1	**1.2**	Interventions	Yes X	$920,916.00	916350
1	**1.3**	Teacher hiring and credentialing	No X	$8,033.00	100
1	**1.4**	Supports for students with disabilities	No X	$687,768.00	589472
1	**1.5**	English learner instruction	Yes X	$37,500.00	37521
1	**1.6**	Professional development	No X	$243,709.00	239562
1	**1.7**	Teacher coaching and supervision	Yes X	$113,788.00	115806
2	**2.1**	Family engagement in school policies and decision-making	No X	$47,300.00	43341
2	**2.2**	Community engagement	No X		
2	**2.3**	Social-emotional learning	Yes X	$119,975.00	117523

2	**2.4**	Student activities	No	$504,278.00	275661

			X		
2	**2.5**	Facilities maintenance and health & safety	No X	$884,353.00	865251
2	**2.6**	Chronic absenteeism support	No X	$130,401.00	131903

2025-26 Contributing Actions Annual Update Table

988648	$1,154,679.00	$1,187,200.00	($32,521.00)	0.000%	0.000%	0.000%

1	**1.2**	Interventions	Yes	$920,016.00	916350		

1	**1.5**	English learner instruction	XYes		37521		
1	**1.7**	Teacher coaching and supervision	XYes	$113,788.00	115806		
2	**2.3**	Social-emotional learning	XYes	$119,975.00	117523		

2025-26 LCFF Carryover Table

$6895431	988648	0	14.338%	$1,187,200.00	0.000%	17.217%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

TheLocal Control FundingFormula(LCFF) requireslocal educational agencies (LEAs) to engage their local educational partners in an annual planning process toevaluatetheirprogress with regard to state priority areas and 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

Areflection on annual performancebased on a review of the California School Dashboard (Dashboard) and local data.

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - o If the LEA has unexpended LREBG funds the LEA must provide the following:

    ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and ▪

    An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

    - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

- An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
    - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
- Actions may be grouped together for purposes of these explanations.
- The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

• Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

development of the LCAP.

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

Complete the table as follows:

Educational Partners

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

LCAP. Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requestsof 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.
    - o 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,
    - o 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:

o 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 unexpende 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.

- o Indicate the school year to which the baseline data applies.
- o 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.
- o 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.
  - o 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 2 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.

- o 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.
  - o 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

ForEnglishLearnersand Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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- 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

- **OtherStateFunds** : 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.

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

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

- **TotalFunds** : This amount is automatically calculated based on amounts entered in the previous four columns.

- **PlannedPercentageofImprovedServices** : 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.

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section

15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the

number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to

Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

School Agree/ De acuerdo

4/6/2026 16:06:39 Watsonville Prep SchoolAgree/ De acuerdo

4/6/2026 16:07:39 Gilroy Prep School Agree/ De acuerdo

4/6/2026 16:09:01 Hollister Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:09:10 Hayward Collegiate Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:09:14 Watsonville Prep SchoolStrongly Agree/ Totalmente de acuerdo

4/6/2026 16:09:30 Gilroy Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:11:55 Hollister Prep School Agree/ De acuerdo

4/6/2026 16:11:59 Hollister Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:13:11 Gilroy Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:13:48 Hollister Prep School Disagree/ En desacuerdo

4/6/2026 16:14:09 Hayward Collegiate Agree/ De acuerdo

4/6/2026 16:14:46 Hollister Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:15:56 Gilroy Prep School Strongly Agree/ Totalmente de acuerdo

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4/6/2026 16:17:22 Hollister Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:18:54 Hollister Prep School Agree/ De acuerdo

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4/6/2026 16:31:27 Hollister Prep School Strongly Agree/ Totalmente de acuerdo

4/6/2026 16:33:04 Gilroy Prep School Agree/ De acuerdo

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4/6/2026 16:47:07 Hollister Prep School Agree/ De acuerdo

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I am satisfied with my child's academic results./My**Estoy** school **satisfecho/a** provides resources **con los resultados** to support family **académicos** both inside **de mi** and**hijo/a.** outside of the sStrongly Agree / Totalmente de acuerdo Agree/ De acuerdo

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