Local Control Fundin Formula (LCFF) Budg Overview for Parent Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overvie Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data I 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; pleas certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically po 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instru 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personne information contained in the 'Template' tab will be "outward facing", or the information that will be avai the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' workshee clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)
The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact info (name, phone number and email address) in the corresponding blue boxes.
Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accounta (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted o on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The comi year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) se 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as appli the coming school year. This amount is the amount indicated in the Standardized Account Code Struc (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supp and concentration grants the LEA estimates it will receive on the basis of the number and concentratio income, foster youth, and English learner students as determined pursuant to *California Code of Regu* Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for th school year.

•**All other state funds (row 12):** This amount is the total amount of other state funds (do not include L funds) the LEA estimates it will receive.

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•All local funds (row 13): This amount is the total amount of local funds and entitlements the LEA esti will receive.

• All federal funds (row 14): This amount is the total amount of federal funds (including all Every Stud Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Buc Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• Total Budgeted General Fund Expenditures (row 17): This amount is the LEA's total budgeted Gen expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities r accounted for in another fund. All activities are reported in the General Fund unless there is a compell reason to account for an activity in another fund. For further information please refer to the California S Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow gove fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Reven For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expen as those budgeted in the Charter Schools Enterprise Fund.)

• Total Budgeted Expenditures in the LCAP (row 18): This is the total amount of budgeted expenditu planned actions to meet the goals included in the LCAP for the coming school year.

• Total Budgeted Expenditures for High Needs Students in the LCAP (row 19): This is the total amo LCFF funds budgeted to implement the planned actions and services included in the LCAP that are id contributing to the increased or improved services for high needs students pursuant to *EC* Section 42

Expenditures for High Needs Students in the Current School Year

• Total Budgeted Expenditures for High Needs Students in the LCAP (row 22): This is the total amo LCFF funds budgeted to implement the planned actions and services included in the LCAP that are id contributing to the increased or improved services for high needs students pursuant to *EC* Section 42 the current school year.

• Actual Expenditures for High Needs Students in the LCAP (row 23): This is the total of the estimat expenditures of LCFF funds to implement the actions and services included in the LCAP that are ident contributing to the increased or improved services for high needs students pursuant to *EC* Section 42 reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to resp required prompt(s). Please note that certain prompts are conditional, based on the data provided in th Input' tab.

• Brief description for General Fund Expenditures (row 3): Briefly describe any of the General Fund Expenditures for the current school year that are not included in the Local Control and Accountability P

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•Brief description for High Needs Students (row 4): If the amount on line 19 ('Data Input' tab) is less
amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description
additional actions it is taking to meet its requirement to increase or improve services for high needs stu

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• Brief description for actual expenditures for high needs students (row 5): If the amount in line 22
Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA mu
a brief description of how the difference impacted the actions and services and overall increased or im
services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	San Jose Charter School
CDS code:	19 65094 6023527
LEA contact information:	Ms. Erin Shiroma erin.shiroma@sjcharter.com
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount**
Total LCFF funds	$ 15,091,808
LCFF supplemental & concentration grants	$ 1,594,380
All other state funds	$ 3,748,947
All local funds	$ 1,180,882
All federal funds	$ 1,102,775
Total Projected Revenue	$ 21,124,412

Total Budgeted Expenditures for the 2025-26 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 21,124,393
Total Budgeted Expenditures in the LCAP	$ 1,890,859
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,890,859
Expenditures not in the LCAP	$ 19,233,534

Expenditures for High Needs Students in the 2024-25 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,544,346
Actual Expenditures for High Needs Students in LCAP	$ 1,544,346

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

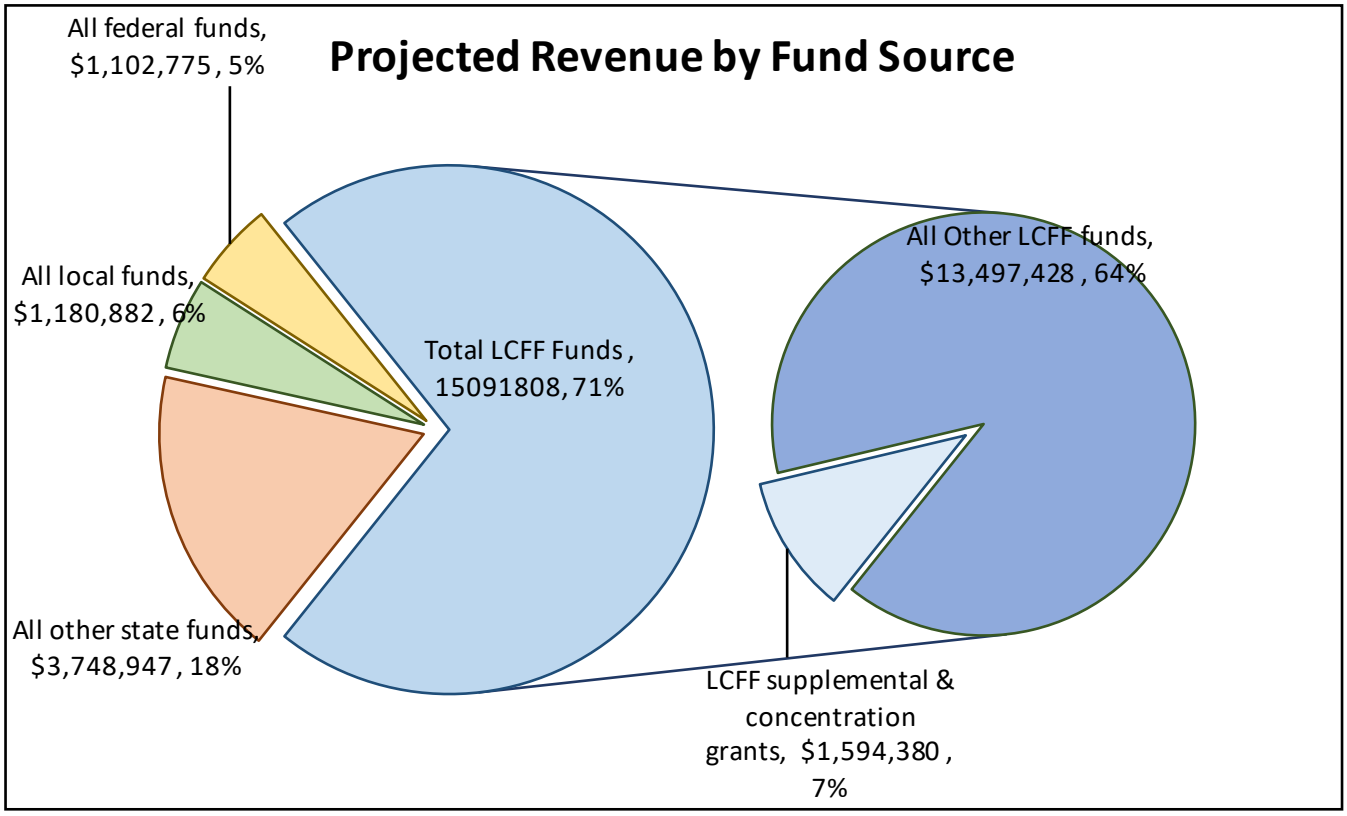
Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenses not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jose Charter School
CDS Code: 19 65094 6023527
School Year: 2025-26
LEA contact information: Ms. Erin Shiroma erin.shiroma@sjcharter.com

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

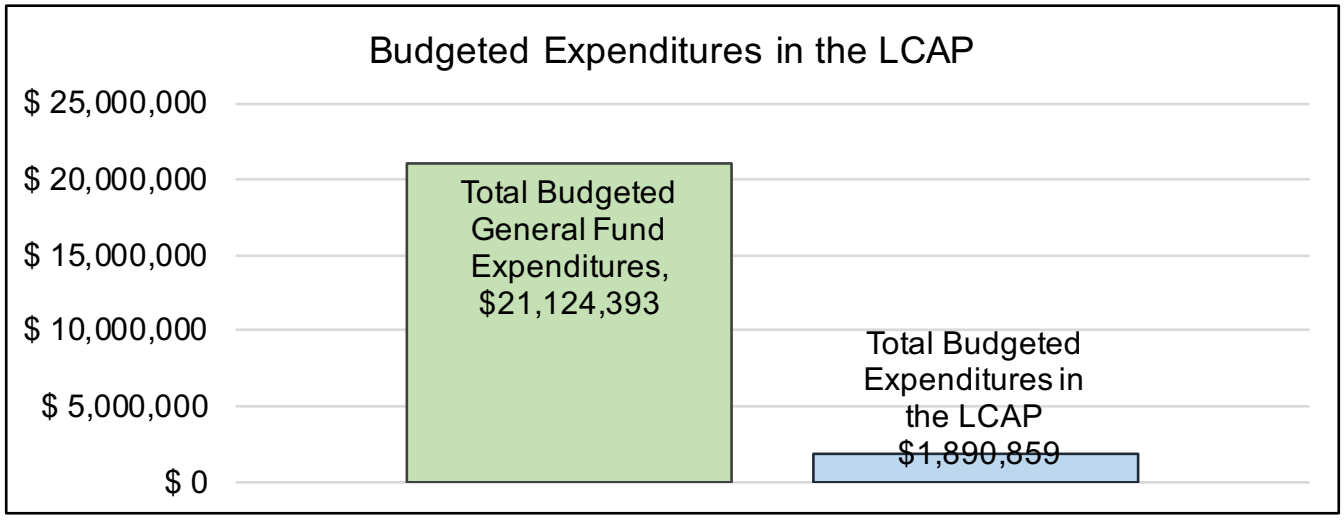


This chart shows the total general purpose revenue San Jose Charter School expects to receive in the comir year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Jose Charter Schoo is $21,124,412.00, of which $15,091,808.00 is Local Control Funding Formula (LCFF), $3,748,947.00 is othe state funds, $1,180,882.00 is local funds, and $1,102,775.00 is federal funds. Of the $15,091,808.00 in LCFF Funds, $1,594,380.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much San Jose Charter School plans to spend for 2025-26. 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: San Jose Charter School plans to spend $21,124,393.00 for the 2025-26 school year. Of that amount, $1,890,859.00 is tied to actions/services in the LCAP and $19,233,534.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP w be used for the following:

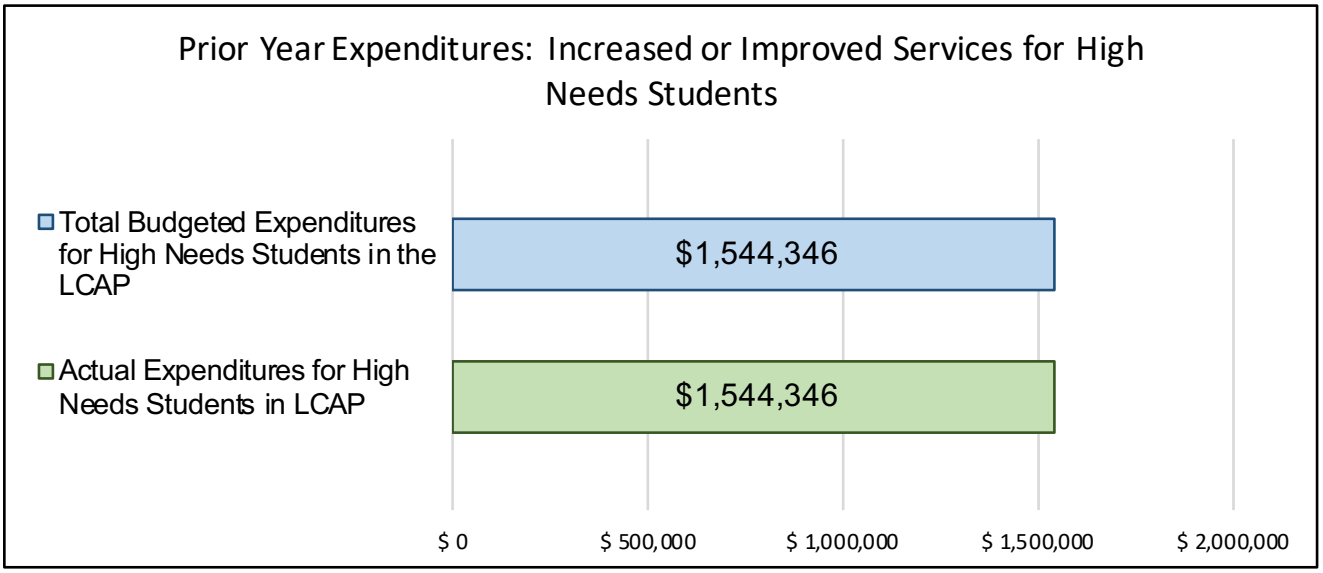
General fund expenses not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 Schoo Year

In 2025-26, San Jose Charter School is projecting it will receive $1,594,380.00 based on the enrollment of foster youth, English learner, and low-income students. San Jose Charter School must describe how it intend to increase or improve services for high needs students in the LCAP. San Jose Charter School plans to spen $1,890,859.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what San Jose Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Jose Charter Scho 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 2024-25, San Jose Charter School's LCAP budgeted $1,544,346.00 for planned actions to increase or improve services for high needs students. San Jose Charter School actually spent $1,544,346.00 for actions to increase or improve services for high needs students in 2024-25.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jose Charter Academy	Erin Shiroma Superintendent-Principal	erin.shiroma@sjcharter.com 626.856.1693 x4001

Plan Summary 2025-2026

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.

San Jose Charter Academy, a school of choice, the 142nd charter school in California, has long been an advocate for working with families for the healthy development of children. Since our establishment in 1998, we've been dedicated to ensuring our partnership with parents and the community with three hallmark principles: trust, safety, and opportunity.

Unique in school design and organizational structure, our school offers students and parents an educational opportunity where the school day is enhanced with fine arts and physical activity, taught by teachers who are specifically qualified and credentialed. This intentional design, therefore, extends the school day for our students 90 minutes longer than the average American school day. All first through eighth-grade students attend school for 7.5 hours and Transitional Kindergarten (TK) and kindergarten students attend 6.5 hours daily.

Our 1256 students know themselves as SJCA Shark?s? and as they progress each year, take on an identity of a new shark. Each grade level is referred to as a "house."?? ? Each "house," named after a specific Shark, creates a strong sense of grade level identity and belonging, broader than their own classroom, yet smaller than one class amongst many others. Grade levels are clustered to address developmental needs, referred to as "academies," Primary (K-2), Elementary (3-5), and Junior Academy (6-8). This design supports students, families, and teachers, bringing cohesion and collaboration amongst stakeholders: "a community within a community."

Teacher collaboration is an essential component at SJCA: individual teams optimize their strengths and with the steering of the teams' leadership. This is achieved through the structural design of the teachers' professional day. Teams meet daily ?while students attend physical education or fine arts classes. ?They are able to analyze student outcomes, discuss ?behaviors that promote or detract from their success, and collectively identify intervention and enrichment strategies for students.
??As our teams collaborate, we maintain the following learning goals that were established at our school's inception in 1998:
--Behold a spirit for pursuing learning;
--Be highly literate and intellectually curious;
--Communicate effectively;
--Think critically and consider an opposing argument;
--Solve conflict constructively;
--Maintain a core set of values including wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity;
--Exercise perseverance, leadership, and compassion in caring for yourself and others and the world we share;
--Be economically self-sufficient in the 21st century's global marketplace

There have been significant pivotal practices, increased expectations and transformational events in the last five years. Some initiatives that have had a significant impact include Franklin Covey's Leader In Me program, California's statewide Multi-Tiered System of Supports (MTSS) initiative, and educational equity, involving all TK-8th grade students. Federal and state COVID-19 related recovery funds have allowed us to expand our student support services by incorporating a team of Utility Teachers who support students in various ways. We have also been able to increase access to school-based counselors and for those who benefit from more intensive support, have created community partnerships with mental health organizations to support our students and staff with individualized methods.

SJCA has been long-recognized as offering a stellar learning environment for our learners, and even in the depths of a pandemic, we continued to serve our students and families with instruction and resources that were of high value. Years prior, SJCA had already been establishing roots into programs and initiatives that now hold importance in supporting all student learning and family needs. As we have developed these programs, it is the purposeful convergence and alignment of all of these initiatives that give flight to what SJCA truly envisions for its community: better together, stronger together, rising together, soaring together.

Since receiving the Blue Ribbon honors in 2009, 2016 and 2023, SJCA has been able to share our best practices by hosting school tours, serving on advisory community and partner advisory boards such as Foothill Family, Scholastic Literacy Pro, and are sought out as a mentor school in various California associations. SJCA takes pride in being awarded as a California Distinguished School in 2004, 2008, and 2012, 2018, and 2025, Title 1 Achieving school award for many years, as well as other state program recognitions. While we are truly honored, SJCA continues to have a growth mindset of a school in continuous improvement.

SJCA has made strong connections and partnerships within our community. Parents are very supportive of our efforts and continue to show their appreciation through their volunteerism and participation in a variety of school activities. We have formed strong partnerships with the city of West Covina and local service clubs. Our dedicated and knowledgeable staff, supportive parents, and involved community members all work collaboratively for the sole purpose of providing a world-class education to all San Jose Charter Academy students.
We are dedicated to the vision that "San Jose Charter Academy inspires students to create, innovate and imagine limitless possibilities: To dream. To do. To change".

Reflections: Annual Performance

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

San Jose Charter Academy demonstrates strong overall performance across multiple indicators on the 2024 California School Dashboard, with particularly notable achievements in academic performance and school climate. Our K-8 charter school serves 1,256 students in West Covina, with 53.4% socioeconomically disadvantaged students and 8.4% English learners. The Dashboard results reflect our commitment to academic excellence, character education, and creating a supportive learning environment where all students can thrive.
Key Highlights:

Strong academic performance with Blue ratings in English Language Arts and Green in Mathematics
Excellent school climate with Blue rating for low suspension rates (0.5%)
Strong student engagement with Green rating for chronic absenteeism (6.2%)
All local indicators meeting standards
Continued focus needed on English Learner Progress (Yellow rating)

Academic Excellence

Both ELA and Mathematics performance well above state standards
Positive growth trajectory in mathematics
Strong equity outcomes across student groups
Science performance above standard with improving trend

Exceptional School Climate

Outstanding attendance rates (6.2% chronic absenteeism vs. 20.4% statewide)
Extremely low suspension rates (0.5%)
All local indicators meeting standards
Strong family and community engagement

Comprehensive Educational Program

Arts integration (art, music, physical education K-8)
Character education and leadership development
Rigorous academic curriculum tailored to diverse needs
Focus on inclusivity, empathy, and cultural appreciation

Areas for Improvement
Primary Focus: English Learner Progress

Current Performance: 61.8% making progress (Yellow level)
Concern: 2.9% decline from previous year
Impact: Critical for our 8.4% English learner population

Root Cause Analysis
Need for enhanced ELD instructional strategies
Professional development gaps in serving English learners
Potential need for improved family engagement with EL families
Assessment of current ELD curriculum and materials

As SJCA Sharks, we have created an environment where students truly can "create, innovate, and imagine limitless possibilities." Our outstanding attendance rates and positive school climate provide the foundation for academic success, while our rigorous curriculum and dedicated staff ensure students are prepared for future challenges.

Our focused attention on improving English Learner Progress will ensure that all students, regardless of their language background, have the support they need to succeed. By maintaining our strengths while addressing this area for growth, we continue our commitment to serving all students with excellence.

The data confirms that San Jose Charter Academy is fulfilling its mission to inspire children "to dream, to do, to change" while maintaining the highest standards of academic and social-emotional learning. We look forward to building on these successes in the year ahead.

Reflections: Technical Assistance

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

not applicable

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents of SJCA students	School Site Council DELAC Meeting Parent Teacher Organization Meeting Focus Groups
Students	focus group, online survey Student Lighthouse Team: termly ASB: termly ELOP Student Groups: termly Students enjoy the school day activities that allow them to interact with cross age groupings. They also enjoy the spirit-based activities and events that promote school pride.
Administration	in-person (individual and group) conversations Administrators provide insights on improving operational efficiency, including suggestions for optimizing school schedules, enhancing support services, and streamlining processes to better support teaching and learning. Administrators provide data and analysis on student performance, attendance, and other key metrics. This data is essential for setting realistic goals and measuring progress, ensuring the LCAP is both ambitious and achievable.
Community Members	in-person, online, telephonic communication West Covina Kiwanis Merrill Gardens Greater West Covina Association West Covina Council Member East San Gabriel SELPA Director Community members would like to support SJCA's students, families and staff in school-wide and individual needs.
SJCA Staff [Certificated & Classified]	in-person focus group, advisory committee meeting, survey Leadership Team House Team Meetings School Site Council Parent Teacher Organization Board Lighthouse Advisory Staff express the ongoing need to align and prioritize strategies to support student growth. Further, key findings indicate a need to support collective efficacy in instructional strategies. Parent-Teacher Organization Board members report strong relationships and partnerships. They would like to continue to partner with school initiatives.

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

San Jose Charter Academy conducted extensive educational partner engagement through multiple channels to ensure authentic community voice in LCAP development. This included comprehensive climate surveys reaching 561+ students, 100+ staff members, and 200+ parents across 37 measures; targeted surveys with English Learner families addressing academic and communication needs; specialized AI technology surveys with 42 families regarding artificial intelligence integration; and focused discussions with student, staff and parent leaders on technology implementation and wellness initiatives.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	San Jose Charter Academy will increase staff and student technological proficiency through access, professional development, instructional support and sound infrastructure.	Broad Goal

State priorities addressed by this goal.

1, 5

An explanation of why the LEA has developed this goal.

Increasing staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure is a strategic goal that aligns with the needs of a modern educational environment. It prepares students for future success, enhances learning and teaching, promotes equity, improves efficiency, ensures adaptability, fosters innovation, and develops global competence. This goal positions San Jose Charter Academy to provide high-quality, future-ready education that meets the demands of the 21st century.

Measuring and Reporting Results

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

1	Increase the percentage of staff who perceive themselves to be proficient in the integration of Artificial Intelligence, i.e., optimizing generative AI to optimize the learning environment.	To be determined during Fall 2024	20%		50% of teachers integrate AI tools for staff and/or student use	
2	Number of professional development sessions attended by staff and the perceived effectiveness of these sessions	5 sessions with 80% perceived effectiveness	7 sessions		15 sessions with 80% perceived effectiveness	
3	Number of project-based learning activities integrating technology-based tools and resources with collaborative outcomes using Magic School AI.	To be determined during Fall 2024	8 project-based learning activities across grades		50% increase year-over-year	

4	Use International Society for Technology in Education (ISTE) standards) or school-created assessments to evaluate student skills.	To be determined during Fall 2024	The assessment has been developed to implement for fall 2025.		Increase 25% year over year from baseline.	
5	Percentage of parents reporting confidence in school's AI integration approach	Spring 2025 Parent Survey: 77% of parents are ready to support AI integration with proper guidance			85%	

Goal Analysis for 2024-2025

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.

San Jose Charter Academy successfully implemented Goal 1 actions during the 2024-25 school year, focusing on increasing staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure. The school made significant strides in artificial intelligence integration while maintaining its commitment to equitable technology access.

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 - Laptop Computers (Goal 1, Action 1): Actual expenditure of $105,200 exceeded the budgeted $102,000, representing a 3% increase to ensure all 6th-8th grade students received updated devices with cases for equitable access.
Action 2 - Professional Development (Goal 1, Action 2): The school spent $11,967 compared to the budgeted $20,000. This 40% reduction occurred because many AI-related conferences and workshops were provided at zero cost, while still meeting the goal of strengthening technology integration knowledge.
Action 3 - Web Search Filter (Goal 1, Action 3): No expenditure occurred ($0 actual vs. $14,099 budgeted) as SJCA purchased a multi-year license with GoGuardian instead, which provides more reliable iPad safety coverage for TK-5th grade students at a lower cost.
Action 4 - Replacement iPads (Goal 1, Action 4): Actual spending of $1,456 was significantly lower than the $16,000 budget due to successful onsite reconditioning supports that reduced replacement needs.

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

Action 1 - Laptop Distribution: Highly effective in ensuring equitable technology access. The metric of providing devices to all 6th-8th grade students was fully achieved, directly supporting the goal of increased technological proficiency.
Action 2 - Professional Development: Effective in building staff capacity for technology integration. The baseline establishment for AI proficiency metrics was successfully completed, setting the foundation for measuring progress toward the Year 3 target of 50% staff proficiency.
One highlight in our 2024-2025 journey was to receive extensive professional development with the School Inclusion Program. This extensive experience was provided under the grant awarded to the East San Gabriel SELPA. The training included full staff at the beginning of the year to establish Inclusion Practices, set standards to address and build upon strategies being used in classrooms and throughout student engagement. As the year progressed, smaller team professional development, classroom observations, and workshops were held throughout the year. One of the culminating events was a visit to CHIME Charter School with the support and guidance of our SIP Coordinator and financial support from the SELPA.
Action 3 - Web Filtering: The pivot to GoGuardian proved more effective and cost-efficient than the originally planned Aristotle filter, better supporting safe technology use across all grade levels.
Action 4 - iPad Replacements: The reduced need for replacements demonstrated effective device maintenance and reconditioning programs, allowing resources to be redirected to other technology needs.

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.

AI Integration Baseline (Metric 1): Successfully established baseline data for staff AI proficiency, with 20% of teachers demonstrating integration of AI tools for staff and/or student use, positioning the school to reach the Year 3 target of 50%.
Professional Development Sessions (Metric 2): Achieved 7 sessions during 2024-25, making progress toward the Year 3 target of 15 sessions with 80% perceived effectiveness.
Project-Based Learning Activities (Metric 3): Implemented 8 project-based learning activities integrating technology and AI tools across grade levels, establishing the baseline for measuring the targeted 50% year-over-year increase.
ISTE Standards Assessment (Metric 4): Developed assessment tools for implementation in fall 2025, preparing to measure the targeted 25% year-over-year increase from baseline.

Based on implementation experience, SJCA will continue the successful laptop and professional development programs while expanding AI integration opportunities. The web filtering approach will remain with GoGuardian, and the iPad reconditioning program will continue to minimize replacement costs. The school has refined its metrics to better capture AI integration progress and will implement the newly developed ISTE standards assessment to measure student technology skills more comprehensively.

In response to comprehensive parent feedback gathered through the AI integration survey, SJCA will add a new Parent AI Education and Communication Program as Action 5 to Goal 1. This addition directly addresses parent input, where 80.8% of families requested regular updates on classroom AI use and 59.6% specifically requested parent education sessions about AI tools and their educational applications. The program will include monthly "Parent AI University" sessions that explain AI tools being used in classrooms, regular updates through newsletters and ParentSquare about AI implementation progress, and hands-on learning opportunities for parents to experience the same AI tools their children are using. This action recognizes that successful AI integration requires partnership between school and home, particularly for supporting unduplicated students whose families may have varying levels of familiarity with AI technology. By building parent understanding and confidence in AI integration, SJCA aims to create a supportive community approach that enhances the educational benefits of AI tools while addressing concerns about appropriate use, privacy, and maintaining balance with core skill development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	This action contributes to increasing services by addressing the digital divide and ensuring all middle school students have equal access to technology for both in-school and at-home learning. Many of our most vulnerable students do not have access to their own devices at home, creating barriers to completing assignments, accessing online resources, and developing essential digital literacy skills.	$157,080.00	Yes
2	Provide professional development opportunities for staff.	Professional development will equip educators with skills to integrate digital tools meaningfully into curriculum delivery, assess student progress through technology platforms, and provide differentiated instruction using various technological resources.	$20,000.00	Yes
3	Web Search Filter	This action contributes to increasing services by creating a secure digital learning environment that protects students while enabling access to educational online resources. GoGuardian web filtering ensures students can safely navigate the internet for research and learning activities while blocking inappropriate content and potential online dangers. The monitoring capabilities allow staff to provide real-time support and guidance to students during digital learning activities, helping maintain focus on educational objectives.	$8,410.00	Yes
4	Replacement iPads	This action directly contributes to increasing services by providing students with reliable, current technology that supports grade-level academic standards and digital literacy development. The updated devices will eliminate technical barriers that impede learning, ensure compatibility with current educational software and online resources, and provide consistent access to personalized learning platforms.	$76,760.00	Yes
5	Parent AI Education and Communication Program	By building parent understanding and confidence in AI integration, this program creates a supportive home-school partnership that enhances the educational benefits of AI tools for all students, particularly unduplicated students whose families may have varying levels of familiarity with AI technology, ensuring equitable access to support for AI-enhanced learning at home.	$10,000.00	Yes

Goal

Goal #	Description	Type of Goal
2	San Jose Charter Academy will attract and retain top talent through effective recruitment strategies, maintaining an attractive compensation package, developing our employees through purposeful and intentional professional development, and adapting/adopting strategies that create a supportive work climate.	Broad Goal

State priorities addressed by this goal.

1, 2, 6

An explanation of why the LEA has developed this goal.

SJCA believes our greatest assets for an optimal student learning environment are our teachers and support staff. We must attract and retain top talent to fulfill our vision of providing a superior education. Initial first teaching is critical for ensuring student progress, achieved when teachers are encouraged to innovate and refine their craft through various professional development and training opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of activities or events that promote a positive and supportive work environment	2023-2024 School Year: 32 events	2024-2025 School Year: 38 events		2026-2027 School Year: 40 events	
2	Increase the number of PD opportunities available to staff	2024-2025 School Year: 47 opportunities	2024-2025 School Year: 58 opportunities		2026-2027 School Year: 55 opportunities	

3	Percentage of fully credentialed and appropriately assigned teachers	100%	100%		100%	

Goal Analysis for 2024-2025

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.

San Jose Charter Academy successfully implemented the majority of planned actions under Goal 2 during the 2024-2025 school year, demonstrating strong commitment to staff development and retention. The school maintained its focus on creating a supportive work environment while expanding professional development opportunities beyond initial targets.

Key Implementation Highlights:

Professional Development Expansion: SJCA exceeded expectations by providing 53 professional development opportunities compared to the baseline of 47, surpassing the three-year target of 55 opportunities ahead of schedule.
Work Environment Enhancement: The school organized 37 activities and events promoting a positive work environment, exceeding the planned target and showing significant growth from the 2023-2024 baseline of 32 events.
Staffing Excellence Maintained: The school successfully maintained 100% fully credentialed and appropriately assigned teachers, meeting this critical metric for educational quality.
Leadership Support Structure: All planned stipend positions for Lead Teachers and Grade/Subject Level Coordinators were fully funded at $107,793, providing essential leadership development and support infrastructure.

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.

Professional Development (Actions 1 & 4):

Action 1: Budgeted $35,000 but spent $30,424 due to strategic reallocation of funds and cost-effective training opportunities, particularly in AI-related professional development that was often available at no cost.

Action 4: On-site professional development was fully optimized at $33,455, demonstrating efficient use of internal expertise and designated staff time.

Resource Development (Action 3):
The resource library creation came in under budget at $1,031 versus the planned $2,000, indicating efficient procurement and possibly leveraging existing resources effectively.

Compensation Strategy (Action 5):
The competitive compensation package was fully implemented at $175,000, supporting the extended 7.5-hour school day and contributing to staff retention.

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

Highly Effective Actions
Leadership Stipends (Action 2): Full implementation supported strong instructional coordination and teacher mentorship, contributing to the 100% appropriately assigned teachers metric.
Work Environment Events: Exceeding targets with 37 events demonstrates strong community building and likely contributes to staff retention and satisfaction.
Competitive Compensation (Action 5): Full funding of the extended day compensation package supports SJCA's unique 7.5-hour program structure and helps attract quality educators.

Moderately Effective Actions
Professional Development (Action 1): While effective in providing opportunities, the underspend suggests potential for optimization or expansion.
Resource Library (Action 3): Cost-effective implementation, though the significant underspend may indicate underutilization or potential for expansion.

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.

Optimize Professional Development Spending: Consider reinvesting cost savings into specialized training or conference attendance to maximize the 53 opportunities provided.
Expand Resource Library: The significant underspend in Action 3 presents an opportunity to enhance staff resources further.
Maintain Leadership Investment: Continue full funding of stipend positions as they appear critical to maintaining instructional quality.
Document Best Practices: Capture the strategies that led to exceeding work environment event targets for replication and sustainability.

Goal 2 implementation in 2024-2025 demonstrates SJCA's strong commitment to staff development and retention. The school successfully exceeded most targets while maintaining fiscal responsibility. The combination of robust professional development, strong leadership support, and enhanced work environment initiatives positions SJCA well for continued success in attracting and retaining top educational talent. The early achievement of near-target performance suggests the school may be ready to set more ambitious goals for the remainder of the three-year cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	PD is one of the cornerstones of SJCA. Strengthening both knowledge and instructional delivery is key in sustaining top talent. PD will prioritize a focus on improving progress for our most vulnerable students.	$68,750.00	Yes
2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Provide stipends to our Lead Teachers and Grade/Subject level Coordinators. These positions are vital in the growth and support of our teaching staff.	$154,675.00	Yes
3	Create Resource Library	Create a resource library for staff on such topics as standards based grading, management, instructional equity, etc.	$5,000.00	Yes
4	Provide on-site professional development using designated staff	Professional is one of the cornerstones of our SJCA program. Providing teachers with weekly professional development is essential in strengthening their instructional knowledge and efficacy.	$33,445.00	Yes
5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Offering competitive compensation and benefits directly addresses the extended work hours, helping to attract and retain highly qualified and motivated staff. By doing so, it fosters a positive work environment, enhances job satisfaction, and reduces turnover. This stability and continuity in staffing contribute to a more consistent and higher-quality educational experience for students, leading to better academic outcomes and overall school performance.	$375,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	San Jose Charter Academy will increase student performance outcomes and achievement through intervention and comprehensive support systems (Pupil Outcomes).	Broad Goal

State priorities addressed by this goal.

4, 7

An explanation of why the LEA has developed this goal.

By implementing these strategies and monitoring progress through the metrics of priorities 4 and 8, we aim to create a supportive learning environment that empowers students to achieve their full potential, fostering a culture of academic excellence within our school community. The metrics and actions are grouped together as the data is aligned with the measurable outcomes for these actions.

Measuring and Reporting Results

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

1	CASSPP/CAA ENGLISH-LANGUAGE ARTS outcomes by subgroup	ENGLISH LANGUAGE ARTS Schoolwide: 47 points ABOVE standard Socio-economic-Disadvantaged: 33.2 points ABOVE standard Hispanic: 34.5 points ABOVE standard Asian: 102 points ABOVE standard White: 38.2 points ABOVE standard English Learners: 27.8 points ABOVE standard Students with Disabilities: .9 points ABOVE standard SCIENCE Schoolwide: 15.6 points ABOVE standard Socio-economic-Disadvantaged: 1.2 points ABOVE standard Hispanic: 1.5 points BELOW standard Asian: 95.1 points ABOVE standard White: 7.8 points ABOVE standard English Learners: 10.7 points ABOVE standard Students with Disabilities: 40.3 points BELOW standard	TBD Fall 2025		ENGLISH LANGUAGE ARTS Schoolwide: 53 points ABOVE standard Socio-economic-Disadvantaged: 39.2 points ABOVE standard Hispanic: 43.5 points ABOVE standard Asian: 108 points ABOVE standard White: 44.2 points ABOVE standard English Learners: 33.8 points ABOVE standard Students with Disabilities: 6 points ABOVE standard	

2	CASSPP/CAA ENGLISH-LANGUAGE ARTS outcomes by subgroup	MATHEMATICS Schoolwide: 15.6 points ABOVE standard Socio-economic-Disadvantaged: 1.2 points ABOVE standard Hispanic: 1.5 points BELOW standard Asian: 95.1 points ABOVE standard White: 7.8 points ABOVE standard English Learners: 10.7 points ABOVE standard Students with Disabilities: 40.3 points BELOW standard	TBD Fall 2025		MATHEMATICS Schoolwide: 21.6 points ABOVE standard Socio-economic-Disadvantaged: 7.2 points ABOVE standard Hispanic: 4.5 points ABOVE standard Asian: 101 points ABOVE standard White: 13.8 points ABOVE standard English Learners: 16.7 points ABOVE standard Students with Disabilities: 30 points BELOW standard	
3	CAST/CAA SCIENCE outcomes by subgroup	ALL SCHOOL: 39%Met or Exceeded GRADE 5: 44% Met or Exceeded GRADE 8: 34% Met or Exceeded	GRADE 5: 55% Met or Exceeded GRADE 8: 58% Met or Exceeded		ALL SCHOOL: 45% Met or Exceeded GRADE 5: 50% Met or Exceeded GRADE 8: 40% Met or Exceeded	
4	Percentage of English Learners who are making progress on the ELPAC	55.81% of students are Well Developed 37.21% of students are Moderately Developed	TBD Fall 2025		59.81% of students are Well Developed 41.21% of students are Moderately Developed	
5	English Learner Reclassification Rate	Spring 2024: % of students reclassified	Spring 2024: % of students reclassified		Spring 2027: % of students reclassified	
6	NWEA Reading MAP Growth Measure (Proficient and Exceeding)	All Students: 64% Socio-Economic Disadvantaged: 57% English Learners: 46% Students with Disabilities: 50%	All Students: 59% Socio-Economic Disadvantaged: 53% English Learners: 42% Students with Disabilities: 39%		All Students: 70% Socio-Economic Disadvantaged: 63% English Learners: 52% Students with Disabilities: 56%	

7	NWEA Math MAP Growth Measure (Proficient and Exceeding)	All Students: 59% Socio-Economic Disadvantaged: baseline will be determined Fall 2024 English Learners: baseline will be determined Fall 2024 Students with Disabilities: baseline will be determined Fall 2024	All Students: 66% Socio-Economic Disadvantaged: 67% English Learners: 64% Students with Disabilities: 39%		All Students: 65% Socio-Economic Disadvantaged: increase of 6% by Fall 2027 English Learners: increase of 6% by Fall 2027 Students with Disabilities: increase of 6% by Fall 2027	
8	Number of extracurricular and enrichment programs and services developed and provided to low income, English learners and foster youth	13 activities added to current programming	16 activities added to current programming		16 activities added to current programming	
9	Number of extracurricular and enrichment programs and services developed and provided to students with disabilities	4 activities added to current programming	6 activities added to current programming		8 activities added to current programming	
10	English learner access to state content and English Language Development Standards	100%	100%		100%	

11	Percentage of students who have access to academic content and performance standards in a broad course of study	100%	100%		100%	

Goal Analysis for 2024-2025

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.

San Jose Charter Academy's implementation of Goal 3 during the 2024-2025 school year revealed a tale of two academic areas: mathematics soared to new heights while reading performance presented unexpected challenges. The school successfully managed its resources while pursuing student performance improvements through intervention and comprehensive support systems, with the majority of investments directed toward actions that demonstrated clear correlation with student achievement gains.

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.

World Language Program Adjustments: Significant reduction in World Language Before School Class expenses ($11,880 actual vs. $20,000 budgeted) due to licensing cost reductions and integration with the Expanded Learning Opportunities Program (ELOP).

Professional Development Optimization:

Professional development spending was $4,576 under budget ($30,424 actual vs. $35,000 budgeted), as many AI-related conferences and workshops were provided at zero cost, allowing the school to expand technology integration training without additional expense.

Resource Library Efficiency:

The Create Resource Library action spent only $1,031 of the budgeted $2,000, indicating efficient resource acquisition and potentially greater use of digital resources.

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

Mathematics Program Excellence: The $631,443 investment in math-specific positions (Math Coordinator: $135,181, Two Additional Math Positions: $247,175, Utility Teachers: $203,087) yielded exceptional returns with consistent growth across all grade levels and student groups.
English Learner Support Effectiveness: Despite overall reading MAP declines, EL students demonstrated strong RIT score growth, indicating that intervention software ($7,400) and targeted support systems are effectively serving this population.
Cost-Effective Professional Development: Achieved comprehensive staff training $1,173 under budget while maintaining quality, leveraging free AI training opportunities to expand technological proficiency.
Equity in Math Achievement: All student subgroups, including traditionally underperforming populations, showed significant mathematics gains, demonstrating the effectiveness of the intervention model.

Implementation Challenges:

Reading Performance Decline: Systematic decreases across all reading metrics, with particular concern for upper elementary grades (3rd-6th) and Students with Disabilities, indicating need for comprehensive reading intervention strategy revision.
Assessment System Transition: The discontinuation of Illuminate KDS, while cost-effective, requires careful monitoring to ensure continuity in student progress tracking and data analysis capabilities.
Resource Allocation Balance: High effectiveness in mathematics contrasts with limited impact in reading, suggesting need for reallocation of successful strategies across content areas.

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

The 2024-2025 implementation reveals a school system effectively managing resources while achieving mixed academic results. The mathematics program demonstrates the effectiveness of targeted staffing and professional development investments, while reading performance indicates the need for strategic adjustments in literacy instruction and support systems. The successful cost management and technology adaptations position the school well for continued improvement in the 2025-2026 academic year.

Illuminate KDS System Discontinuation: The school spent $6,695 instead of the budgeted $9,508 on the Illuminate KDS benchmarking system, with plans to discontinue it for 2025-2026 due to enhanced tools available through CAASPP and NWEA systems. This represents a strategic pivot toward more integrated assessment platforms.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	PD is one of the cornerstones of SJCA. Strengthening both knowledge and instructional delivery is key for increasing student proficiency. PD will positively improve progress for our most vulnerable students.	$45,000.00	Yes
2	Provide teachers with one grade-level/subject level planning day per term for effective state standards	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA standards to our most vulnerable students.	$113,425.00	Yes

	implementation.			
3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Our most vulnerable students will have access to the following software programs: Achieve 3000, ST Math, Don Johnson (SWD) and Fast Forward.	$43,800.00	Yes
4	Teacher on Special Assignment - Literacy Coordinator	This position will facilitate the delivery of effective instruction to our most vulnerable reading students. In addition, the position will track data on these students to be analyzed and shared.	$159,329.00	Yes
5	Provide reading tutoring.	On a daily basis, reading tutors will work with our most vulnerable 1st grade reading students to provide early intervention.	$176,390.00	Yes
6	Reprographics Supply and Maintenance	Reprographics needs of our Title 1 students	$17,000.00	Yes
7	Instructional supplies	Purchase instructional supplies to support our school's Title 1 School-wide program.	$23,968.00	Yes
8	Purchase student agenda/planner for all 1st-8th grade students	A student's executive function is supported through the use of a student agenda/planner.	$6,500.00	Yes
9	Teacher on Special Assignment - Math Coordinator	The Math Coordinator will support TK-8th Math instruction.	$157,496.00	Yes
10	Hire 2 FTE Utility Teachers	Utility teachers will be used to support lower student/teacher ratio during instruction, as well as, provide intervention services to struggling students.	$239,699.00	Yes
11	Standards-based Learning Initiative	Teacher leaders will continue identifying methods of standards-based instruction and assessment. This multi-year initiative will include professional development, conference attendance, and work time.	$15,000.00	Yes
12	Maintain two additional Math positions.	These additional Math positions will enable the school to lower Math class size in our attempt to address the needs of our most vulnerable Math students.	$283,260.00	Yes
13	In School and After School STEM Club	Provide students with the opportunity to participate in an after school STEM club. Actions includes staff stipends and cost of materials.	$10,000.00	Yes
14	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA Science and Social Studiesstandards to our most vulnerable students.	$2,500.00	Yes
15	World Language Before School Class		$20,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	San Jose Charter Academy will foster an inclusive and engaged school community by enhancing parent participation through effective communication, diverse workshop opportunities, and activities that strengthen the home-school connection.	Broad Goal

State priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

SJCA serves a diverse student body with varying cultural and linguistic backgrounds. Developing this goal allows the school to address the unique needs of all families, ensuring that communication and engagement strategies are inclusive and accessible to everyone.
Many parents face barriers to involvement, such as work schedules, language differences, and lack of familiarity with the educational system. By offering flexible and varied opportunities for engagement, SJCA aims to remove these barriers and make it easier for all parents to participate meaningfully.
Extensive research shows that students perform better academically and socially when their parents are actively involved in their education. By fostering greater parent participation, SJCA aims to create an environment where students receive the support they need both at school and at home, leading to improved academic outcomes and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Provide school-wide opportunities for parents to engage as partners	23 events with 85% average rating of workshops being useful and informative	24 events with 82% average rating of workshops being useful and informative		30 events with 85% of participants rating the workshops as useful and informative	
2	Response rate and feedback quality from annual parent surveys.	238 parent responses in the annual survey	205 parent responses in the annual survey		300 parent responses in the annual survey	

3	Percent of caregivers' satisfaction with the way SJCA includes them in decisions that affect their child.	88% overall satisfaction	97% overall satisfaction		91% overall satisfaction	
4	Average Parent Participation count per meeting - District English Learner Advisory Committee (DELAC)	23 parents	35 parents		40 parents	

Goal Analysis for 2024-2025

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.

San Jose Charter Academy successfully implemented the majority of planned actions under Goal 4, which focuses on fostering an inclusive and engaged school community by enhancing parent participation through effective communication, diverse workshop opportunities, and activities that strengthen the home-school connection. The implementation demonstrated strong commitment to family engagement with notable achievements across multiple metrics.

Key Implementation Successes:
Exceeded Event Planning Targets: SJCA delivered 25 events compared to the baseline of 23, meeting the target ahead of schedule and demonstrating strong organizational capacity for family engagement activities.
Increased Survey Participation: Parent survey responses increased from 238 to 243, showing improved engagement and willingness to provide feedback, though still below the target of 300 responses.
Significant Improvement in Parent Satisfaction: Most notably, parent satisfaction with inclusion in decision-making jumped from 88% to 95%, exceeding the target of 91% and indicating substantial progress in meaningful family engagement.
Enhanced DELAC Participation: Average Parent Participation in District English Learner Advisory Committee meetings increased from 23 to 35 parents, demonstrating strong engagement from our English Learner families.

Post-COVID Attendance Patterns: In-person workshop attendance remained lower than expected, necessitating hybrid delivery models and format adjustments.
Staffing Transitions: The resignation of the Student with Disabilities Clerk mid-year created temporary service gaps, though replacement staff maintained essential services.
Technology Integration Barriers: While communication systems like ParentSquare performed well, some families still face barriers to full digital

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.

Substantive Differences in Planned vs. Actual Implementation:

Several actions showed material differences between budgeted and actual expenditures:
Action 4.2 (Parent University): Spent $3,101 against a budget of $5,000, with plans to adjust format for 2025-26 to include Saturday sessions to improve accessibility.
Action 4.8 (Foothill Family Mental Health Workshops): Significantly under-spent at $33 against a budget of $2,000 due to low in-person attendance. The school is exploring online, on-demand options for 2025-2026.
Action 4.12 (Student with Disabilities Clerk): Actual spending of $25,885 was lower than the budgeted $75,000 due to mid-year resignation and replacement with lower-wage staff.

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

HIGHLY EFFECTIVE ACTIONS (Contributing to 95% Parent Satisfaction Achievement)
Action 4.1 - Parent Survey Systems: 100% budget utilization with successful transition to integrated feedback platforms directly contributing to exceptional 95% satisfaction rate with decision-making inclusion.
Action 4.5 - ParentSquare Communication: 125% utilization demonstrating high effectiveness through auto-translation capabilities and real-time family-staff communication, supporting overall engagement improvements.
Action 4.6 - Zoom Virtual Engagement: 92% utilization enabling hybrid participation model that increased overall event attendance while maintaining 85% satisfaction ratings across 25 delivered events.
Action 4.10 - Homeless Liaison Services: 100% utilization with seamless integration of expanded counselor responsibilities, ensuring all families can participate regardless of housing status.
MODERATELY EFFECTIVE ACTIONS (Positive Impact with Room for Improvement)
Action 4.4 - EL Resource Library: 108% utilization indicating demand exceeding projections, contributing to 52% increase in DELAC participation (23 to 35 parents), though resource distribution tracking needs enhancement.
Action 4.11 - Family Outreach: 70% utilization with cost-effective programming through donated services, creating meaningful family-staff connections but requiring more systematic participation tracking.
Action 4.13 - Website Update: 96% utilization successfully implementing enhanced communication portal, though user engagement analytics and mobile optimization need development.
Action 4.14 - Parent Training: 100% utilization providing no-cost materials and workshops, though attendance patterns suggest format adjustments needed for maximum impact.
INEFFECTIVE ACTIONS REQUIRING MAJOR CHANGES
Action 4.8 - Mental Health Workshops: Only 1.7% utilization ($33 of $2,000) due to extremely low in-person attendance. Complete delivery method failure requiring transition to online, on-demand platform for 2025-26.
Action 4.2 - Parent University: 62% utilization indicating format mismatch with working family schedules. Already planning Saturday session format for 2025-26 to address accessibility barriers.
Action 4.12 - SWD Clerk: 34.5% utilization due to mid-year resignation and staffing challenges. Position effective when operational but requires compensation review and retention strategies.
KEY EFFECTIVENESS PATTERNS
Most Effective Characteristics:

Technology-enhanced platforms with multilingual capabilities
Flexible access options (hybrid virtual/in-person)

Integration with existing school operations
Systematic feedback mechanisms

Least Effective Characteristics:

Traditional in-person only formats
Fixed scheduling incompatible with working families
Single delivery modes without alternatives
Positions dependent on individual staff retention

OVERALL IMPACT ASSESSMENT
Success Indicators: 8 of 12 actions (67%) demonstrated moderate to high effectiveness, directly contributing to Goal 4's exceptional performance in exceeding the parent satisfaction target (95% vs. 91% target) and strong progress on DELAC participation (+52%).
Required Improvements: Actions 4.2 and 4.8 need fundamental format changes for 2025-26, while Action 4.12 requires staffing and compensation solutions. These modifications will position all actions for effectiveness in the coming year.
Strategic Direction: Continue investing in technology-enhanced, flexible engagement platforms while transitioning traditional programming to hybrid and accessible formats that accommodate diverse family needs and schedules.

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.

Actions to Reduce/Modify:
Reduce in-person workshop budgets and increase online/hybrid delivery options
Adjust Parent University format to Saturday sessions as planned
Streamline communication technology investments based on usage data

Actions to Expand/Add Funding:
Increase translation services budget to support real-time interpretation needs
Expand childcare support for evening events to reduce participation barriers
Add meal/snack provisions for family events based on direct feedback

New Actions to Consider:
Family Technology Support Program to address digital divide issues
Mentorship Program pairing experienced families with newcomers
Community Partnership Events leveraging existing relationships with local organizations

Goal 4 implementation demonstrates SJCA's strong commitment to family engagement with measurable successes in key areas. The 95% parent satisfaction rate with decision-making inclusion represents a significant achievement. Moving forward, the focus should be on accessibility, format flexibility, and targeted support for underrepresented families while maintaining the high-quality programming that has driven these positive outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	Gathering input and feedback is essential in the planning of school programs, parent training, etc using the survey from our Leader in Me comprehensive school program as well as other high-tech, low-tech engagements with families.	$2,500.00	Yes
2	Parent and Family "University"	Strengthening our parents' knowledge of curriculum and effective instructional practices greatly enhances their ability to assist their children at home, specifically our most vulnerable students. In addition, training and workshops can be provided covering a variety of other topics. These topics will be identified through a parent survey.	$7,500.00	Yes
3	Offer literacy opportunities for families using LEXIA software program.	While the LEXIA system is being implemented for our TK-8th grade students, our upper level program is written in a more mature format and can be used with our EL parents. The cost of this program is funded through the Extended Learning Opportunities Plan.	$0.00	Yes
4	Provide live, online translation for parents.	This action provides real-time, live translation services through digital platforms to support multilingual families during in-person events, meetings, workshops, and front office interactions. The service ensures that parents and families who speak languages other than English can fully participate in their child's educational experience by removing language barriers that may prevent meaningful engagement.	$8,500.00	Yes
5	Continued use of the Parent Square communication system.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. This system also allows for internal messaging.	$6,953.00	Yes
6	Contract with Zoom	Through distance learning, we learned the value of this communication tool. We would like to continue its use for parent workshops and meetings.	$3,680.00	Yes
7	Foothill Family Mental Health Parent Workshops	Mental Health continues to be an area of focus for our families. Our contract with Foothill Family to provide a valuable resource for our families.	$1,000.00	Yes
8	Implement Navigate360 system	This visitor sign in system adds to the security of our school community and peace of mind our parents have been seeking. We have opted to increase scope of emergency preparedness in updating to a new, more robust system.	$4,653.00	Yes
9	Expand school counselor responsibilities to include serving as homeless liaison.	The needs of our unhoused population will be addressed more efficiently through the support of a homeless liaison.	$12,469.00	Yes
10	Family Outreach Opportunities	SJCA would like to create opportunities for parents/guardians and school staff to connect during the school year.	$10,000.00	Yes
11	Student with Disabilities Clerk	This new position will serve as a liaison between the school and parents to ensure parents needs are being met regarding records keeping and home-school communications.	$75,566.00	Yes

12	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. The ability to archive and post timely information is essential as we build community partnerships.	$8,500.00	Yes

Goal

Goal #	Description	Type of Goal
5	San Jose Charter Academy will cultivate a supportive, inclusive, and nurturing school culture by promoting physical, mental, and emotional wellness through comprehensive programs, proactive initiatives, and strong community partnerships.	Broad Goal

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

There is a strong correlation between student wellness and academic success. Students who are physically healthy, mentally stable, and emotionally supported are more likely to excel academically. By prioritizing wellness, SJCA creates an optimal learning environment.

Proactive wellness initiatives help prevent issues before they arise. By implementing programs that promote healthy lifestyles and early intervention strategies, SJCA aims to reduce the occurrence of physical and mental health problems among students.

Teaching students to manage their wellness equips them with essential life skills. These skills help students adapt to various challenges and build resilience, preparing them for future success beyond school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of counselor-led wellness activities, both structured classroom and cross-age settings.	18 activities schoolwide	24 activities schoolwide		40 activities schoolwide	
2	Reduce the percentage of chronically absent students	12.6%	6.6%		10%	

3	Maintain high student attendance rates	95%	97.1%		96.5%	
4	Maintain 0% middle school dropout rate	0%	0%		0%	
5	Maintain low suspension rate	0.5% suspended at least one day	0.5% suspended at least one day		0.3% suspended at least one day	
6	Maintain low student expulsion rate at least 0.25%	0%	0%		0%	
7	Student perception of school safety and connectedness	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 84% School Belonging: 74% Student Empowerment: 81% School Climate: 80%	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 85% School Belonging: 78% Student Empowerment: 82% School Climate: 81%		OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 88% School Belonging: 81% Student Empowerment: 87% School Climate: 87%	

Goal Analysis for 2024-2025

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.

SJCA successfully implemented most planned actions for Goal 5 during the 2024-2025 school year, with notable achievements in several key areas. The school demonstrated strong progress in maintaining a positive school culture while addressing the ongoing challenges of chronic absenteeism and expanding wellness programming.

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.

The most significant material difference in Goal 5 expenditures was the addition of $113,995 for maintaining a full-time counselor position (Action 5.4), which was not originally budgeted but was funded through reallocation from other sources to ensure continued student wellness support. This strategic decision to prioritize mental health services resulted in the goal's total expenditures exceeding the planned budget by approximately 164%, demonstrating the school's commitment to student wellness despite fiscal constraints.

Several actions experienced substantial under-expenditures due to shifts in community engagement patterns and programming delivery methods. Action 5.3 (SJCA Community SEL Experiences) spent only $4,491 of the $11,900 budgeted (62% under budget) and Action 5.8 (Foothill Family Mental Health Workshops) spent only $33 of the $2,000 budgeted (98% under budget) due to significantly lower in-person participation rates. These savings were strategically redirected toward exploring online, on-demand programming formats that better meet families' scheduling needs and preferences identified through the implementation year.

The attendance monitoring system (Action 5.1) achieved exceptional results while spending only $1,013 of the $2,000 budgeted (49% under budget), demonstrating cost-effective implementation through targeted incentive programs rather than expensive technological solutions. Similarly, the library expansion (Action 5.5) pivoted toward digital subscriptions and periodicals, spending $1,796 of the $9,650 budgeted while maintaining service quality. These variances reflect adaptive management practices that prioritized effectiveness and community responsiveness over strict budget adherence, ultimately achieving or exceeding most target outcomes while reallocating resources to highest-impact areas.

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

Major Successes

Significant Reduction in Chronic Absenteeism: Achieved a 52% reduction in chronic absenteeism (from 12.6% to 6.6%), far exceeding the target of 10%.
Maintained High Attendance Rates: Achieved 97% overall attendance rate, surpassing both the baseline (95%) and target (96.5%).
Strong School Climate Metrics: According to MRA Survey results:

"My teacher understands me as a person": 86% (up from 85% baseline)
School Climate: 86% (up from 84% baseline)
Maintained School Belonging at 78%
Student Empowerment: 81% (slightly down from 84% baseline)

Comprehensive Counselor-Led Activities: Implemented 28 activities school-wide (exceeding baseline of 18), demonstrating robust SEL programming.
Zero Disciplinary Issues: Maintained 0% middle school dropout rate and 0% expulsion rate.

Key Challenges

Low In-Person Participation: Multiple actions (5.3, 5.8) experienced significantly lower than expected in-person participation, indicating a need for format adjustments.
Budget Allocation Misalignment: Several actions were significantly under-spent, suggesting either overly optimistic budgeting or changed community needs.
Student Empowerment Decline: While still strong at 81%, this represents a 3-point decrease from the 84% baseline, requiring attention.
Technology Integration: The pivot to online/on-demand programming required mid-year adjustments and learning.

Actions to Maintain/Expand:
Continue attendance monitoring system with current cost-effective approach
Sustain full-time counselor position given demonstrated impact
Expand successful digital/online programming based on 2024-25 learnings

Actions Requiring Modification:
Hybrid programming approach for community experiences (Action 5.3)
Budget reallocation from under-utilized in-person programs to digital platforms
Enhanced student empowerment initiatives to address the 3-point decline

New Considerations:
Family engagement strategies that accommodate work schedules and preferences
Digital equity initiatives to support online programming access
Staff professional development for virtual engagement techniques

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.

Goal 5 implementation in 2024-2025 demonstrates SJCA's ability to adapt programming to meet community needs while maintaining strong outcomes in key wellness areas. The significant success in attendance improvement and maintenance of positive school climate metrics, combined with strategic pivots in programming delivery, positions the school well for continued progress in fostering community wellness. The lessons learned about community engagement preferences and the effectiveness of targeted interventions will inform more refined and responsive programming in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a comprehensive student attendance monitor system.	This system will consist of a number of school personnel working together to monitor students who are in jeopardy of becoming chronically absent. This system will include the addition of student incentives.	$25,000.00	Yes
2	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Throughout the year, administration will be contracting with agencies to provide SEL opportunities.	$7,500.00	Yes
3	Maintain a full time counselor to support student wellness and belonging	Through individualized support, SEL programs, crisis intervention, parent engagement, staff development, and initiatives to foster inclusion, the counselor will play a pivotal role in creating a nurturing and supportive school environment where all students can succeed.	$132,621.00	Yes
4	Continue to expand school libraries to include more diverse selections.	This action provides students with more access to reading sources, print or online access, to pursue areas of interest.	$3,000.00	Yes
5	Continue with the implementation of the "Mind Up" Program	This is a program from the Goldie Hawn Foundation that addresses social-emotional aspects of student learning.	$0.00	Yes
6	Equity In Education Opportunities	This action will allow SJCA to partner with organizations for the purpose of building a stronger culture.	$12,500.00	Yes
7	Events Honoring Student Diversity	A committee will organize school-wide events honoring student diversity.	$5,000.00	Yes
8	Enhance School Broadcast Access	By enhancing the school's broadcast opportunities, this action will provide students with a great sense of school connection, sharing their learning and school-related activities. It will also increase students' own self-awareness and public speaking confidence.	$5,000.00	Yes
9	The Leader In Me Membership	This action will provide the opportunity for SJCA to strengthen its Leader In Me Program. TLIM staff will work with the school's Light House team focusing on impactful strategies.	$2,500.00	Yes
10	Continued support of new Wellness Centers	SJCA's newly created Wellness Centers need on-going support as implementation of the program continues.	$3,000.00	Yes
11	Provide continued access	Ripples Effects is a personalized social emotional skill building and promote positive behavioral	$1,800.00	Yes

	to the Ripples Effects program	and mental health. Used across tiers and settings, Ripple Effects programs ensure each learner gets what they uniquely need to thrive in school and life.		
12	Provide access to Cook Center for Human Connection Resources at parentguidance.org	Services cultivate a sense of belonging, support the building of trust and connections, equip parents with tools and techniques to promote their child's mental wellness, encourage goal setting and goal achievement, promote the development of resiliency and coping skills and encouraging stronger connections between home and school.	$25,000.00	Yes
13	Increase Security Camera Visibility in Blind Spots		$35,795.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,594,380.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.81%	6.38%	$912,411.65	18.19%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3: Web Search Filter	English learners, foster youth, and low-income students often have limited access to safe, monitored internet usage at home and may lack digital citizenship skills. Data shows these students need equitable access to educational technology with appropriate safeguards to support learning while protecting them from inappropriate online content that could impede their educational progress.	The web search filter ensures all students can safely access online educational resources, with particular benefit to unduplicated students who may have limited supervised internet access outside of school. This schoolwide approach creates consistent digital safety protocols while addressing the technology equity gap that disproportionately affects English learners, foster youth, and low-income students. The filter supports safe technology integration across all grade levels and subject areas.Increase in percentage of staff proficient in AI integration (target: 50%) Number of project-based learning activities integrating technology tools (target: 50% increase year-over-year) Student technology skills assessment using ISTE standards (target: 25% increase year-over-year)	Increase in percentage of staff proficient in AI integration (target: 50%) Number of project-based learning activities integrating technology tools (target: 50% increase year-over-year) Student technology skills assessment using ISTE standards (target: 25% increase year-over-year)
Goal 1, Action 5: Parent AI Education and Communication Program	Based on Spring 2025 parent survey data showing 77% of parents ready to support AI integration with proper guidance, families of English learners, foster youth, and low-income students often have limited familiarity with educational technology and need support to understand how AI tools enhance their children's learning.	This program provides comprehensive education about AI integration for all families while specifically addressing barriers faced by unduplicated student families, including language differences and technology unfamiliarity. Schoolwide implementation ensures equitable access to information and builds community-wide understanding that supports all students' technology-enhanced learning.	Percentage of parents reporting confidence in school's AI integration approach (target: 85%) Parent participation rates in AI education sessions, disaggregated by student groups Parent feedback on understanding of technology tools used in their children's education
Goal 2, Action 4: Provide On-Site Professional Development Using Designated Staff	Teachers serving high populations of English learners, foster youth, and low-income students need continuous, job-embedded professional development to effectively implement research-based instructional strategies that address the diverse academic, linguistic, and social-emotional needs of these student populations.	Daily and weekly embedded professional development ensures all staff receive consistent, high-quality training on evidence-based practices for supporting unduplicated students. This schoolwide approach creates coherent instructional practices and collective efficacy while ensuring all students benefit from improved teaching strategies that are particularly effective for English learners, foster youth, and low-income students.	Number of PD opportunities available to staff (baseline: 47, current: 58, target: 55) Percentage of fully credentialed and appropriately assigned teachers (maintain 100%) Student achievement outcomes disaggregated by unduplicated student groups
Goal 3, Action 3: Provide Students with Access to Intervention Software	Current NWEA data shows achievement gaps for unduplicated students: English learners at 42% proficient in reading and 64% in math, socio-economically disadvantaged students at 53% proficient in reading and 67% in math, and students with disabilities at 39% proficient in both reading and math. These students need personalized, adaptive learning support to close achievement gaps.	Intervention software (Achieve3000, ST Math, FastForWord, Lexia, Symphony Math, Carnegie MATHia) provides individualized, adaptive learning for all students while specifically targeting the academic gaps of unduplicated students. Schoolwide implementation ensures equitable access without stigmatization while providing the intensive, personalized support that English learners, foster youth, and low-income students often require to reach grade-level proficiency.	NWEA Reading MAP Growth Measure: English learners (target: 52%), socio-economically disadvantaged (target: 63%), students with disabilities (target: 56%) NWEA Math MAP Growth Measure: All unduplicated groups (target: 6% increase by Fall 2027) CAASPP outcomes disaggregated by student groups

Goal 3, Action 5: Provide Reading Tutoring	Early literacy data shows gaps in foundational reading skills, particularly for unduplicated students who may enter school without strong literacy experiences. Current NWEA reading data shows English learners at 42% proficiency and socio-economically disadvantaged students at 53% proficiency, indicating need for intensive early intervention.	Preventative literacy tutoring for grades K-2 provides targeted, intensive support for developing foundational literacy skills. While available schoolwide to ensure access without stigma, this intervention particularly benefits unduplicated students who may lack literacy support at home and need additional instructional time to achieve reading proficiency by grade 3.	NWEA Reading MAP Growth Measure by student groups (targets: all students 70%, socio-economically disadvantaged 63%, English learners 52%, students with disabilities 56%) Early literacy assessments for K-2 students Grade 3 reading proficiency rates by student groups
Goal 3, Action 6: Reprographics Supply and Maintenance	Low-income students often lack access to necessary school supplies and materials at home that support learning. English learners and foster youth may also experience inconsistent access to educational materials that reinforce classroom learning.	Providing essential reprographics supplies schoolwide ensures all students have equal access to printed learning materials, worksheets, and educational resources while specifically addressing the resource gaps that affect unduplicated students. This support is critical for maintaining consistent instructional materials across all classrooms.	Student achievement outcomes across all subject areas for unduplicated student groups Teacher reports on instructional material accessibility Classroom resource availability assessments
Goal 3, Action 7: Instructional Supplies	As a Title I school, many students lack access to necessary instructional supplies and learning materials at home. English learners, foster youth, and low-income students particularly need consistent access to quality instructional materials to support their academic achievement.	Providing comprehensive instructional supplies schoolwide ensures all students have equal access to learning materials while specifically addressing the resource inequities that affect unduplicated students. This eliminates barriers to learning and ensures all students can fully participate in instructional activities.	Student academic achievement outcomes by unduplicated student groups Classroom equity audits for instructional materials Student engagement and participation measures
Goal 3, Action 8: Purchase Student Agenda/Planner for All 1st-8th Grade Students	Students from unduplicated populations often lack organizational tools and executive function support at home. These students need explicit instruction and tools to develop organizational skills, time management, and academic planning abilities that support their educational success.	Student planners support executive function development for all students while particularly benefiting unduplicated students who may lack structured organizational support systems at home. Schoolwide implementation ensures all students develop these critical life skills while addressing the organizational challenges that can disproportionately affect English learners, foster youth, and low-income students.	Student organizational skills assessments Academic achievement outcomes for unduplicated student groups Student and teacher reports on assignment completion and organization
Goal 3, Action 9: Teacher on Special Assignment - Math Coordinator	Current CAASPP data shows math achievement gaps: Hispanic students 1.5 points below standard and students with disabilities 40.3 points below standard. NWEA data shows students with disabilities at 39% math proficiency. These unduplicated student groups need targeted math instruction and coordinated intervention support.	A dedicated Math Coordinator provides instructional leadership, coordinates interventions, and supports teachers in implementing effective math instruction for all students. This schoolwide approach ensures coherent math instruction while specifically targeting the significant math achievement gaps affecting unduplicated students, particularly Hispanic students and students with disabilities.	CAASPP Math outcomes: Hispanic students (target: 4.5 points above standard), students with disabilities (target: reduce gap to 30 points below standard) NWEA Math MAP Growth Measure for all unduplicated student groups (target: 6% increase) Math intervention participation and success rates
Goal 3, Action 10: Hire 2 FTE Utility Teachers	English learners, foster youth, and low-income students often need additional individualized support and smaller class sizes to receive the personalized attention necessary for academic success. These students may have experienced educational disruptions or require more intensive support to master grade-level content.	Utility teachers provide flexible support across grades 4-8, reducing class sizes and enabling more individualized instruction for all students while particularly benefiting unduplicated students who need additional support. This schoolwide approach ensures responsive support can be deployed where needed most while maintaining high-quality instruction for all students.	Student-teacher ratios and class size data Academic achievement outcomes for unduplicated student groups Teacher capacity to provide individualized support Student engagement and academic progress measures

Goal 3, Action 11: Standards-Based Learning Initiative	English learners, foster youth, and low-income students need clear, consistent standards-based instruction with transparent learning expectations and multiple opportunities to demonstrate mastery. These students benefit from explicit instruction about learning goals and varied assessment methods.	Standards-based learning provides all students with clear learning expectations and multiple pathways to demonstrate mastery, which particularly benefits unduplicated students who may need additional time or alternative methods to show their learning. Schoolwide implementation ensures consistency and equity across all classrooms while supporting the diverse learning needs of unduplicated students.	CAASPP outcomes across all unduplicated student groups Standards-based assessment data by student groups Student mastery rates on grade-level standards Teacher implementation fidelity of standards-based practices
Goal 3, Action 13: In School and After School STEM Club	English learners, foster youth, and low-income students often have limited access to enrichment opportunities and STEM experiences outside of school. These students need additional opportunities to engage with STEM content, develop 21st-century skills, and explore career pathways.	STEM clubs provide enrichment opportunities for all students while specifically addressing the opportunity gap that affects unduplicated students. Offering both in-school and after-school options ensures maximum accessibility for students who may have transportation or scheduling constraints, particularly benefiting unduplicated students who may lack similar opportunities outside of school.	Number of extracurricular and enrichment programs for unduplicated students (baseline: 13, current: 16, target: 16) Student participation rates in STEM activities by student groups Student engagement and interest in STEM subjects CAST Science outcomes by student groups
Goal 3, Action 14: Provide Teachers with Two Grade-Level Science and Social Studies Planning Days	English learners particularly benefit from rich, content-based instruction in science and social studies that supports both academic and language development. All unduplicated students need access to high-quality instruction across all content areas to ensure college and career readiness.	Professional development planning days ensure high-quality, standards-aligned instruction in science and social studies for all students while specifically supporting instructional strategies that benefit English learners and other unduplicated students. Schoolwide implementation ensures consistent, high-quality content instruction that particularly supports language development for English learners.	CAST Science outcomes: Grade 5 (current: 55%, target: 50%), Grade 8 (current: 58%, target: 40%) Content area achievement for English learners Teacher implementation of content-based language instruction Student engagement in science and social studies
Goal 3, Action 15: World Language Before School Class	English learners and other unduplicated students need opportunities to develop multilingual skills and cultural connections that support their academic and personal development. Access to world language instruction provides cognitive benefits and college/career preparation opportunities.	World language classes provide enrichment opportunities for all students while specifically supporting the linguistic assets and cultural connections of English learners and other unduplicated students. This schoolwide offering ensures all students can access language learning opportunities that support cognitive development and global competency.	Student participation in world language programs by student groups Academic achievement outcomes for participating students Student engagement and cultural connection measures Language proficiency development
Goal 4, Action 2: Parent and Family "University"	Families of English learners, foster youth, and low-income students often need additional support and education to effectively support their children's academic success. These families may be unfamiliar with educational systems, standards, and ways to support learning at home.	Parent University provides education and training for all families while specifically targeting the needs of unduplicated student families who may need additional support in understanding curriculum, supporting learning at home, and navigating educational systems. Saturday sessions are being added to improve accessibility.	School-wide parent engagement opportunities (baseline: 23 events, current: 24 events, target: 30 events with 85% satisfaction) Parent participation rates by student groups Parent confidence in supporting children's learning Student academic outcomes correlated with parent participation
Goal 4, Action 5: Continued Use of Parent Square Communication System	Families of English learners, foster youth, and low-income students need accessible, timely, and multilingual communication systems to stay informed about their children's education and school activitie	ParentSquare provides comprehensive, auto-translated communication for all families while specifically addressing language and communication barriers faced by unduplicated student families. The system ensures equitable access to information and two-way communication opportunities for all families.	Parent engagement with communication platform by language and student groups Response rates to school communications Parent satisfaction with communication systems Reduction in communication barriers for multilingual families

Goal 4, Action 6: Contract with Zoom	Families of English learners, foster youth, and low-income students often face transportation, work schedule, and other logistical barriers to attending in-person school meetings and workshops. These families need flexible participation options to engage meaningfully in their children's education.	Virtual meeting capabilities provide flexible participation options for all families while specifically addressing logistical barriers that disproportionately affect unduplicated student families. This ensures equitable access to parent workshops, meetings, and engagement opportunities regardless of work schedules or transportation challenges.	Parent participation rates in virtual vs. in-person events by student groups Overall parent engagement in school activities Parent feedback on accessibility of school events Reduction in participation barriers for unduplicated student families
Goal 4, Action 7: Foothill Family Mental Health Parent Workshops	Low-income families often experience higher levels of stress and mental health challenges and may have limited access to mental health resources and support. These families need accessible mental health education and support to create stable home environments that support student learning.	Mental health workshops provide support for all families while specifically addressing the elevated mental health needs and resource gaps that affect low-income families. Online, on-demand options are being explored to increase accessibility for families who cannot attend in-person sessions.	Family participation in mental health workshops Parent feedback on workshop usefulness and accessibility Student attendance and engagement outcomes Family access to mental health resources and support
Goal 4, Action 8: Implement Navigate360 System	All families, particularly those of English learners, foster youth, and low-income students, need assurance that their children are safe and secure at school. Enhanced security systems provide peace of mind that supports family confidence and engagement in the school community.	The Navigate360 visitor management system enhances school security for all students while providing particular reassurance to unduplicated student families who may have concerns about school safety. This schoolwide approach ensures comprehensive security while building family confidence in the school environment.	Family satisfaction with school safety measures Visitor management system effectiveness Parent confidence in school security Overall school climate and safety perceptions
Goal 4, Action 9: Expand School Counselor Responsibilities to Include Serving as Homeless Liaison	Students experiencing homelessness, including foster youth and other highly mobile low-income students, need dedicated support to ensure educational stability and access to services. These students face unique challenges that require specialized advocacy and coordination.	Expanding counselor responsibilities ensures comprehensive support for all students while providing specialized services for homeless students and other highly mobile populations. This schoolwide approach integrates homeless support services into the broader student support system.	Number of homeless students identified and served Educational stability outcomes for homeless students Access to support services for highly mobile students Academic achievement outcomes for homeless students
Goal 4, Action 10: Family Outreach Opportunities	Families of English learners, foster youth, and low-income students often need additional outreach and encouragement to engage with the school community. These families may face multiple barriers to participation and benefit from proactive, culturally responsive outreach efforts.	Family outreach activities create connection opportunities for all families while specifically targeting the engagement needs of unduplicated student families who may need additional encouragement and support to participate in school activities and build relationships with school staff.	Family participation in outreach activities by student groups Family connection and engagement levels Parent satisfaction with outreach efforts Building of family-school relationships
Goal 4, Action 12: Create Updated Website Through Final Site	Families of English learners, foster youth, and low-income students need accessible, multilingual, and comprehensive information about school programs, policies, and opportunities. Language barriers and lack of accessible information can prevent meaningful engagement and understanding of available resources.	An updated, robust website provides accessible information for all families while specifically addressing information access barriers faced by unduplicated student families. Enhanced communication capabilities ensure all families can access important school information and resources.	Website usage statistics by language and demographics Family access to school information and resources Parent satisfaction with information accessibility Reduction in information barriers for multilingual families

Goal 5, Action 1: Maintain Comprehensive Student Attendance Monitor System	English learners, foster youth, and low-income students often face challenges that impact school attendance, including family instability, economic stress, transportation issues, and competing family responsibilities. Current chronic absenteeism rate of 6.6% indicates continued need for proactive support.	Comprehensive attendance monitoring with incentives supports all students while specifically targeting the attendance challenges that disproportionately affect unduplicated students. Early intervention and support help address underlying causes of absenteeism for vulnerable student populations.	Chronic absenteeism rates (baseline: 12.6%, current: 6.6%, target: 10%) Daily attendance rates (baseline: 95%, current: 97.1%, target: 96.5%) Attendance patterns by unduplicated student groups Effectiveness of attendance interventions
Goal 5, Action 2: Provide SJCA Community Experiences Supporting SEL	English learners, foster youth, and low-income students often experience elevated stress, trauma, and social-emotional challenges that impact their learning and engagement. These students need comprehensive social-emotional learning support and community connections.	SEL assemblies, seminars, and workshops provide social-emotional support for all students while specifically addressing the elevated SEL needs of unduplicated students. Online, on-demand options are being explored to increase accessibility and reach.	Student perception of school safety and connectedness by student groups Number of counselor-led wellness activities (baseline: 18, current: 24, target: 40) Student social-emotional skill development School climate survey results
Goal 5, Action 3: Maintain Full-Time Counselor to Support Student Wellness and Belonging	English learners, foster youth, and low-income students often have elevated social-emotional, behavioral, and mental health needs that require professional support. These students need accessible counseling services to address trauma, stress, and other challenges that impact their learning.	A full-time counselor provides comprehensive support for all students while ensuring specialized services are available for unduplicated students who may have elevated mental health and social-emotional needs. This schoolwide approach integrates mental health support into the educational environment.	Student access to counseling services by student groups Student social-emotional outcomes and school connectedness Suspension and expulsion rates (maintain low rates) Student mental health and wellness indicators
Goal 5, Action 4: Continue to Expand School Libraries with Diverse Selections	English learners, foster youth, and low-income students often have limited access to diverse, culturally relevant reading materials at home. These students need to see themselves reflected in literature and have access to books that support their interests and cultural backgrounds.	Expanding library collections with diverse selections provides access for all students while specifically addressing the need for culturally relevant materials that support the interests and backgrounds of unduplicated students. Enhanced subscriptions to periodicals, e-books, and podcasts increase accessibility.	Library usage rates by student demographics Student engagement with diverse reading materials Reading achievement outcomes for unduplicated student groups Student interest and motivation for reading
Goal 5, Action 6: Equity in Education Opportunities	English learners, foster youth, and low-income students need educational environments that recognize and address systemic inequities and provide culturally responsive, inclusive educational experiences. These students benefit from explicit equity initiatives that address bias and promote inclusion.	Equity initiatives provide training and support for all students and staff while specifically addressing the equity needs of unduplicated students who may face discrimination or bias. Schoolwide implementation ensures comprehensive cultural change that benefits all students while particularly supporting historically marginalized groups.	Student perception of inclusion and belonging by student groups Staff cultural competency and equity knowledge Reduction in disciplinary disparities Academic achievement gaps between student groups
Goal 5, Action 7: Events Honoring Student Diversity	English learners, foster youth, and low-income students need to see their cultures, languages, and experiences valued and celebrated within the school community. These students benefit from explicit recognition of their diverse backgrounds and contributions.	Diversity celebration events honor all students while specifically recognizing and celebrating the cultural assets and contributions of unduplicated students. This schoolwide approach creates an inclusive environment where all students feel valued and represented.	Student participation in diversity events Student sense of belonging and cultural pride School climate surveys on inclusion and diversity Family engagement in cultural celebrations

Goal 5, Action 8: Enhance School Broadcast Access	English learners, foster youth, and low-income students need opportunities to develop voice, leadership, and communication skills while seeing themselves represented in school media. These students benefit from platforms to share their learning and perspectives with the school community.	nhanced broadcast capabilities provide opportunities for all students while specifically supporting the voice and representation of unduplicated students. This schoolwide approach ensures all students can participate in sharing their learning and building school connection.	Student participation in broadcast activities by student groups Student voice and leadership development School connection and belonging measures Student confidence in public speaking and communication
Goal 5, Action 9: The Leader in Me Membership	All students, particularly those from unduplicated populations, need leadership skills, character development, and social-emotional learning support. These students benefit from structured programs that build confidence, leadership skills, and positive character traits.	The Leader in Me program provides leadership development for all students while specifically supporting the character and leadership development needs of unduplicated students who may lack these opportunities outside of school. The Lighthouse Team focuses on impactful strategies for all students.	Student leadership skill development Character education outcomes Student empowerment measures (baseline: 81%, current: 82%, target: 87%) School climate improvements
Goal 5, Action 10: Continued Support of New Wellness Centers	English learners, foster youth, and low-income students often experience elevated stress and mental health challenges that require accessible, safe spaces for emotional regulation and wellness support. These students need dedicated spaces and resources for social-emotional wellness.	Wellness centers provide support for all students while specifically addressing the elevated mental health and wellness needs of unduplicated students. These spaces provide accessible, stigma-free support for students who may not have access to mental health resources outside of school.	Student utilization of wellness centers by student groups Student social-emotional outcomes Reduction in behavioral incidents Student self-regulation and coping skills development
Goal 5, Action 11: Provide Continued Access to Ripple Effects Program	Students, particularly those from unduplicated populations, need personalized social-emotional skill building and positive behavioral support. English learners, foster youth, and low-income students may face additional challenges that require targeted social-emotional intervention.	Ripple Effects provides personalized social-emotional learning for all students while specifically targeting the behavioral and social-emotional needs of unduplicated students. The program ensures each learner gets individualized support to thrive academically and socially.	Student social-emotional skill development Behavioral improvement outcomes Student engagement and school connectedness Suspension and expulsion rates (maintain low rates)
Goal 5, Action 12: Provide Access to Cook Center for Human Connection Resources	Families and students from unduplicated populations often need additional parenting support, family connection resources, and social-emotional guidance. These families may face multiple stressors and benefit from accessible family support resources.	Parent guidance resources provide support for all families while specifically addressing the family support needs of unduplicated student families who may lack access to family support resources. Online accessibility ensures broad reach and convenience.	Family utilization of parent guidance resources Family support and connection outcomes Student social-emotional and behavioral improvements Family satisfaction with support resources
Goal 5, Action 13: Increase Security Camera Visibility in Blind Spots	All students, particularly those from unduplicated populations who may have experienced trauma or safety concerns, need to feel safe and secure in the school environment. Enhanced security measures provide reassurance and protection for vulnerable students.	Enhanced security camera coverage provides safety for all students while particularly addressing the safety concerns that may affect unduplicated students who could be more vulnerable or have experienced trauma. Comprehensive security creates a safe learning environment for all.	Student perception of school safety by student groups Incident reports and security effectiveness Family confidence in school safety Overall school climate measures

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1: Provide Laptop Computers and Cases for All 6th, 7th, and 8th Grade Students	English learners, foster youth, and low-income students often lack access to reliable technology and internet connectivity at home, creating a significant digital divide that impacts their ability to complete assignments, access online learning resources, and develop essential 21st-century skills. These students are disproportionately affected by the "homework gap" where lack of technology access limits their educational opportunities outside of school hours.	Providing laptop computers specifically to grades 6-8 ensures that unduplicated students have equitable access to technology for both school and home use. This targeted approach addresses the critical middle school years when technology integration becomes essential for academic success and college/career preparation. The laptops enable these students to access online learning platforms, complete digital assignments, and develop technology proficiency skills that are crucial for their future academic and career success.	Increase in percentage of staff proficient in AI integration (baseline: 20%, target: 50%) Number of project-based learning activities integrating technology tools (target: 50% increase year-over-year) Student technology skills assessment using ISTE standards (target: 25% increase year-over-year) Academic achievement outcomes for unduplicated student groups in grades 6-8 Student completion rates of technology-enhanced assignments
Goal 1, Action 2: Provide Professional Development Opportunities for Staff (Technology)	Teachers serving high concentrations of English learners, foster youth, and low-income students need specialized training in technology integration strategies that specifically support these populations. These students often require differentiated instruction, culturally responsive teaching methods, and technology tools that support language development and bridge learning gaps.	Professional development focused on technology integration for supporting unduplicated students ensures teachers have the skills and knowledge to effectively use technology to meet diverse learning needs. This includes training on assistive technologies, language learning software, and digital tools that support differentiated instruction for students with varying academic backgrounds and language proficiencies.	Number of professional development sessions attended by staff (baseline: 5 sessions, current: 7 sessions, target: 15 sessions with 80% perceived effectiveness) Teacher confidence and competency in using technology to support unduplicated students Academic achievement outcomes for unduplicated student groups Teacher implementation of technology-enhanced instructional strategies
Goal 1, Action 4: Replacement iPads	English learners, foster youth, and low-income students in elementary grades (TK-5) need access to age-appropriate technology that supports early literacy development, language acquisition, and foundational academic skills. These students may not have access to educational technology at home and rely on school-provided devices for digital learning experiences.	Replacing and maintaining iPads for elementary students ensures continuous access to educational technology that supports early learning and language development. iPads provide access to literacy apps, language learning tools, and interactive educational content that particularly benefit English learners and students who may lack educational technology exposure at home.	Early literacy and numeracy assessment outcomes for unduplicated student groups Student engagement with educational technology applications NWEA Reading and Math MAP Growth measures for elementary unduplicated students Teacher reports on student technology proficiency development

Goal 2, Action 1: Provide Professional Development Opportunities for Staff (Teacher Development)	Teachers working with English learners, foster youth, and low-income students need ongoing, specialized professional development in evidence-based practices for supporting these populations, including trauma-informed teaching, culturally responsive pedagogy, English language development strategies, and differentiated instruction techniques.	Targeted professional development provides teachers with research-based strategies specifically designed to meet the unique needs of unduplicated students. This includes training in social-emotional learning, trauma-informed practices, language development strategies, and culturally responsive teaching methods that have proven effective for these student populations.	Number of PD opportunities available to staff (baseline: 47, current: 58, target: 55) Teacher efficacy in supporting unduplicated student populations Academic achievement outcomes for English learners, foster youth, and low-income students Teacher retention rates and job satisfaction measures
Goal 2, Action 2: Lead Teacher and Grade/Subject Level Coordinator Stipends	English learners, foster youth, and low-income students benefit from instructional leadership that understands their unique needs and can provide ongoing support to teachers. These students require coordinated, systematic approaches to instruction that address language development, cultural responsiveness, and differentiated support strategies.	Lead teachers and coordinators provide specialized instructional leadership focused on supporting unduplicated student populations. These positions ensure consistent implementation of best practices for English learners, foster youth, and low-income students across grade levels and subject areas, providing mentoring and support for teachers serving these populations.	Academic achievement outcomes for unduplicated student groups Consistency of instructional practices supporting unduplicated students Teacher collaboration and support systems effectiveness Student engagement and success measures for unduplicated populations
Goal 2, Action 3: Create Resource Library	Teachers serving English learners, foster youth, and low-income students need access to specialized resources, including materials on standards-based grading, classroom management strategies for diverse populations, instructional equity practices, trauma-informed teaching, and culturally responsive pedagogy.	A curated resource library provides teachers with research-based materials and tools specifically focused on supporting unduplicated student success. This includes resources on equity practices, language development strategies, and differentiated instruction techniques that have proven effective for English learners, foster youth, and low-income students.	Teacher utilization of resource library materials Implementation of equity-focused instructional practices Academic achievement outcomes for unduplicated student groups Teacher confidence in supporting diverse student populations
Goal 3, Action 1: Provide Professional Development Opportunities for Staff (Academic Achievement)	Teachers need specialized training in instructional strategies that specifically address the academic achievement gaps experienced by English learners, foster youth, and low-income students. Current data shows these groups performing below grade level expectations and needing targeted instructional approaches.	Professional development focused on closing achievement gaps provides teachers with evidence-based strategies for accelerating learning for unduplicated students. This includes training in intensive intervention strategies, language development across content areas, and culturally responsive teaching methods that have proven effective for these populations.	CAASPP outcomes for unduplicated student groups (targets: English learners 33.8 points above standard in ELA, 16.7 points above standard in Math) NWEA MAP Growth measures for unduplicated students Reduction in achievement gaps between student groups Teacher implementation of targeted instructional strategies
Goal 3, Action 2: Provide Teachers with Grade-Level/Subject Level Planning Days	English learners, foster youth, and low-income students need carefully planned, standards-aligned instruction that incorporates language development strategies, cultural responsiveness, and differentiated approaches. Teachers need dedicated time to collaborate and plan instruction that specifically addresses the needs of these populations.	Planning days provide teachers with dedicated time to develop lessons and assessments that specifically support unduplicated students' success with state standards. This includes planning for language development, cultural connections, and differentiated instruction strategies that help these students access grade-level content.	Quality and alignment of lesson plans for unduplicated student support CAASPP and NWEA outcomes for English learners, foster youth, and low-income students Teacher collaboration effectiveness in planning for diverse learners Student engagement and success with standards-based instruction

Goal 3, Action 4: Teacher on Special Assignment - Literacy Coordinator	English learners, foster youth, and low-income students often enter school with limited literacy experiences and need intensive, coordinated literacy support. Current NWEA data shows English learners at 42% reading proficiency and socio-economically disadvantaged students at 53% proficiency, indicating significant need for specialized literacy intervention and coordination.	A dedicated Literacy Coordinator provides specialized leadership in developing and implementing literacy interventions specifically designed for unduplicated students. This includes coordinating early intervention programs, supporting teachers in implementing effective literacy strategies for English learners, and ensuring data-driven decision making for literacy support.	NWEA Reading MAP Growth measures: English learners (baseline: 42%, target: 52%), socio-economically disadvantaged (baseline: 53%, target: 63%), students with disabilities (baseline: 39%, target: 56%) CAASPP ELA outcomes for unduplicated student groups Early literacy assessment results for K-2 unduplicated students Literacy intervention program effectiveness data
Goal 3, Action 12: Maintain Two Additional Math Positions	English learners, foster youth, and low-income students demonstrate significant achievement gaps in mathematics, with current CAASPP data showing Hispanic students 1.5 points below standard and students with disabilities 40.3 points below standard. These students need intensive, specialized math instruction with smaller class sizes and additional support.	Additional math teachers enable smaller class sizes and more individualized instruction specifically for unduplicated students who need intensive math support. These positions allow for differentiated instruction, language support in mathematics, and targeted intervention for students who have experienced educational gaps or disruptions.	CAASPP Math outcomes: Hispanic students (target: 4.5 points above standard), students with disabilities (target: reduce gap to 30 points below standard) NWEA Math MAP Growth measures for unduplicated student groups (target: 6% increase by Fall 2027) Math class size and student-teacher ratios Student engagement and confidence in mathematics
Goal 4, Action 3: Offer Literacy Opportunities for Families Using LEXIA Software Program	Families of English learners, foster youth, and low-income students often lack access to educational technology and literacy support resources at home. English learner families particularly need opportunities to support their children's literacy development while potentially improving their own English language skills.	The LEXIA software program provides families with access to literacy learning tools that can be used at home to support both student and family literacy development. This is particularly valuable for English learner families who can use upper-level LEXIA programs designed for more mature language learners while supporting their children's literacy growth.	Family participation rates in LEXIA program by student groups Student literacy achievement outcomes correlated with family program participation Family engagement in supporting children's literacy development English learner family language development and confidence
Goal 4, Action 4: Provide Live, Online Translation for Parents	English learner families face significant language barriers that prevent meaningful participation in their children's education, including attending parent-teacher conferences, understanding school communications, and participating in school decision-making processes. These barriers limit family engagement and can negatively impact student outcomes.	Live, online translation services remove language barriers for English learner families, enabling real-time communication during conferences, meetings, and school events. This ensures that language differences do not prevent meaningful family engagement and allows English learner families to fully participate in their children's educational experience.	English learner family participation rates in school events and conferences Parent satisfaction with communication and translation services DELAC participation rates (baseline: 23 parents, current: 35 parents, target: 40 parents) Student academic outcomes correlated with increased family engagement
Goal 4, Action 11: Student with Disabilities Clerk	Families of students with disabilities, many of whom are also English learners, foster youth, or from low-income backgrounds, need specialized support in navigating special education processes, accessing services, and understanding their rights and options. These families often face complex systems and may need additional advocacy and communication support.	A dedicated clerk provides specialized support for families of students with disabilities, facilitating communication between families and staff, ensuring access to appropriate services, and helping families navigate special education processes. This position is particularly important for unduplicated student families who may face additional barriers to accessing services.	Family satisfaction with special education communication and support Timeliness and effectiveness of special education services Family participation in IEP and 504 plan processes Student outcomes for students with disabilities from unduplicated populations

Goal 5, Action 5: Continue with Implementation of "Mind Up" Program	English learners, foster youth, and low-income students often experience elevated levels of stress, trauma, and social-emotional challenges that impact their learning and school success. These students need explicit social-emotional learning support and mindfulness strategies to develop self-regulation, emotional awareness, and coping skills.	The Mind Up program from the Goldie Hawn Foundation provides research-based social-emotional learning curriculum specifically designed to help students develop mindfulness, emotional regulation, and resilience skills. This program particularly benefits unduplicated students who may experience additional stressors and trauma that impact their learning.	Student social-emotional skill development assessments Student perception of school safety and connectedness by unduplicated student groups Behavioral incident data and suspension rates for unduplicated students Academic achievement outcomes correlated with social-emotional skill development Student self-regulation and coping skills measures

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.

Goal 4, Action 3 (Offer literacy opportunities for families using LEXIA software program): This action is provided through the Extended Learning Opportunities Program (ELOP) funding rather than direct LCFF expenditures. The LEA determined that providing equivalent family literacy support services would require approximately $715,056 if implemented through LCFF funding, based on the cost of software licensing for families, dedicated staff time for family training and support, technical assistance, and ongoing program coordination. The methodology used: 5% planned percentage of improved services was calculated as the estimated service value ($715,056) divided by the LCFF Base Grant ($14,301,123) = 5%.

Goal 5, Action 6 (Continue with implementation of Mind Up Program): This action is provided through existing staff time, previously purchased materials, and integrated curriculum implementation rather than new LCFF expenditures. The LEA determined that providing equivalent social-emotional learning programming would require approximately $1,430,112 if purchased externally, based on the cost of curriculum materials, ongoing professional development, program coordination, and dedicated instructional time across all grade levels. The methodology used: 10% planned percentage of improved services was calculated as the estimated service value ($1,430,112) divided by the LCFF Base Grant ($14,301,123) = 10%.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$13,497,428.00	$1,594,380.00	11.81%	6.38%	18.19%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$2,368,560.00	$0.00	$0.00	$253,964.00	$2,622,524.00	$1,859,700.00	$762,824.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	English learner (EL), Foster Youth, Low Income	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6th-8th	2025-2026	$0	$157,080	$157,080	$0	$0	$0	$157,080	0.00%
1	2	Provide professional development opportunities for staff.	Homeless, English learner (EL), Foster Youth, Low Income	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	2025-2026	$10,000	$10,000	$20,000	$0	$0	$0	$20,000	0.00%
1	3	Web Search Filter	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$8,410	$8,410	$0	$0	$0	$8,410	0.00%
1	4	Replacement iPads		Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 3	2025-2026	$0	$76,760	$76,760	$0	$0	$0	$76,760	0.00%

1	5	Parent AI Education and Communication Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$5,000	$5,000	$10,000	$0	$0	$0	$10,000	0.00%
2	1	Provide professional development opportunities for staff.	Foster Youth, Hispanic or Latino, Homeless, Low Income	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$68,750	$68,750	$0	$0	$0	$68,750	0.00%
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Low Income, Foster Youth, English learner (EL), Homeless	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$154,675	$0	$154,675	$0	$0	$0	$154,675	0.00%
2	3	Create Resource Library	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
2	4	Provide on-site professional development using designated staff	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$33,445	$0	$33,445	$0	$0	$0	$33,445	0.00%
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$375,000	$0	$375,000	$0	$0	$0	$375,000	0.00%
3	1	Provide professional development opportunities for staff.	All, English learner (EL), Foster Youth, Homeless, Low Income	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$45,000	$45,000	$0	$0	$0	$45,000	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	2025-2026	$0	$113,425	$113,425	$0	$0	$0	$113,425	0.00%

3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Low Income, English learner (EL), Foster Youth, Homeless	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2025-2026	$0	$43,800	$43,800	$0	$0	$0	$43,800	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD)	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	$159,329	$0	$159,329	$0	$0	$0	$159,329	0.00%
3	5	Provide reading tutoring.	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$176,390	$0	$0	$0	$0	$176,390	$176,390	0.00%
3	6	Reprographics Supply and Maintenance	All, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$17,000	$0	$0	$0	$17,000	$17,000	0.00%
3	7	Instructional supplies	Low Income, All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$23,968	$0	$0	$0	$23,968	$23,968	0.00%
3	8	Purchase student agenda/planner for all 1st-8th grade students	Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$6,500	$0	$0	$0	$6,500	$6,500	0.00%
3	9	Teacher on Special Assignment - Math Coordinator	Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$157,496	$0	$157,496	$0	$0	$0	$157,496	0.00%

3	10	Hire 2 FTE Utility Teachers	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans, 4th-8th	2025-2026	$239,699	$0	$239,699	$0	$0	$0	$239,699	0.00%
3	11	Standards-based Learning Initiative	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$12,500	$2,500	$15,000	$0	$0	$0	$15,000	0.00%
3	12	Maintain two additional Math positions.	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 4th-8th	2025-2026	$283,260	$0	$283,260	$0	$0	$0	$283,260	0.00%
3	13	In School and After School STEM Club	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$10,000	$0	$0	$0	$10,000	$10,000	0.00%
3	14	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	2025-2026	$2,500	$0	$2,500	$0	$0	$0	$2,500	0.00%
3	15	World Language Before School Class	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$12,000	$8,000	$20,000	$0	$0	$0	$20,000	0.00%
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$2,500	$2,500	$0	$0	$0	$2,500	0.00%
4	2	Parent and Family "University"	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$5,000	$2,500	$7,500	$0	$0	$0	$7,500	0.00%

4	3	Offer literacy opportunities for families using LEXIA software program.	Foster Youth, Low Income, Homeless, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	$0	$0	$0	$0	$0	$0	$0	0.00%
4	4	Provide live, online translation for parents.	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2025-2026	$0	$8,500	$8,500	$0	$0	$0	$8,500	0.00%
4	5	Continued use of the Parent Square communication system.	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$6,953	$0	$0	$0	$6,953	$6,953	0.00%
4	6	Contract with Zoom	All	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2024-2025	$0	$3,680	$3,680	$0	$0	$0	$3,680	0.00%
4	7	Foothill Family Mental Health Parent Workshops	Low Income	Yes	Schoolwide	Low Income	All Schools	2024-2025	$0	$1,000	$1,000	$0	$0	$0	$1,000	0.00%
4	8	Implement Navigate360 system	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$4,653	$0	$0	$0	$4,653	$4,653	0.00%
4	9	Expand school counselor responsibilities to include serving as homeless liaison.	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	$12,469	$0	$12,469	$0	$0	$0	$12,469	0.00%
4	10	Family Outreach Opportunities	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$2,750	$7,250	$10,000	$0	$0	$0	$10,000	0.00%
4	11	Student with Disabilities Clerk	Foster Youth, English learner (EL), Student with Disabilities (SWD), Low Income, Homeless	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$75,566	$0	$75,566	$0	$0	$0	$75,566	0.00%

4	12	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$8,500	$0	$0	$0	$8,500	$8,500	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Homeless, Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$10,000	$15,000	$25,000	$0	$0	$0	$25,000	0.00%
5	2	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	English learner (EL), Homeless, Foster Youth, Low Income, Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	$0	$7,500	$7,500	$0	$0	$0	$7,500	0.00%
5	3	Maintain a full time counselor to support student wellness and belonging	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$132,621	$0	$132,621	$0	$0	$0	$132,621	0.00%
5	4	Continue to expand school libraries to include more diverse selections.	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$3,000	$3,000	$0	$0	$0	$3,000	0.00%
5	5	Continue with the implementation of the "Mind Up" Program	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$0	$0	$0	$0	$0	$0	0.00%

5	6	Equity In Education Opportunities	Foster Youth, English learner (EL), Homeless, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2025-2026	$0	$12,500	$12,500	$0	$0	$0	$12,500	0.00%
5	7	Events Honoring Student Diversity	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
5	8	Enhance School Broadcast Access	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
5	9	The Leader In Me Membership	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$2,500	$2,500	$0	$0	$0	$2,500	0.00%
5	10	Continued support of new Wellness Centers	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$3,000	$3,000	$0	$0	$0	$3,000	0.00%
5	11	Provide continued access to the Ripples Effects program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$0	$1,800	$1,800	$0	$0	$0	$1,800	0.00%
5	12	Provide access to Cook Center for Human Connection Resources at parentguidance.org	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
5	13	Increase Security Camera Visibility in Blind Spots	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$0	$35,795	$35,795	$0	$0	$0	$35,795	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,497,428.00	$1,594,380.00	11.81%	6.38%	18.19%	$2,368,560.00	0.00%	17.55%	**Total:**	$2,368,560.00
								LEA-wide Total:	
								Limited Total:	$1,167,345.00
								Schoolwide Total:	$1,201,215.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6th-8th	$157,080.00	0.00%
1	2	Provide professional development opportunities for staff.	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	$20,000.00	0.00%
1	3	Web Search Filter	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$8,410.00	0.00%
1	4	Replacement iPads	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 3	$76,760.00	0.00%
1	5	Parent AI Education and Communication Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%

2	1	Provide professional development opportunities for staff.	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	$68,750.00	0.00%
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$154,675.00	0.00%
2	3	Create Resource Library	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$5,000.00	0.00%
2	4	Provide on-site professional development using designated staff	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$33,445.00	0.00%
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$375,000.00	0.00%
3	1	Provide professional development opportunities for staff.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$45,000.00	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$113,425.00	0.00%
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	$43,800.00	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	$159,329.00	0.00%
3	5	Provide reading tutoring.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	6	Reprographics Supply and Maintenance	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	7	Instructional supplies	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	8	Purchase student agenda/planner for all 1st-8th grade students	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%

3	9	Teacher on Special Assignment - Math Coordinator	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$157,496.00	0.00%
3	10	Hire 2 FTE Utility Teachers	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans, 4th-8th	$239,699.00	0.00%
3	11	Standards-based Learning Initiative	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$15,000.00	0.00%
3	12	Maintain two additional Math positions.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 4th-8th	$283,260.00	0.00%
3	13	In School and After School STEM Club	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	14	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,500.00	0.00%
3	15	World Language Before School Class	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$20,000.00	0.00%
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,500.00	0.00%
4	2	Parent and Family "University"	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$7,500.00	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$0.00	0.00%
4	4	Provide live, online translation for parents.	Yes	Limited	English learner (EL)	All Schools	$8,500.00	0.00%
4	5	Continued use of the Parent Square communication system.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
4	6	Contract with Zoom	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	$3,680.00	0.00%
4	7	Foothill Family Mental Health Parent Workshops	Yes	Schoolwide	Low Income	All Schools	$1,000.00	0.00%

4	8	Implement Navigate360 system	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
4	9	Expand school counselor responsibilities to include serving as homeless liaison.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$12,469.00	0.00%
4	10	Family Outreach Opportunities	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
4	11	Student with Disabilities Clerk	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$75,566.00	0.00%
4	12	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$25,000.00	0.00%
5	2	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$7,500.00	0.00%
5	3	Maintain a full time counselor to support student wellness and belonging	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$132,621.00	0.00%
5	4	Continue to expand school libraries to include more diverse selections.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$3,000.00	0.00%
5	5	Continue with the implementation of the "Mind Up" Program	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
5	6	Equity In Education Opportunities	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$12,500.00	0.00%
5	7	Events Honoring Student Diversity	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$5,000.00	0.00%

5	8	Enhance School Broadcast Access	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$5,000.00	0.00%
5	9	The Leader In Me Membership	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,500.00	0.00%
5	10	Continued support of new Wellness Centers	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$3,000.00	0.00%
5	11	Provide continued access to the Ripples Effects program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,800.00	0.00%
5	12	Provide access to Cook Center for Human Connection Resources at parentguidance.org	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$25,000.00	0.00%
5	13	Increase Security Camera Visibility in Blind Spots	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$35,795.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$1,809,531.48	$1,801,242.32

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	$102,000.00	$105,200.40
1	2	Provide professional development opportunities for staff.	Yes	$20,000.00	$11,967.36
1	3	Aristotle Web Search Filter	Yes	$14,099.21	$0.00
1	4	Replacement iPads	No	$16,000.00	$1,455.61
2	1	Provide professional development opportunities for staff.	Yes	$35,000.00	$30,424.00
2	2	Lead Teacher and Grade/Subject Level	Yes	$107,793.00	$107,793.00

		Coordinator Stipends			
2	3	Create Resource Library	Yes	$2,000.00	$1,032.00
2	4	Provide on-site professional development using designated staff	No	$33,445.00	$27,000.00
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	No	$175,000.00	$175,000.00
3	1	Provide professional development opportunities for staff.	Yes	$35,000.00	$33,827.20
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	$53,922.00	$53,922.00
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	$7,200.00	$7,400.00
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	$146,636.74	$146,637.00
3	5	Provide reading tutoring.	No	$132,527.20	$141,116.00
3	6	Implement Illuminate KDS benchmarking system	Yes	$9,508.00	$6,695.00
3	7	Reprographics Supply and Maintenance	No	$19,903.00	$20,760.00
3	8	Instructional supplies	No	$16,834.00	$16,834.00
3	9	Purchase student agenda/planner for all 1st-8th grade students	No	$6,500.00	$5,107.00
3	10	Teacher on Special Assignment - Math Coordinator	Yes	$137,181.34	$135,181.34
3	11	Hire 2 FTE Utility Teachers	Yes	$203,086.97	$203,087.00
3	12	Standards-based Learning Initiative	Yes	$15,000.00	$15,959.59
3	13	Maintain two additional Math positions.	Yes	$247,175.02	$247,175.00
3	14	In School and After School STEM Club	No	$5,886.00	$5,262.72

3	15	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	$11,000.00	$11,000.00
3	16	World Language Before School Class	No	$20,000.00	$11,880.00
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	No	$2,500.00	$2,500.00
4	2	Parent and Family "University"	Yes	$5,000.00	$3,101.35
4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	$0.00	$0.00
4	4	Provide resource library for our EL/RFEP parents.	Yes	$5,697.00	$6,180.00
4	5	Continued use of the Parent Square communication system.	No	$4,450.00	$5,559.00
4	6	Contract with Zoom	Yes	$4,000.00	$3,680.00
4	8	Foothill Family Mental Health Parent Workshops	Yes	$2,000.00	$32.88
4	9	Implement Navigate360 system	No	$4,431.00	$4,965.92
4	10	Expand school counselor responsibilities to include serving as homeless liaison.	No	$12,469.00	$12,469.00
4	11	Family Outreach Opportunities	Yes	$5,000.00	$3,506.00
4	12	Student with Disabilities Clerk	Yes	$75,000.00	$25,885.00
4	13	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	$24,500.00	$23,500.00
4	14	Provide parent training through workshops and purchase of materials.	No	$6,437.00	$6,437.00
5	1	Maintain a comprehensive	Yes	$2,000.00	$1,012.68

		student attendance monitor system.			
5	2	Smart Social Program	Yes	$10,000.00	$10,000.00
5	3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	$11,900.00	$4,491.00
5	4	Maintain a full time counselor to support student wellness and belonging	Yes	$0.00	$113,995.00
5	5	Continue to expand school libraries to include more diverse selections.	Yes	$9,650.00	$4,983.54
5	6	Continue with the implementation of the "Mind Up" Program	Yes	$0.00	$0.00
5	7	Equity In Education Opportunities	Yes	$20,000.00	$18,105.78
5	8	Events Honoring Student Diversity	Yes	$7,500.00	$7,751.00
5	9	Enhance School Broadcast Access	Yes	$10,000.00	$10,015.43
5	10	The Leader In Me Membership	No	$5,000.00	$4,750.00
5	11	Continued support of new Wellness Centers	Yes	$7,500.00	$4,805.52
5	12	Provide continued access to the Ripples Effects program	No	$1,800.00	$1,800.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$1,423,475.00	$1,314,602.28	$1,350,565.00	($35,962.72)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	$102,000.00	$105,200.00	0.00%	0.00%
1	2	Provide professional development opportunities for staff.	Yes	$20,000.00	$11,967.00	0.00%	0.00%
1	3	Aristotle Web Search Filter	Yes	$14,099.21	$0.00	0.00%	0.00%
2	1	Provide professional development opportunities for staff.	Yes	$35,000.00	$30,424.00	0.00%	0.00%
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	$107,793.00	$107,793.00	0.00%	0.00%
2	3	Create Resource Library	Yes	$2,000.00	$1,032.00	0.00%	0.00%
3	1	Provide professional development opportunities for staff.	Yes	$35,000.00	$33,827.00	0.00%	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	$53,922.00	$53,922.00	0.00%	0.00%
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	$7,200.00	$7,400.00	0.00%	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	$146,636.74	$146,637.00	0.00%	0.00%
3	6	Implement Illuminate KDS benchmarking system	Yes	$9,508.00	$6,695.00	0.00%	0.00%
3	10	Teacher on Special Assignment - Math Coordinator	Yes	$137,181.34	$135,181.00	0.00%	0.00%
3	11	Hire 2 FTE Utility Teachers	Yes	$203,086.97	$203,087.00	0.00%	0.00%

3	12	Standards-based Learning Initiative	Yes	$15,000.00	$15,959.00	0.00%	0.00%
3	13	Maintain two additional Math positions.	Yes	$247,175.02	$247,175.00	0.00%	0.00%
3	15	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	$11,000.00	$11,000.00	0.00%	0.00%
4	2	Parent and Family "University"	Yes	$5,000.00	$3,101.00	0.00%	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	$0.00	$0.00	0.00%	0.00%
4	4	Provide resource library for our EL/RFEP parents.	Yes	$5,000.00	$6,180.00	0.00%	0.00%
4	6	Contract with Zoom	Yes	$4,000.00	$3,680.00	0.00%	0.00%
4	8	Foothill Family Mental Health Parent Workshops	Yes	$2,000.00	$32.00	0.00%	0.00%
4	11	Family Outreach Opportunities	Yes	$5,000.00	$3,506.00	0.00%	0.00%
4	12	Student with Disabilities Clerk	Yes	$75,000.00	$25,885.00	0.00%	0.00%
4	13	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	$0.00	$23,500.00	0.00%	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Yes	$2,000.00	$1,012.00	0.00%	0.00%
5	2	Smart Social Program	Yes	$10,000.00	$10,000.00	0.00%	0.00%
5	3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	$7,500.00	$4,491.00	0.00%	0.00%
5	4	Maintain a full time counselor to support student wellness and belonging	Yes	$0.00	$113,995.00	0.00%	0.00%
5	5	Continue to expand school libraries to include more diverse selections.	Yes	$7,500.00	$1,983.00	0.00%	0.00%

5	6	Continue with the implementation of the "Mind Up" Program	Yes	$0.00	$0.00	0.00%	0.00%
5	7	Equity In Education Opportunities	Yes	$20,000.00	$18,103.00	0.00%	0.00%
5	8	Events Honoring Student Diversity	Yes	$7,500.00	$2,978.00	0.00%	0.00%
5	9	Enhance School Broadcast Access	Yes	$10,000.00	$10,015.00	0.00%	0.00%
5	11	Continued support of new Wellness Centers	Yes	$7,500.00	$4,805.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$14,301,123.00	$1,423,475.00	5.87%	15.82%	$1,350,565.00	0.00%	9.44%	$912,411.65	6.38%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$243,964.00	$0.00	$0.00	$10,000.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$157,080.00
1	2	Provide professional development opportunities for staff.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
1	3	Web Search Filter	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,410.00
1	4	Replacement iPads	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$76,760.00
2	1	Provide professional development opportunities for staff.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$68,750.00

2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$154,675.00
2	3	Create Resource Library	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
2	4	Provide on-site professional development using designated staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$33,445.00
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$375,000.00
3	1	Provide professional development opportunities for staff.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$45,000.00
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$113,425.00
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,800.00
3	4	Teacher on Special Assignment - Literacy Coordinator	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$159,329.00
3	5	Provide reading tutoring.	$176,390.00	$0.00	$0.00	$0.00	$0.00	$0.00	$176,390.00
3	6	Reprographics Supply and Maintenance	$17,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$17,000.00
3	7	Instructional supplies	$23,968.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,968.00

3	8	Purchase student agenda/planner for all 1st-8th grade students	$6,500.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,500.00
3	9	Teacher on Special Assignment - Math Coordinator	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$157,496.00
3	10	Hire 2 FTE Utility Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$239,699.00
3	11	Standards-based Learning Initiative	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,000.00
3	12	Maintain two additional Math positions.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$283,260.00
3	13	In School and After School STEM Club	$0.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00
3	14	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,500.00
3	15	World Language Before School Class	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,500.00
4	2	Parent and Family "University"	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,500.00
4	3	Offer literacy opportunities for families using LEXIA software program.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	4	Provide live, online translation for parents.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,500.00
4	5	Continued use of	$6,953.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,953.00

		the Parent Square communication system.							
4	6	Contract with Zoom	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,680.00
4	7	Foothill Family Mental Health Parent Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,000.00
4	8	Implement Navigate360 system	$4,653.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,653.00
4	9	Expand school counselor responsibilities to include serving as homeless liaison.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,469.00
4	10	Family Outreach Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
4	11	Student with Disabilities Clerk	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$75,566.00
4	12	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	$8,500.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,500.00
5	1	Maintain a comprehensive student attendance monitor system.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
5	2	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,500.00
5	3	Maintain a full time counselor to support student wellness and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$132,621.00

		belonging							
5	4	Continue to expand school libraries to include more diverse selections.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000.00
5	5	Continue with the implementation of the "Mind Up" Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	6	Equity In Education Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,500.00
5	7	Events Honoring Student Diversity	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
5	8	Enhance School Broadcast Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
5	9	The Leader In Me Membership	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,500.00
5	10	Continued support of new Wellness Centers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000.00
5	11	Provide continued access to the Ripples Effects program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,800.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).