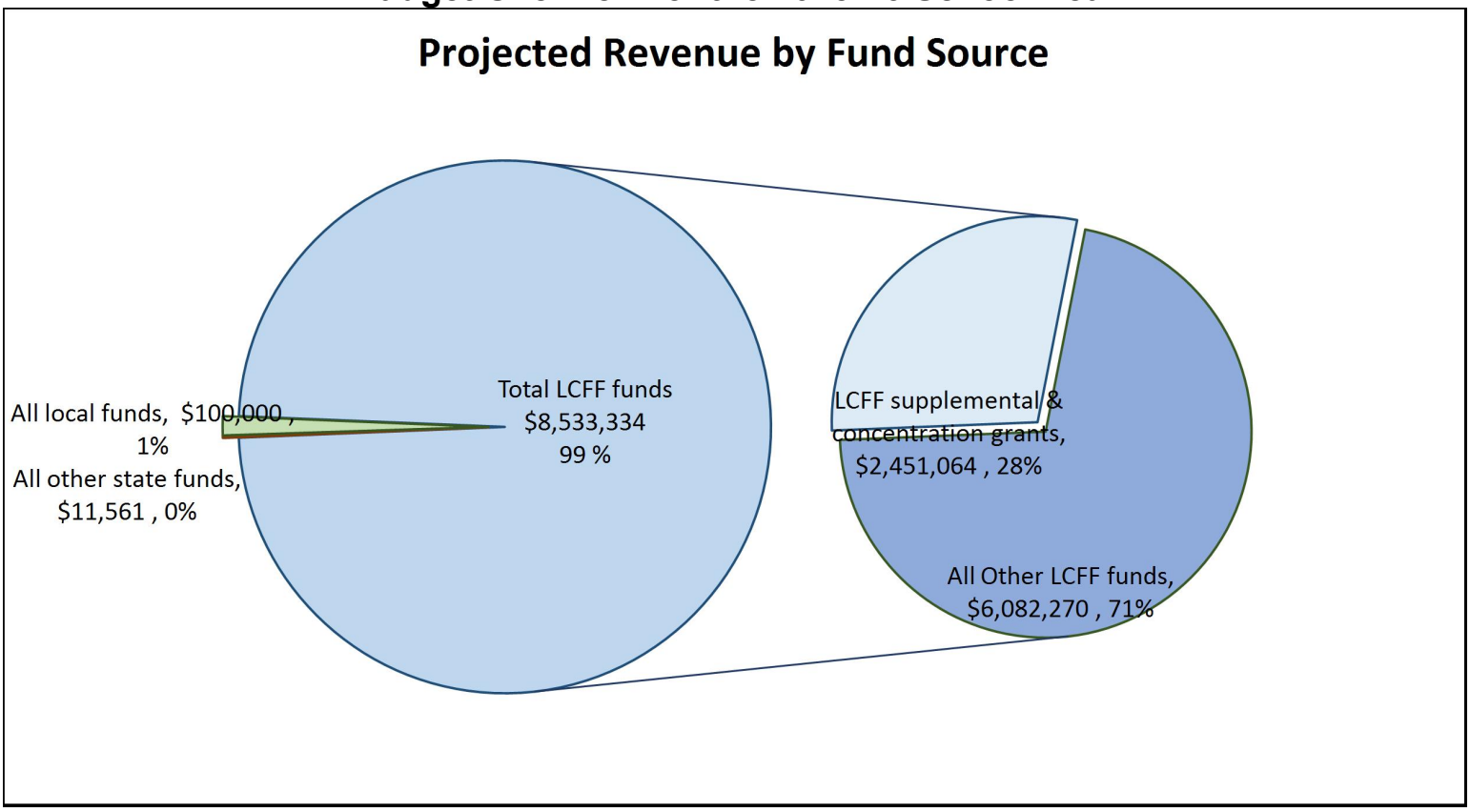
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cecil Avenue Math and Science Academy
CDS Code: 15634046009351
School Year: 2025-26
LEA contact information:
Lionel Reyna
Principal
lreyna@duesd.org
6617423779

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

Budget Overview for the 2025-26 School Year

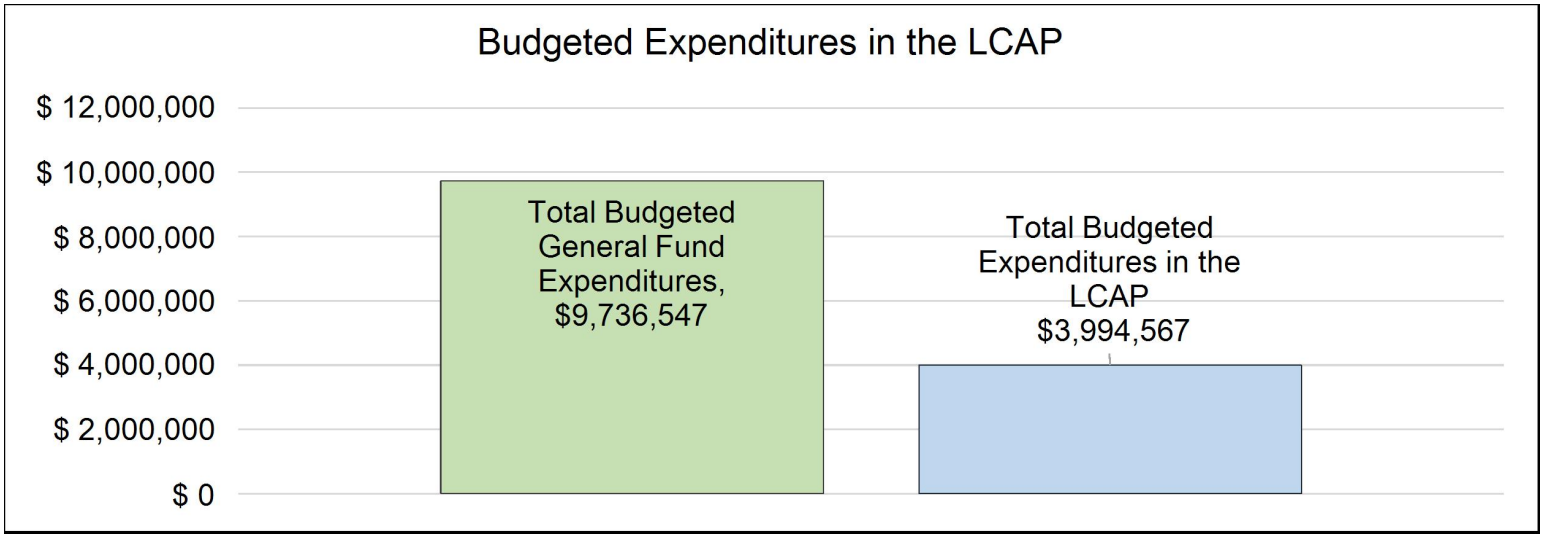


This chart shows the total general purpose revenue Cecil Avenue Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cecil Avenue Math and Science Academy is $8,644,895, of which $8,533,334 is Local Control Funding Formula (LCFF), $11,561 is other state funds, $100,000 is local funds, and $ is federal funds. Of the $8,533,334 in LCFF Funds, $2,451,064 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cecil Avenue Math and Science Academy plans to spend for 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: Cecil Avenue Math and Science Academy plans to spend $9736547 for the 2025-26 school year. Of that amount, $3,994,567 is tied to actions/services in the LCAP and $5,741,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

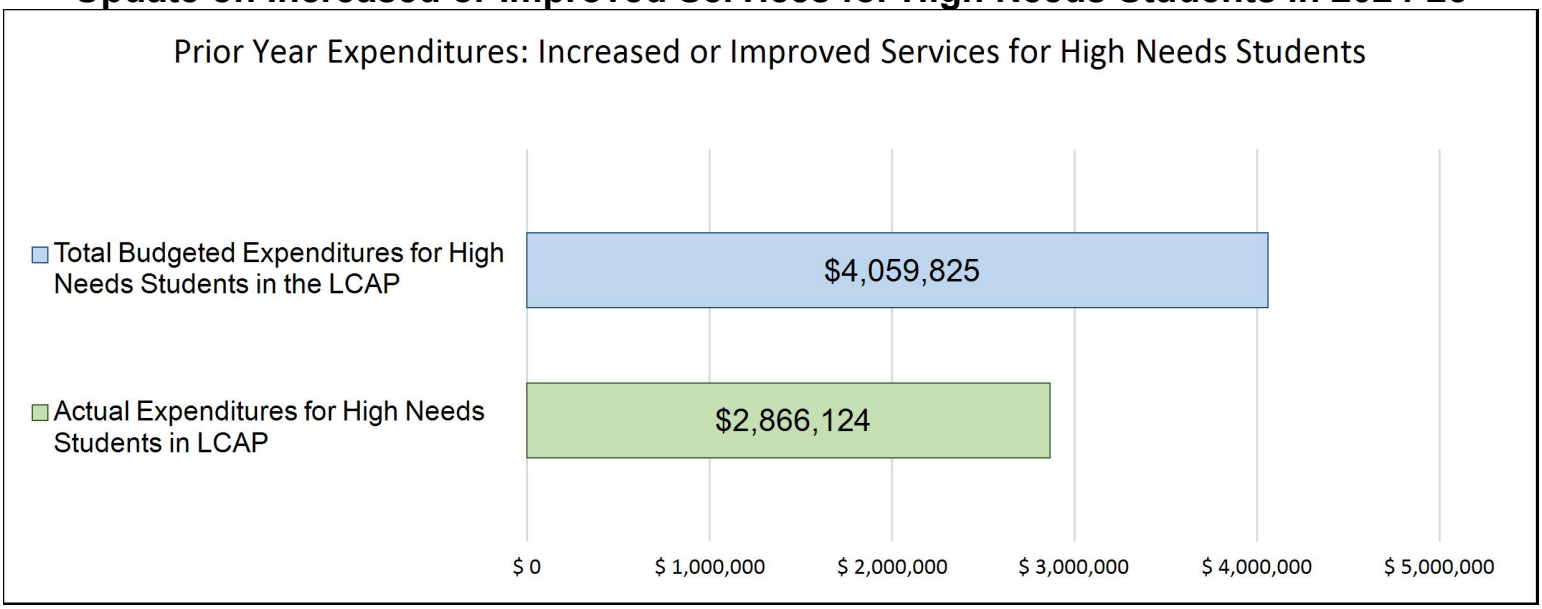
In addition to the funds that are allocated in the Local Control Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental health and social and emotional learning, after school intervention programs and opportunities for expanded learning and enrichment programs (music, art, etc.) The General Fund also supports the core academic program by providing the staff to maintain a staff to pupil ration of 24:1 in grades K-3rd. A Learning Coordinator is provided to support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated English Language Development instruction. Funds are also utilized to maintain all facilities in good repair and provide a safe learning environment for students and staff.

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

In 2025-26, Cecil Avenue Math and Science Academy is projecting it will receive $2,451,064 based on the enrollment of foster youth, English learner, and low-income students. Cecil Avenue Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cecil Avenue Math and Science Academy plans to spend $3,601,313 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 Cecil Avenue Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cecil Avenue Math and Science Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Cecil Avenue Math and Science Academy's LCAP budgeted $4,059,825.00 for planned actions to increase or improve services for high needs students. Cecil Avenue Math and Science Academy actually spent $2,866,124.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,193,701 had the following impact on Cecil Avenue Math and Science Academy's ability to increase or improve services for high needs students:

Cecil Avenue Math & Science Academy is actively addressing the academic and social-emotional needs of its students. Data from the California School Dashboard and local sources show that while most subgroups are making progress, the growth has been limited, and many students are still performing below grade level with unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3 points below standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9. Achievement gaps persist, particularly for our unduplicated subgroups in English Language Arts (ELA) and mathematics. Our English learners and low-income students continue to score lower on state assessments compared to "All Students" and fall below the state average. Given this data, it is clear that groups such as English Learners, foster youth, and McKinney-Vento students are achieving at lower levels than the overall student population. Therefore, these groups will remain a priority for interventions and close monitoring. There is a need for targeted support tailored to specific reading needs. CAMSA only had 12% of it's students test above standard while 52.42% were at or near standard. 35.56% fo CAMSA students tested below standard. Enhancing student achievement through small group instruction focused on foundational reading skills, fluency, and comprehension at their instructional levels will be crucial. To provide intensive intervention for these students, additional professional development and support from content area experts will be required to assist classroom teachers with lesson design and delivery. Additionally, unduplicated students show a high need for school connectedness with only 75% of students indicating a feeling of connectedness to school. CAMSA will offer resources to help low-income students feel more connected to school and improve overall attendance rates. Feedback from staff and parents highlights a need for additional support in Language Arts and Math, specifically through technology resources, increased access to literacy and reading materials, programs that promote college and career readiness, and interventions to mitigate

learning loss. While the actions within this LCAP are implemented schoolwide, they are designed to prioritize the needs of unduplicated students. These actions will benefit all students but are especially critical for the success of low-income students, foster youth, and English Learners, who may lack access to academic support outside of regular school hours.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 6617423779

Plan Summary [2025-26]

General Information

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

Cecil Avenue Math and Science Academy (CAMSA) offers a comprehensive educational experience to its approximately 600 students, who primarily come from Hispanic (89.9%) and Filipino (7.8%) backgrounds, with a smaller percentage of White, African-American (.006), or Black students (.003%). The school caters to 6th, 7th, and 8th-grade pupils within the Delano Union Elementary School District, located in central Delano.

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

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

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

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

Reflections: Annual Performance

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

Cecil Avenue Math and Science Academy (CAMSA) is working hard to close the learning gap and improve student achievement, especially after the COVID-19 pandemic. The school focuses on giving all students the help they need, especially those in special groups like English Learners, students with disabilities, and students without stable housing.

Academic Performance:
CAMSA is making good progress in English Language Arts (ELA), with over 61% of students meeting or passing state standards. However, math is still a challenge—only about 47% of students are meeting the standards. Students who are English Learners or from low-income families continue to face bigger challenges. To help, the school is using small group instruction, online programs like MobyMax and Khan Academy, and teaching methods that reflect students' backgrounds.

Student Engagement and Attendance:
CAMSA works to keep students engaged, and their chronic absenteeism rate is low at 12.3%. The school uses a mix of positive school climate programs and strong communication with families to help students come to school regularly.

School Climate and Behavior:
CAMSA uses Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) to keep the school environment safe and respectful. Suspension rates are low, and extra help is available for students dealing with behavioral or emotional challenges. Students take surveys to give feedback, and most say they feel safe and connected to school.

Parent and Community Engagement:
CAMSA makes an effort to involve parents through meetings, workshops, and events. Most families say they feel welcomed and informed. The school also partners with community groups to support students and families. Still, they are working on reaching families who are harder to connect with, especially those of English Learners and students with disabilities.

State Standards and Instruction:
All teachers are trained in California’s academic standards, and the school uses approved materials and technology to support learning. English Language Development (ELD) is included in all classes to help English Learners.

Goals:

Goal 1: Focuses on improving reading and math for students who need extra support, including English Learners and students with disabilities.

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

Goal 2: Aims to improve attendance, reduce suspensions, and support students' emotional well-being. The school will also help meet students' personal needs like clothing and health care.

Goal 3: Ensure all students, especially those in special groups, get access to a full education that includes science, technology, engineering, arts, and math (STEAM).

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	The school met with parents during School Site Council and English Language Advisory Committee meetings to go over state and local data. These meetings included interactive discussions that allowed parents to better understand the information and share their thoughts. Parents also completed surveys, and their feedback helped shape the goals and actions in the Local Control and Accountability Plan (LCAP), making sure their voices were part of the decision-making process.
Students	The school sent surveys to all students in grades 6-8 in the month of April. The results of the surveys and the feedback from the students created revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services.
Teachers	Teachers were able to provide input as site admin held data meetings throughout the school year and the teachers were able to provide input on areas of need. The teachers received surveys and their responses were reviewed. Their input led to refinement in the professional development to help them serve unduplicated student groups effectively.
Administration	Site administration had ongoing monthly meetings during the 2024-2025 school year to discuss the results of state and local data. The site admin team discussed changes to LCAP actions to address areas of need and to keep specific actions that have helped the school to successfully address the needs of all students, but with a specific emphasis on unduplicated subgroups..

Educational Partner(s)	Process for Engagement
Other School Personnel	The site admin met with other school personnel, such as site resource teachers, learning coordinators, academic counselors, librarians, school nurses, and other personnel, during the months of March and April. After reviewing the results of state and local data, they were provided with an opportunity to engage in a question-and-answer session. They were also provided with a survey to provide additional input.
SELPA	On December, 2024, the district consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students.
GATE Parent Advisory Committee	The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2025. The district had a very interactive discussion with parents on what they felt the LCAP could provide to their children. Based on our demographic data, most GATE students are part of an unduplicated subgroup, so they felt that the GATE students also need LCAP funds directed to improving their education and access to a very broad course of study. The parents vocalized a need to expand the program and offer a more robust program with enrichment opportunities for students. They also requested further training for GATE instructors.

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

Cecil Avenue Math and Science Academy engaged with various stakeholders in its development process, demonstrating a commitment to inclusive decision-making. Through channels such as the School Site Council, teacher leadership team meetings, interactions with fellow educators, administrators, and direct engagement with students and other personnel, the school gathered valuable insights and feedback. This collaborative effort ensured that diverse perspectives were considered, resulting in a comprehensive approach to designing and implementing initiatives. The feedback received from these groups was instrumental in shaping the school's strategies and practices, ultimately enhancing the educational experience for all stakeholders.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CAMSA's review of CAASPP, ELPAC, and local assessment data shows the need to keep improving the quality of instruction. According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3 points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9.

To address this, CAMSA is committed to keeping fully credentialed teachers and offering ongoing professional development. Data from the California School Dashboard reveals that English learners are performing in the red tier for both ELA and Math, while socioeconomically disadvantaged students fall into the orange tier, along with students with disabilities, who are slightly higher but still in the same range. Metric 4(a) also shows that English learners, socioeconomically disadvantaged students, and homeless students are performing well below grade level. This data, along with input from families and staff, helped shape this goal and its strategies. CAMSA will continue to support teachers through focused training and collaboration with academic coaches to improve teaching strategies that meet the needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1(a) – teachers in the local educational	Cecil Avenue Math & Science Academy	Cecil Avenue Math & Science		The desired outcome is 100%	.04% decrease in fully credentialed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;	currently has 3 teachers who are not fully credentialed. This indicates that 89% of teachers are appropriately assigned and fully credentialed.	Academy has 5 teachers who are not fully credentialed. This indicates that 85% of our teachers are appropriately assigned and fully credentialed for the 2024-2025 school year.		for the 2026 - 2027 school year.	teachers for the 2024-2025 school year.
1.2	Priority 1(b) – every pupil in the school district has sufficient access to the standards-aligned instructional materials;	Based on the Williams Team visits in August 2023, CAMSA received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.	Based on the Williams Team visit in August 2024, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.		The desired outcome for 2026-2027 school year is 100%	No Difference
1.3	Priority 1(c) – school facilities are maintained in good repair;	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2023, CAMSA received a rating of Exemplary 100%.	Based on the Facilities Inspection Tool from the Williams Team visit in August 2024, CAMSA received a rating of Exemplary 100%.		The desired outcome for 2026-2027 school year is Exemplary 100%.	No Difference
1.4	Priority 2(a) - the implementation of state	Cecil Avenue Math & Science Academy will continued to implement	100% of teachers at Cecil Avenue Math and Science		Desired outcome for 2026-2027 is 100% of teachers	10% increase

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELPAC, and Redesignation data.				
1.6	Priority 4(a) - statewide assessments administered pursuant to Article 4.	CAASPP Results 2023: 6th GRADE ELA: Standard Exceeded; 7.01% Standard Met: 23.57% Standard Nearly Met: 20.38% Standard Not Met: 49.04% Math: Standard Exceeded; 5.03% Standard Met: 8.81% Standard Nearly Met: 27.67% Standard Not Met: 58.49% 7th GRADE ELA: Standard Exceeded; 7.93% Standard Met: 31.72% Standard Nearly Met: 20.26% Standard Not Met: 40.09% Math:	CAASPP Results 2024: 6th GRADE ELA: Standard Exceeded; 13.53% Standard Met: 32.35% Standard Nearly Met: 27.06% Standard Not Met: 27.06% Math: Standard Exceeded; 6.36% Standard Met: 13.29% Standard Nearly Met: 30.06% Standard Not Met: 50.29% 7th GRADE ELA: Standard Exceeded; 15.58% Standard Met: 21.61% Standard Nearly Met: 25.13%		CAASPP Results 2023: 6th GRADE ELA: Standard Exceeded; 13.01% Standard Met: 26.57% Standard Nearly Met: 26.38% Standard Not Met: 43.04% Math: Standard Exceeded; 10.03% Standard Met: 13.81% Standard Nearly Met: 25.67% Standard Not Met: 50.49% 7th GRADE ELA: Standard Exceeded; 11.93% Standard Met: 25.72% Standard Nearly Met: 18.26%	6th GRADE ELA: Standard Exceeded; +6.52% Standard Met: 32.35% Standard Nearly Met: 27.06% Standard Not Met: 27.06% Math: Standard Exceeded; 6.36% Standard Met: 13.29% Standard Nearly Met: 30.06% Standard Not Met: 50.29% 7th GRADE ELA: Standard Exceeded; 15.58% Standard Met: 21.61% Standard Nearly Met: 25.13% Standard Not Met: 37.69% Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Exceeded; 4.78% Standard Met: 11.74% Standard Nearly Met: 30.87% Standard Not Met: 52.61% 8th GRADE ELA: Standard Exceeded; 9.30% Standard Met: 31.16% Standard Nearly Met: 21.40% Standard Not Met: 38.14% Math: Standard Exceeded; 12.33% Standard Met: 14.16% Standard Nearly Met: 20.09% Standard Not Met: 53.42% Socioeconomically Disadvantages: ELA: 44.7 pts below standard Math: 95.5 pts below standard English Learners	Standard Not Met: 37.69% Math: Standard Exceeded; 5.94% Standard Met: 16.34% Standard Nearly Met: 24.75% Standard Not Met: 52.97% 8th GRADE ELA: Standard Exceeded; 6.87% Standard Met: 31.33% Standard Nearly Met: 27.47% Standard Not Met: 34.33% Math: Standard Exceeded; 10.64% Standard Met: 11.91% Standard Nearly Met: 26.81% Standard Not Met: 50.64% Socioeconomically Disadvantages:		Standard Not Met: 38.09% Math: Standard Exceeded; 10.78% Standard Met: 11.74% Standard Nearly Met: 30.87% Standard Not Met: 47.61% 8th GRADE ELA: Standard Exceeded; 13.30% Standard Met: 25.16% Standard Nearly Met: 27.40% Standard Not Met: 32.14% Math: Standard Exceeded; 16.33% Standard Met: 19.16% Standard Nearly Met: 18.09% Standard Not Met: 50.42% Socioeconomically Disadvantages:	Standard Exceeded; 5.94% Standard Met: 16.34% Standard Nearly Met: 24.75% Standard Not Met: 52.97% 8th GRADE ELA: Standard Exceeded; 6.87% Standard Met: 31.33% Standard Nearly Met: 27.47% Standard Not Met: 34.33% Math: Standard Exceeded; 10.64% Standard Met: 11.91% Standard Nearly Met: 26.81% Standard Not Met: 50.64% Socioeconomically Disadvantages: ELA: 31.4 pts below standard Math: 83.1 pts below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 72.3 pts below standard Math: 121.8 points below standard SpEd ELA: 126.1 pts below standard Math: 187.6% pts below standard Foster Youth: ELA: less than 11 tested Math: less than 11 tested Hispanics: ELA: 48.1 pts below standard Math: 98.4 pts below standard ELPAC Level 4 - 25.00% Level 3 - 36.67% Level 2 - 26.67% Level 1 - 11.67%	ELA: 31.4 pts below standard Math: 83.1 pts below standard English Learners ELA: 53.8 pts below standard Math: 106.8 points below standard SpEd ELA: 126.1 pts below standard Math: 187.6% pts below standard Foster Youth: ELA: less than 11 tested Math: less than 11 tested Hispanics: ELA: 34.3 pts below standard Math: 85.9 pts below standard ELPAC Level 4 - 17.00% Level 3 - 37.00% Level 2 - 29.50% Level 1 - 16.50%		ELA: 35.7 pts below standard Math: 86.5 pts below standard English Learners ELA: 63.3 pts below standard Math: 112.8 points below standard SpEd ELA: 120.1 pts below standard Math: 181.6% pts below standard Foster Youth: ELA: Math: ELPAC Level 4 - 30.00% Level 3 - 36.67% Level 2 - 23.67% Level 1 - 11.67%	English Learners ELA: 53.8 pts below standard Math: 106.8 points below standard SpEd ELA: 126.1 pts below standard Math: 187.6% pts below standard Foster Youth: ELA: less than 11 tested Math: less than 11 tested Hispanics: ELA: 34.3 pts below standard Math: 85.9 pts below standard ELPAC Level 4 - 17.00% Level 3 - 37.00% Level 2 - 29.50% Level 1 - 16.50%
1.10	Priority 4(e) - the percentage of English	The percentage of ELs who progress toward	The percentage of ELs who progress		The desired outcome for the	Level 1 = - 8.50% Level 2 = - 7.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE – ELPAC Level 4 - 25.00% Level 3 - 36.67% Level 2 - 26.67% Level 1 - 11.67%	toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the Our current Results for 2024 are: Level 1 = 16.50% Level 2 = 29.50% Level 3 = 37.00% Level 4= 17.00 %		2026-2027 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 4 - 30% Level 3 - 40% Level 2 - 30% Level 1 - 15%	Level 3 = +10.33% Level 4 = + 5.33 %
1.11	Priority 4(f) - the English learner reclassification rate.	The ELL reclassification rate for 2023-2024 school year was 0.10 or 10.1%	The ELL reclassification rate for 2024-2025 school year is 0.05%		Desired outcome for 2026-2027 is 15%	- 10.05%
1.13						

Goal Analysis [2024-25]

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.

Action 1.1- Professional Development. This past year, CAMSA successfully provided staff with professional development focused on Common Core and intervention strategies, along with the necessary materials for effective program implementation. These trainings offered enhanced and supplementary support in key subject areas, including English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Special emphasis was placed on addressing the needs of unduplicated students to ensure equitable access to high-quality instruction.

Action 1.2 - Academic Counselor. CAMSA employed an Academic Counselor to support our students' academic needs this past year. Our counselor consistently monitored student progress across all three grade levels, met with students facing academic challenges, and held parent meetings to develop support strategies. Additionally, our counselor conducted parent workshops to inform families about available school resources and how they can help their children succeed. These services were primarily focused on supporting high-need unduplicated students.

Action 1.3 - Site Resource Teacher. Our Site Resource Teacher provided strong leadership, expertise, and support at the school site level. The teacher closely monitored the progress of English learners and acted as a key liaison for parents through active involvement in the School Site Council and other parent committees. Additionally, our Site Resource Teacher supported the full implementation and assessment of core and intervention content for grades 6–8, helping to strengthen instructional practices and student outcomes.

Action 1.4 - Learning Coordinator. This past year, our site Learning Coordinator at Cecil Avenue Math & Science Academy played a key role in supporting curriculum development, supervising instruction, and enhancing classroom delivery methods. The coordinator also led staff development focused on improving instructional practices and worked closely with the site principal to uphold high standards of excellence across all curricular areas.

Action 1.5 - Intervention Teacher. This past year, Cecil Avenue Math & Science Academy provided targeted small group instruction by funding a dedicated math intervention teacher to support students with the greatest academic needs, with priority given to unduplicated pupils. To further strengthen our effort, we added a reading intervention teacher, expanding our capacity to deliver focused, individualized support and help more students make meaningful academic progress.

Action 1.7 - 6th Grade Teacher. This past year, hiring an additional 6th-grade teacher at CAMSA proved to be highly advantageous, as it allowed for smaller class sizes that supported both academic growth and a safe, focused learning environment. With reduced class sizes, teachers provided tiered interventions during the school day, helping students more effectively understand and master the standards while receiving the individual attention they needed.

Action 1.8 - Physical Education Teacher. Our Physical Education teacher was able to address the high number of students in the obesity range and the growing need for social-emotional support. The teacher provided structured physical fitness and wellness instruction for 7th and 8th grade students, helping improve their physical health and overall well-being. In addition, the integration of daily Social Emotional Learning (SEL) curriculum supported students’ mental health and emotional development. These services, primarily focused on unduplicated students, significantly contributed to creating a healthier, more balanced learning environment.

Action 1.9 - English Learner Support. This past year, the district prioritized providing high-quality integrated and designated instruction to support our large population of English learners, including Newcomers, reclassified students, Immigrant students, Long Term English Learners, and Expanding level students. Students received targeted support based on ongoing and frequent data analysis to identify their specific language development needs. Teachers participated in continuous professional development focused on effective language acquisition strategies. Additionally, a specialized class for Newcomer students was offered to accelerate their English language development and help them adjust to the school environment more quickly and successfully.

All of the actions in this goal were fully implemented and fully staffed. CAMSA experienced success with all actions and there were no challenges in the implementation of any of these actions.

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.

At Cecil Avenue Math and Science Academy, several variances in expenditures were observed. Action 1.1 resulted in a $40,000 underspend due to fewer professional development opportunities than expected. In contrast, Action 1.2 experienced a $30,000 overexpenditure following a mid-year salary adjustment. No funds were used for Actions 1.4 and 1.9, as alternative funding sources covered those needs. Action 1.5 saw a significant overspend of $260,000 due to hiring an intervention teacher mid-year to support literacy. Similarly, Action 1.7 had a $110,000 overspend after an additional sixth-grade teacher was hired to reduce class sizes. Lastly, Action 1.8 led to a $20,000 underspend due to lower salary costs associated with hiring a new staff member in place of a more senior employee.

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

Action 1.1- Professional Development - Metrics 1.4, 1.5, 1.6 - According to the California School Dashboard, all students are currently performing 29.2 points below standard in English Language Arts (ELA), representing a 14-point improvement. In Math, students are 80.8 points below standard, reflecting a growth of 13.2 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 53.8 points below standard, an improvement of 18.5 points; socioeconomically disadvantaged (SED) students are 31.4 points below, showing a gain of 13.3 points; and Hispanic students are 34.3 points below standard, with a 13.7-point increase. In Math, the gaps remain more significant, with English learners scoring 106.8 points below standard, a 15-point gain; SED students 83.1 points below, improving by 12.4 points, and Hispanic students 85.9 points below standard, showing a 12.5 point gain.
Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must continue to enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified

Action 1.2 - Academic Counselor - Metrics 1.2, 1.4, 1.5, 1.6 - According to the California School Dashboard, all students are currently performing 29.2 points below standard in English Language Arts (ELA), representing a 14-point improvement. In Math, students are 80.8 points below standard, reflecting a growth of 13.2 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 53.8 points below standard, an improvement of 18.5 points; socioeconomically disadvantaged (SED) students are 31.4 points below, showing a gain of 13.3 points; and Hispanic students are 34.3 points below standard, with a 13.7-point increase. In Math, the gaps remain more significant, with English learners scoring 106.8 points below standard, a 15-point gain; SED students 83.1 points below, improving by 12.4 points, and Hispanic students 85.9 points below standard, showing a 12.5 point gain.
Feedback from educational partners via surveys indicates that students require additional support to access the core curriculum and achieve academic success. Intervention counselors will identify learning gaps in unduplicated students who are at risk of academic failure.

Action 1.3 - Site Resource Teacher - Metrics 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 - The Site Resource Teacher played a vital role in supporting student achievement by providing targeted academic interventions at the school site, specifically for students identified as being at risk of academic failure. They worked directly with students in grades 6–8, delivering focused instruction in core content areas and consistently monitoring progress to ensure growth. Special attention was given to English Learners, Foster Youth, and Socioeconomically Disadvantaged students to meet their individual academic needs. Beyond instructional support, the Site Resource Teacher was an active member of the school's leadership team, contributing to parent engagement activities, school events, and site committees. These services were supplemental to the district's core instructional program and aimed to close performance gaps.
According to the California School Dashboard, all students are currently performing 29.2 points below standard in English Language Arts (ELA), representing a 14-point improvement. In Math, students are 80.8 points below standard, reflecting a growth of 13.2 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 53.8 points below standard, an improvement of 18.5 points; socioeconomically disadvantaged (SED) students are 31.4 points below, showing a gain of 13.3 points; and Hispanic students are 34.3 points below standard, with a 13.7-point increase. In Math, the gaps remain more significant, with English learners scoring 106.8 points below standard, a 15-point gain; SED students 83.1 points below, improving by 12.4 points, and Hispanic students 85.9 points below standard, showing a 12.5 point gain.

Action 1.4 - Learning Coordinator - Metrics 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 - According to staff surveys, 10% of teachers reported needing better resources to support unduplicated pupils. Additionally, 20% expressed a need for more training and professional development to assist struggling students in their classrooms. Furthermore, 20% indicated a need for support in their instruction and in choosing supplemental curriculum and materials to aid unduplicated pupils. According to the California School Dashboard, all students are currently performing 29.2 points below standard in English Language Arts (ELA), representing a 14-point improvement. In Math, students are 80.8 points below standard, reflecting a growth of 13.2 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 53.8 points below standard, an improvement of 18.5 points; socioeconomically disadvantaged (SED) students are 31.4 points below, showing a gain of 13.3 points; and Hispanic students are 34.3 points below standard, with a 13.7-point increase. In Math, the gaps remain more significant, with English learners scoring 106.8 points below standard, a 15-point gain; SED students 83.1 points below, improving by 12.4 points, and Hispanic students 85.9 points below standard, showing a 12.5 point gain.

Action 1.5 - Intervention Teacher - Metrics 1.4, 1.6 - According to the California School Dashboard, all students are currently performing 29.2 points below standard in English Language Arts (ELA), representing a 14-point improvement. In Math, students are 80.8 points below standard, reflecting a growth of 13.2 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 53.8 points below standard, an improvement of 18.5 points; socioeconomically disadvantaged (SED) students are 31.4 points below, showing a gain of 13.3 points; and Hispanic students are 34.3 points below standard, with a 13.7-point increase. In Math, the gaps remain more significant, with English learners scoring 106.8 points below standard, a 15-point gain; SED students 83.1 points below, improving by 12.4 points, and Hispanic students 85.9 points below standard, showing a 12.5 point gain.

Educational partner feedback from meetings with the parents of students with exceptional needs indicates a need to provide more strategic opportunities for students to receive intervention in mathematics and english language arts. Parents highlighted the importance of equipping our intervention teachers with effective strategies and lessons to offer appropriate support to these students. This feedback underscores the

necessity of targeted interventions to ensure all students, particularly those with exceptional needs, achieve their full potential in mathematics and english language arts.

Action 1.7 - 6th Grade Teacher - Metrics 1.2, 1.5, 1.6 - According to the California School Dashboard, all students are currently performing 29.2 points below standard in English Language Arts (ELA), representing a 14-point improvement. In Math, students are 80.8 points below standard, reflecting a growth of 13.2 points. While these gains are encouraging, unduplicated student groups continue to face notable academic challenges. In ELA, English learners are performing 53.8 points below standard, an improvement of 18.5 points; socioeconomically disadvantaged (SED) students are 31.4 points below, showing a gain of 13.3 points; and Hispanic students are 34.3 points below standard, with a 13.7-point increase. In Math, the gaps remain more significant, with English learners scoring 106.8 points below standard, a 15-point gain; SED students 83.1 points below, improving by 12.4 points, and Hispanic students 85.9 points below standard, showing a 12.5 point gain.

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

Action 1.8 - Physical Education Teacher - Metrics 1.2, 1.5 - According to the California Healthy Kids Survey, 50% of middle school students reported being teased about their body appearance. Implementing physical fitness instruction in middle school will educate and motivate students to adopt a healthy, active lifestyle, positively impacting their mental health. Unduplicated students often lack access to gyms or sports teams after school due to program costs. Cecil Avenue Math & Science Academy is implementing targeted interventions to address these critical issues. Recognizing the impact of physical health on overall well-being and academic performance, the academy will introduce specialized programs focused on promoting healthy lifestyles and physical fitness. Concurrently, the school will enhance its social-emotional learning (SEL) initiatives to support students' mental and emotional health, fostering resilience, positive relationships, and self-awareness. By addressing both physical and emotional health, the academy aims to create a holistic and supportive environment that empowers students to thrive academically and personally.

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

Action 1.9 - English Learner Support - Metrics 1.2, 1.4, 1.5, 1.6, 1.10, 1.11 - This marks an improvement because Cecil Avenue Math & Science Academy has taken intentional steps to address serious concerns revealed by the California Healthy Kids Survey, where 50% of middle school students reported being teased about their body appearance. In response, the school introduced physical fitness instruction to promote healthy, active lifestyles, especially for unduplicated students who often lack access to extracurricular fitness opportunities. These efforts not only support physical health but also contribute to better mental and emotional well-being. Coupled with strengthened social-emotional learning (SEL) programs, CAMSA is fostering a more supportive and inclusive school climate. Parent feedback confirms this positive shift, with 90% stating that the school provides a safe and healthy environment, and many expressing strong support for continuing and expanding these initiatives.

Action 1.10 - Long Term English Learner - This is a new action, its effectiveness will be evaluated next year.

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

Cecil Avenue Math and Science Academy plans to adjust funding allocations based on current year expenditures and staffing needs. For Action 1.1, the school intends to reduce funding by $25,000 due to lower-than-expected professional development expenses. In contrast, funding for Action 1.4 will increase as the school will now fully fund the Learning Coordinator position, which was previously supported by an alternative source. Additionally, the school will increase funding for Action 1.5. This action is being supported by LREBG funds. A total of $327,195 has been added to support targeted Intervention in the upper grades for unduplicated pupils. Action 1.7 will maintain the additional sixth-grade teacher supporting class size reduction efforts. These adjustments reflect the school's commitment to sustaining effective instructional support and addressing student needs. CAMSA will be adding an action to this goal. Action 1.10 will be added to ensure that Long Term English Learners are supported in their academic journey and that they are provided the appropriate interventions and language acquisition support to ensure that they are successful scholars. The School has added a metric for ELPI for Long Term English Learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	CAMSA will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development. CAMSA will provide staff development in the area of English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students. Priority 1,2,4 Roadmap Principles 2 (B,D, F)	$37,188.00	Yes
1.2	Academic Counselor	CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor	$171,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed. Services will be principally directed to high need unduplicated students. Roadmap Principles 1 (C, D)		
1.3	Site Resource Teacher	CAMSA will employ a Site Resource Teacher to provide leadership, expertise, and support at the school site level. The site resource teacher will monitor the progress of English learners and will serve as a liaison for parents through their involvement in School Site Council and other parent committees. They will also assist with the full implementation and assessment of specific core and intervention content in grades 6-8. Roadmap Principles 2 (B,D)	$35,473.00	Yes
1.4	Learning Coordinator	Instructional support - Learning Coordinator Our site Learning Coordinator here at Cecil Avenue Math & Science Academy will assist in curriculum development, supervision of instruction, classroom delivery methods, and related curricular staff development. The Learning Coordinator will assist the site principal with achieving and maintaining standards of excellence within all curricular areas. A. Conducts demonstration lessons in instructional strategies and the use of appropriate instructional materials. B. Provides staff development regarding lesson design and curriculum that is aligned to the California standards. C. Conducts classroom visitations and provides support to the principal. D. Meets regularly with site and district administrators to review assessment data and assess outcomes established for grade levels and departments. E. Assists teachers in preparing, mapping and pacing for instruction.	$132,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
		F. May assist site and grade levels with setting goals for advancement of instruction. G. Works with support staff to build a consistent intervention model. H. Will serve as a resource in identifying appropriate instructional strategies and interventions to advance student achievement. I. May participate in grade level and/or department level meeting Priority 1, Roadmap Principal 3 (B,D)		
1.5	Intervention Teacher/HIT Tutors	In an effort to provide small group instruction for students in high need of academic intervention, Cecil Avenue Math & Science Academy will fund a reading and math intervention teacher and HIT Tutors to work with small groups of students with high needs. Priority will be given to unduplicated pupils. Partially funded by learning recovery.	$471,366.00	Yes
1.7	6th Grade Teacher	In a continued effort to mitigate learning loss and reduce class sizes in grade 6, CAMSA will employ 2 additional 6th grade teachers to help students understand and master the common core standards in smaller group sizes to provide tiered interventions during the school day. Priority will be given to unduplicated students. Roadmap Principles 2 (B, D)	$239,526.00	Yes
1.8	Physical Education Teacher	Due to the high number of students in the obesity range based on local assessment data and a need for Social-Emotional Support, CAMSA will employ a Physical Education teacher. The teacher will provide physical fitness and wellness instruction to address student's physical health and well being in grades 7 and 8. The teacher will also provide daily Social Emotional Learning curriculum as part of the instruction to focus on the student's mental health. Services will be principally directed to unduplicated students. Roadmap Principles 2 (B, D)	$110,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	English Learner Support	With nearly half of the student population classified as English learners, the district placed top priority on offering high quality integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English learners. In addition, the district will offer a specialized class for newcomer students to accelerate language acquisition. Priority 2,4 EL Roadmap Principle 2 (A,B,&F) and Principle 4 (C)	$10,000.00	Yes
1.10	Long Term English Learners	Cecil Avenue Math and Science Academy will support Long Term English Learners by having our Site Resource Teacher work closely with site administration and teachers to ensure that LTELs are receiving the appropriate language acquisition support to ensure a successful academic journey. Our Site Resource Teacher will monitor LTELs closely and identify deficits and provide training to the teachers on how to address the deficits.	$10,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Drawing from analyses encompassing the Multi-Tier Systems of Support for positive behavioral interventions, disciplinary measures, attendance records, and vice principal observations, it is evident that there persists a pressing necessity to foster an inclusive, stimulating, and secure educational environment for all learners. Particular attention will be directed towards subgroups requiring heightened assistance. Examination of data from sources such as CALPADS, the SIS platform, the CA Healthy Kids Survey, the California School Dashboard, and local surveys underscores the imperative for additional measures aimed at enhancing student connectedness and engagement. Notably, current statistics reveal an overall attendance rate of 96.45%, with a chronic absenteeism rate of 6.41%. The institution remains steadfast in its commitment to actively encourage students to prioritize attendance and actively engage in their educational journey. Due to the climate school survey taken by our student body in the 2024-2025 school year, approximately 70% of students have a sense of safety and school connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5(a) - school attendance rates as measured by local data from SIS platform.	Attendance rate is 95.4%	Attendance rate for the 2024-2025 school year is 96.52%		Desired outcome for 2026-2027 is 97.5% attendance rate.	+1.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 5(b) - chronic absenteeism rates as measured by local data from SIS platform.	The chronic absenteeism rate is 14%	The chronic absenteeism rate for the 2024-2025 school year is 5%		Desired outcome for 2026-2027 is 5% absentee rate.	-9%
2.3	Priority 5(c) - middle school dropout rates as measured by CALPADS EOY report.	Middle school dropout rate is 0 students.	Middle school dropout rate is 0 students.		Desired outcome for 2026-2027 is to maintain the rate at 0%.	No Change
2.6	Priority 6(a) - pupil suspensions measured by local data from SIS platform rates.	34 students have were suspended in 2023-2024.	9 students have were suspended in 2024-2025.		Desired outcome for 2026-2027 is 0 suspensions.	-25 students
2.7	Priority 6(b) - pupil expulsion rates as measured by local data from SIS platform.	2 students have been expelled in 2023 - 2024.	0 students have been expelled in 2024 - 2025.		Desired outcome for 2026-2027 is 0.	No Change
2.8	Priority 6(c) - other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.	Due to the climate school survey taken by our student body in the 2024-2025 school year, approximately 70% of students have a sense of safety and school connectedness.		Desired outcome for 2026-2027 is 80%	+4%

Goal Analysis [2024-25]

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.

Action 2.1 Health Services - the school nurse supported student health and safety while also serving as a liaison between school sites. The nurse provided training for parents and staff in areas such as EpiPen use, chronic disease management, HIV/AIDS education for students, and CPR/AED usage. Additionally, the nurse continued to train all staff and administrators in CPR and first aid.

Action 2.3 - Vice Principal - The Vice Principal continued to lead the implementation of MTSS by training staff and promoting student safety. The vice principal also provided ongoing support to teachers to enhance instructional practices and student outcomes.

Action 2.4 - Campus Security - The campus security officer played a key role in promoting student safety and visibility, assisted new duty aides, and helped maintain security on campus and in surrounding areas. The campus supervisor also supported home visits and after-school activities, contributing to a safe and supportive school environment.

Action 2.5 - Positive School Climate - Cecil Avenue Math and Science Academy supported a positive school culture by organizing culture-building activities for students, staff, and parents. These included assemblies, rallies, parent nights, and other events aimed at strengthening the school-home connection.

Action 2.6 - Parent Involvement - Cecil Avenue continued to hold informative meetings for parents and students, addressing important topics such as gang awareness, drug prevention, behavior, bullying, and effective communication.

Action 2.7 - Behavior Intervention Instructor - The academic behavior intervention staff effectively supported students in redirecting inappropriate behavior and provided valuable assistance to school staff in implementing MTSS strategies.

Action 2.8 - MTSS Materials - Cecil Avenue Math and Science Academy actively worked to create a positive learning environment by supporting activities that promoted a positive school climate. Additional events and initiatives were also implemented to help build a strong and inclusive school culture.

Action 2.9 - School Safety - The Director of Safety supported Cecil Avenue Math and Science Academy by ensuring the continued employment of the site resource officer, who assisted with home visits and strengthening the connection between parents and the school.

Action 2.10 - Academic and Incentive Field Trips - Cecil Avenue Math and Science Academy used academic and incentive field trips to improve attendance and encourage positive student behavior. Throughout the year, the school successfully offered multiple field trip opportunities for students.

Action 2.11 - Additional Student Supports - Cecil Avenue Math and Science Academy provided support to unduplicated students by ensuring they had access to necessary personal care items.

Action 2.12 - Mental Health and Social Emotional Learning - Cecil Avenue Math and Science Academy effectively utilized a school social worker to assist students in managing home life challenges, social pressures, and academic stresses. The social worker also facilitated group sessions to help students cope with various personal issues.

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.

Cecil Avenue Math and Science Academy experienced a range of expenditure variances across several actions. For Action 2.3, the school underspent due to the assigned staff member earning less than anticipated. In Action 2.4, there was an over-expenditure of $40,000 resulting from the addition of an extra security staff member after the school year began. Action 2.5 also saw an underspending of $40,000, attributed to fewer activities held throughout the year. No funds were expended for Action 2.6, as related activities were covered by another funding source. Action 2.7 experienced a significant over-expenditure of $130,000 due to the hiring of an additional staff member after the start of the year. Similarly, no funds were used for Action 2.8, as activities were limited and funded by an alternative source. For Action 2.9, the school overspent by $10,000 due to an increased purchase of supplies over the year. Action 2.10 resulted in underspending, with only half of the allocated funds used due to the number of field trips and incentives offered. Finally, no funds were utilized for Action 2.12, as the school social worker was supported through a different funding source.

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

Goal 2 at Cecil Avenue Math and Science Academy varied based on implementation and funding.

Action 2.1 Health Services - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - CAMSA has seen an increase in unduplicated students with medical needs requiring frequent monitoring and support. Staff require training to effectively address and identify these needs. Additionally, parents need assistance in monitoring their children's healthcare requirements throughout the school day to ensure they can fully participate in their educational experience. According to the California School Dashboard, the chronic absentee rate at CAMSA is 6%, more than double the pre-pandemic rate. It is crucial for CAMSA to identify health-related barriers contributing to this increase in chronic absenteeism.

According to feedback from Educational Partners, parents emphasized the district's need to offer health-related services tailored to their children's specific needs. Staff also underscored the necessity of improving health services and providing training for teachers to better identify health-related issues in the classroom.

Action 2.3 - Vice Principal - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - Chronic absenteeism at CAMSA has decreased by 6%, reflecting improved student attendance and engagement. This reduction suggests that more students are consistently attending school, which supports better academic outcomes and a stronger school community. Similarly, the suspension rate has dropped by 4.25%, with the current rate at just 1.25%. This decline indicates a more positive and supportive school environment, where behavioral issues are being addressed effectively through preventive measures and restorative practices. Together, these improvements demonstrate CAMSA’s commitment to fostering a safe, inclusive, and engaging learning environment for all students.
Educational partner surveys indicate that both parents and staff prioritize student safety. A significant 90% of parents express satisfaction with the school's provision of a safe and secure learning environment. This reflects the school's responsiveness to past feedback, particularly regarding the deployment of our vice principal and the support of School Resource Officers (SROs).

Action 2.4 - Campus Security - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - According to discussions and surveys from educational partner meetings, school safety is a top priority. 90% of our educational partners want a secure campus and a positive learning environment. Currently, Chronic absenteeism at CAMSA has decreased by 6%, reflecting improved student attendance and engagement. This reduction suggests that more students are consistently attending school, which supports better academic outcomes and a stronger school community. Similarly, the suspension rate has dropped by 4.25%, with the current rate at just 1.25%. This decline indicates a more positive and supportive school environment, where behavioral issues are being addressed effectively through preventive measures and restorative practices. Together, these improvements demonstrate CAMSA's commitment to fostering a safe, inclusive, and engaging learning environment for all students.

Action 2.5 - Positive School Climate - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - Chronic absenteeism at CAMSA has decreased by 6%, reflecting improved student attendance and engagement. This reduction suggests that more students are consistently attending school, which supports better academic outcomes and a stronger school community. Similarly, the suspension rate has dropped by 4.25%, with the current rate at just 1.25%. This decline indicates a more positive and supportive school environment, where behavioral issues are being addressed effectively through preventive measures and restorative practices. Together, these improvements demonstrate CAMSA's commitment to fostering a safe, inclusive, and engaging learning environment for all students.

Action 2.6 - Parent Involvement - Metric #: 2.8 - Cecil Avenue Math and Science Academy had approximately 5% of parents engaged in school events. This participation rate highlights the importance of fostering stronger partnerships between the school and parents to enhance student success and overall school community involvement.

Discussions with educational partners highlighted the necessity to boost parent involvement, particularly among unduplicated pupils. They have expressed a desire for more opportunities to engage, such as Family Math Nights and student events, across all schools.

Action 2.7 - Behavior Intervention Instructor -Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - Unduplicated Students benefited from a tailored curriculum addressing behavioral challenges effectively. In addition to a specialized curriculum, they will receive individualized support from the school's Academic Behavior Intervention instructor. These services aim to identify and address specific behaviors and triggers that may arise in the classroom environment. This approach ensures that students receive the targeted support they need to succeed academically and socially. CAMSA suspension rate declined by 4.25%, with the current rate at just 1.25%

Educational partners have emphasized the need to address challenging student behavior, as both staff and parents have raised concerns. This class will focus on Tier 2 behavior interventions for students who have not responded successfully to the school's MTSS program efforts.

Action 2.8 - MTSS Materials - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 The 2025 School Climate Survey reveals key perceptions from students, staff, and families regarding safety, engagement, relationships, and school support systems. Among students, over 60% reported feeling safe at school. Reports of bullying were most common in middle school, with approximately 30% of students indicating they had witnessed or experienced verbal bullying. Staff responses showed that over 80% felt supported by colleagues, but more than 40% expressed concern about inconsistent discipline practices. Families reported high levels of satisfaction with school communication, with around 85% saying they feel welcomed on campus; however, 25% wanted better communication in their preferred language. Across all groups, there was a

consistent call for increased access to mental health resources and improved engagement strategies, especially at the secondary level. These findings highlight both the strengths in community relationships and critical areas for growth, guiding future efforts to build a safer, more inclusive, and supportive school environment. This was also evident in the number of suspensions issued in the prior year, seeing a 4.13% reduction.

Action 2.9 - School Safety - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - According to discussions and surveys from educational partner meetings, school safety is a top priority. Partners want a secure campus and a positive learning environment. Currently, CAMSA's chronic absenteeism rate is 6%, and its suspension rate is 1.25%

Action 2.10 - Academic and Incentive Field Trips - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - CAMSA connected classroom learning to real-world applications to deepen their understanding, enhancing their critical thinking, and fostering motivation. By seeing the relevance of their lessons in practical scenarios, students are provided with more engaging education and better prepared them for future challenges. This approach equips them with the skills needed to navigate real-life situations effectively, promoting a lifelong love for learning and empowering them as adaptable problem-solvers. Students also need exposure to the different career paths available through high level education.

According to surveys from educational partnerships, over 90% of students and staff expressed a desire to maintain the current level of activities and incentives. These elements are crucial for keeping students motivated and enthusiastic about their learning.

Action 2.11 - Additional Student Supports - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - was effective in meeting students' health and personal care needs throughout the year. The current chronic absenteeism rate stands at 6%. Staff have identified that many students miss school due to lacking essential items such as appropriate clothing, shoes, and hygiene products. This initiative will ensure that all unduplicated pupils receive the necessary items to fully participate in their academic experience. Feedback from educational partners has highlighted the ongoing need to provide these resources for students. Additionally, staff surveys emphasize the importance of removing any barriers that prevent students from attending school regularly.

Discussions with educational partners underscore the importance of continuing to provide these resources for students. Staff surveys highlight the necessity of removing barriers that prevent students from attending school regularly.

Action 2.12 - Mental Health and Social Emotional Learning - Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 - Was an effective action due to addressing approximately 150 students who reached out to our school social worker for guidance and social-emotional support. This highlights the crucial role of the social worker in providing assistance to students in need, addressing their emotional well-being, and helping them navigate various challenges they may face during their academic journey.

Educational partners have conveyed that parents strongly advocate for their children to receive mental health support at home. Parents have emphasized the importance of students learning how to express their feelings as an integral part of their educational experience.

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

Cecil Avenue Math and Science Academy plans several funding adjustments for the upcoming school year based on past expenditures and evolving campus needs. Funding for Action 2.4 will increase by $225,000 to hire an additional campus supervisor, enhancing campus safety and student engagement. For Action 2.5, funding will be reduced by $35,000 due to fewer anticipated activities based on prior year spending. Action 2.6 will see a reduction of $2,000, reflecting the fact that no funds were utilized in the previous year. To strengthen behavioral support, Action 2.7 will receive a $130,000 increase to fund an additional academic behavior intervention teacher. Lastly, funding for Action 2.10 will be reduced by $50,000, based on the number and cost of activities conducted this past 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
2.1	Health Services	CAMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and any other areas that need professional development. The nurses will be trained by the Director of Health Services who will ensure that services are principally directed to unduplicated pupils. Priority 5 EL Roadmap Principle 3 (B)	$93,753.00	Yes
2.3	Vice Principal	CAMSA will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students. Additional duties will include providing additional services such as	$160,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased connection and outreach to families of unduplicated students. The vice principal will serve as a parent liaison and will monitor attendance and discipline to ensure that students feel connected to school. Priority 5, 6 Roadmap Principles 1 (C, D)		
2.4	Campus Security	The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas. Additional duties include participation in-home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils. Priority 6 Roadmap Principles 1 (C, D)	$177,974.00	Yes
2.5	Positive School Climate	CAMSA will promote a positive school culture by providing culture-building activities for students, staff, and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Services will be principally directed and special focus will be placed on recruiting unduplicated pupils and their parents. Priority 6 Roadmap Principles 1 (C, D)	$20,000.00	Yes
2.6	Parent Involvement	CAMSA will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Services will be principally directed with special focus placed on recruiting unduplicated pupils and parents. Priority 5, 6 Roadmap Principles 1 (C, D	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Behavior Intervention Instructor	CAMSA will employ and train 2 intervention teachers to support MTSS and provide the Tier 2 behavior intervention. Services will be principally directed for unduplicated pupils. Priority 5 6 Roadmap Principles 1 (C)	$336,748.00	Yes
2.8	MTSS Materials	CAMSA will make every effort to create a positive learning environment and will support activities that promote a positive school climate. The school will also offer activities that promote a positive culture for staff, students and parents to ensure connectedness to school. This will be an effort to reduce chronic absentee rates and increase attendance. Services will be principally directed to unduplicated pupils. Priority 6 Roadmap Principle 1 (D	$4,500.00	Yes
2.9	School Safety	The Director of safety will work with school and district administrators and SROs to ensure that the district safety policies are successfully implemented and that all campuses monitor and implement their comprehensive safe school plants. The Director will monitor unduplicated subgroups of students to ensure that they have a safe and secure learning environment during school and are connected to community outreach services outside of the school.this action is provided as an LEA wide basis because all students will benefit from a safe and secure learning environment, positive discipline, and resources to feel connected to school Priority 5, 6 Roadmap Principles 1 (C, D)	$15,000.00	Yes
2.10	Academic and Incentive Field Trips	CAMSA will focus on increasing attendance rates and improve positive behavior. The school will provide academic and incentive field trips for all students with special focus on unduplicated students.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 5, 6 Roadmap Principles 1 (C), 2 (C)		
2.11	Additional Student Supports	CAMSA will support unduplicated pupils that demonstrate a need for personal care items. The school will take care of clothing, health needs, dental and eye wear for unduplicated students in high need. Priority 5, 6 Roadmap Principles 1 (C, D)	$2,000.00	Yes
2.12	Mental Health and Social Emotional Learning	CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success. The social worker will prioritize services to unduplicated pupils. Roadmap Principles 1 (C, D)	$10,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In response to stakeholder feedback, there is a recognized imperative to enhance students' exposure to and engagement with STEAM experiences and enrichment activities. The initiatives outlined within this objective aim to furnish students with hands-on learning encounters, ensuring that all pupils, particularly those from underserved backgrounds, have equal access to STEAM opportunities both within and beyond the traditional school hours. By expanding access to Visual and Performing Arts as well as STEM courses, fostering parental involvement, providing extended-hour programs, implementing AVID strategies, and continuously monitoring progress metrics, we anticipate a marked enhancement in instructional quality, thereby facilitating broader access to diverse academic pathways and fostering heightened levels of parental engagement. Current local data: The recent STAR Assessment results show that a significant portion of our students are performing below grade level in both reading and math. In reading, 41% of students are on or above grade level, 16% are near grade level, and 43% are below or far below grade level. Similarly, in math, 40% of students are on or above grade level, 18% are near grade level, and 43% are below or far below grade level. These results indicate a pressing need for targeted interventions and support in literacy, numeracy, and STEAM education to help more students reach grade-level proficiency and build the critical thinking and problem-solving skills essential for the future. Additionally, the California Healthy Kids Survey revealed that 62% of students reported having a negative self-image, highlighting the need for social-emotional support programs that foster confidence, well-being, and a positive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3(a) - the efforts the school district makes	Based on sign in sheets, CAMSA had a	Based on sign in sheets for the 2024-2025 school		Desired outcome for 2026-2027 is a continued effort to	-5%

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and services developed and provided to individuals with exceptional needs as measured by program enrollment data	have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records	students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records		Evidenced through class schedules and program attendance records.	
3.7	Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as	Current local data: All Students STAR Reading - On/Above Grade Level : 21% Near Grade Level: 18% Below Grade Level: 21% Far Below Grade Level: 40% STAR Math On/Above Grade Level: 30% Near Grade Level: 15% Below Grade Level: 22% Far Below Grade Level: 33%	Current local data: All Students STAR Reading On/Above Grade Level : 41% Near Grade Level: 16% Below Grade Level: 20% Far Below Grade Level: 23% STAR Math On/Above Grade Level: 40% Near Grade Level: 18% Below Grade Level: 21%		Desired outcome for 2026-2027: All Students STAR Reading On/Above Grade Level : 30% Near Grade Level: 30% Below Grade Level: 15% Far Below Grade Level: 25% STAR Math On/Above Grade Level: 40% Near Grade Level: 20%	STAR Reading On/Above Grade Level : +20% Near Grade Level: -2% Below Grade Level: -1% Far Below Grade Level: +17% STAR Math On/Above Grade Level: No Change Near Grade Level: +3% Below Grade Level: -1% Far Below Grade Level: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Healthy Kids Survey: Percentage of students who reported negative self image: 62%	Far Below Grade Level: 22% CA Healthy Kids Survey: Percentage of students who reported negative self image: 62%		Below Grade Level: 20% Far Below Grade Level: 20% CA Healthy Kids Survey: Percentage of students who reported negative self image: 50%	CA Healthy Kids Survey: Percentage of students who reported negative self image: 62%

Goal Analysis [2024-25]

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.

Cecil Avenue Math and Science Academy launched several projects under Action 3 to give all students a more balanced, engaging, and fair education. These projects were designed to help students learn better, involve their families in the learning process, and build skills they'll need in the 21st century.

Action 3.1: Visual Performing Arts - Mrs. Perry-Reed led the school's band program, where students had the chance to learn how to play musical instruments. These classes helped students improve their musical abilities, express themselves creatively, and build confidence through performance. Students also learned valuable life skills like discipline, teamwork, and focus.

Action 3.2: Family Engagement - The school organized special events like Math Night, Literacy Night, and Technology Night. These fun and educational events gave families helpful tips and tools to support their children's schoolwork at home. Parents got to work alongside their kids and better understand what they're learning in class.

Action 3.3: Resource Clerk/Librarian - Staff members like the resource clerk and librarian worked hard to keep parents involved in school life. They planned opportunities for parents to participate in school activities before, during, and after school. This helped parents feel more connected and made the school feel more like a supportive community.

Action 3.4: AVID Instruction/Elective Course - Students received strong, evidence-based lessons in core subjects and were also able to choose from a variety of electives. These courses helped students explore different interests while preparing them for success in high school, college, and future careers. Lessons focused on important skills like problem-solving, teamwork, and communication.

Action 3.5: Technology (Software) - The school introduced new learning software to classrooms. These digital tools helped teachers create more exciting and interactive lessons that kept students interested and made it easier to understand difficult concepts.

Action 3.6: Technology equipment/ Infrastructure - To make classrooms more high-tech and effective, the school bought new equipment like computers, tablets, and smart boards. This technology helped teachers explain lessons more clearly and allowed students to learn using up-to-date tools.

Action 3.7: STEAM Instruction - Teachers received training and supplies to help them teach science in more exciting ways. The school focused on NGSS (Next Generation Science Standards) and expanded its STEAM program, which includes Science, Technology, Engineering, Arts, and Math. These programs encouraged students to think creatively and explore real-world problems.

Action 3.8: Science Education - SCICON - Sixth-grade students got the chance to participate in outdoor science learning experiences. This was especially important for students from underrepresented groups, like English learners or those from low-income families. Being outdoors gave students a hands-on way to explore science beyond the classroom.

Action 3.9: Gifted and Talented Education - The Gifted and Talented Education (GATE) program was expanded so that more students could qualify and participate. The school made sure that all students, no matter their background, had a fair chance to join and benefit from advanced learning opportunities.

Action 3.10: Biology - Eighth-grade students had the opportunity to take a high school-level biology class. This class included interesting lessons, lab experiments, and extra materials to help students succeed. It helped prepare them for future science classes and gave them a head start on high school academics.

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.

Cecil Avenue Math and Science Academy made several adjustments to its budgeted expenditures based on perceived needs. Action 3.2 was significantly underutilized, with only $500 spent out of the $13,000 allocated, due to a lack of planned activities. Action 3.4 saw an over-expenditure of $10,000, primarily due to underestimating the costs associated with the AVID program for the school year. For Action 3.5, no funding was utilized as other sources covered the program’s needs. Action 3.6 was underutilized, despite budgeting for more, although the school did spend $30,000 on technology and infrastructure improvements. Action 3.7 experienced an overspend of approximately $30,000 due to underestimating the costs associated with the STEAM program. Finally, Action 3.9 only saw $1,000 spent out of the $15,000 allocated, as there were limited activities for GATE students during the year.

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

Cecil Avenue Math and Science Academy carried out several initiatives under Action 3 to provide students with a more well-rounded, engaging, and equitable education. These actions aimed to enhance student learning, increase family involvement, and build modern-day skills necessary for success.

Action 3.1: Visual Performing Arts - Metric #: 3.4, 3.5, 3.6, 3.7 - Surveys and discussions with educational partners have highlighted the need to offer visual and performing arts opportunities for unduplicated pupils. Parents have expressed that they cannot afford private lessons or purchase instruments for their children. Consequently, most unduplicated pupils lack opportunities to engage in visual and performing arts outside of school hours. The implementation of visual and performing arts opportunities at CAMSA has proven effective, as evidenced by the high number of band members who participated in the program. This strong turnout demonstrates that when access barriers, such as the cost of private lessons or purchasing instruments, are removed, unduplicated students are eager to engage in the arts. Surveys and conversations with educational partners confirmed that families, particularly those of unduplicated pupils, often cannot afford extracurricular arts opportunities. By providing these programs during school hours and at no cost, CAMSA successfully met a critical need, allowing more students to explore and develop their artistic talents while enriching the overall school experience.

Action 3.2: Family Engagement - Metric #: 3.1, 3.2, 3.3 - CAMSA strengthened family engagement by offering a range of opportunities for parents to participate in their child's education. Events such as Math Nights, Literacy Nights, Latino Family Literacy sessions, Education Nights, and Technology sessions allowed families to engage meaningfully with their child's learning and gain valuable knowledge about academic resources and strategies. Special efforts were made to include parents of unduplicated pupils, ensuring equitable access to all events. These initiatives helped build strong home-school partnerships and created a collaborative learning environment that supports student success and fosters a sense of community.

Action 3.3: Resource Clerk/Librarian - Metric #: 3.1, 3.2, 3.3 - This was effective due to addressing the needs of unduplicated pupils by actively encouraging and prioritizing the involvement of their parents in the educational experience. CAMSA's parent liaison focused on recruiting parents of unduplicated students to participate in engagement activities, ensuring they had access to meaningful opportunities to support their child's learning. While the efforts specifically targeted unduplicated families, the activities were offered LEA-wide, allowing all parents to benefit from enhanced engagement and stronger connections with the school.

Action 3.4: AVID Instruction/Elective Course - Metric #: 3.4, 3.5, 3.6, 3.7 - This was effective due to CAMSA supporting unduplicated pupils by offering a variety of elective classes designed to provide both enrichment and intervention opportunities. These electives allowed middle school students to explore their interests, build new skills, and engage in meaningful learning experiences that support personal and academic growth. At the same time, targeted intervention classes offered additional support to students who needed extra help, ensuring equitable access to academic resources. By providing a wide range of electives, CAMSA created an inclusive environment that meets the diverse needs of its students and helps them thrive both in and out of the classroom.

Action 3.5: Technology (Software) - Metric #: 3.1 - Technology - Unduplicated pupils gained access to technology programs to enrich their academic experience. These programs equipped students with the resources needed to meet the state's rigorous academic standards and provide tools to address gaps not covered by the adopted curriculum. Since unduplicated pupils may lack access to technology programs at home, it is crucial to offer these resources through school platforms and devices, enabling them to access their lessons remotely. Educational partner feedback suggests that survey results highlight the importance of maintaining the school's commitment to providing each

student with their own device. An overwhelming 94% of parents affirm that the school currently ensures adequate access to technology for students and should uphold this provision going forward.

Action 3.6: Technology equipment/ Infrastructure - Metric #: 3.1 - Based on educational partner feedback, Up-to-date classroom technology was crucial for enhancing learning experiences and preparing Unduplicated Pupils for the modern world. It enabled educators to create dynamic, interactive lessons tailored to diverse learning styles and interests. Personalized learning becomes accessible, fostering collaboration, critical thinking, and problem-solving skills. Moreover, modern technology helped in facilitating global connections, opening doors to a wealth of resources and expertise. Ultimately, it empowers educators to cultivate immersive learning environments that inspire curiosity, creativity, and lifelong learning among students.

Action 3.7: STEAM Instruction - Metric #: 3.4, 3.5, 3.6, 3.7 - CAMSA responded to the need for 21st-century learning by expanding access to STEAM instruction for unduplicated pupils. CAASPP test scores highlighted the urgency, with only 12.88% of all students, 12.5% of low-income students, and 0% of both English Learners and foster youth meeting or exceeding standards on the CAST assessment. In response to feedback from educational partners, CAMSA enhanced its STEAM offerings by increasing hands-on, project-based learning opportunities. These efforts aimed to strengthen student engagement, build critical thinking skills, and ensure that all students—especially those in unduplicated groups—have the tools and experiences needed to succeed in STEAM fields.

Action 3.8: Science Education - SCICON - Metric #:3.4, 3.5, 3.6, 3.7 - Scicon is highly valued for its role in enhancing students' understanding and appreciation of science and nature through immersive outdoor education. Educational partners emphasize the significant impact of Scicon in fostering curiosity, scientific inquiry, and environmental stewardship among students. They highlight the program's effectiveness in complementing classroom learning with hands-on experiences that promote deeper engagement and learning outcomes. As such, there is strong consensus among educational partners to continue offering this enriching experience to our 6th grade students. Discussions with educational partners have underscored the importance of maintaining the opportunity for our 6th grade students to attend Scicon.

Action 3.9: Gifted and Talented Education - Metric #: 3.4, 3.5, 3.6, 3.7 - CAMSA addressed the need for 21st-century learning by enhancing STEAM instruction specifically for unduplicated pupils. CAST assessment results revealed significant gaps, with only 12.88% of all students, 12.5% of low-income students, and none of the English Learners or foster youth meeting or exceeding standards. Informed by input from educational partners, the school expanded hands-on, project-based STEAM experiences to boost engagement and support skill development. These improvements ensured that unduplicated students had greater access to high-quality STEAM opportunities, equipping them with the knowledge and skills necessary for future academic and career success.

Action 3.10: Biology - Metric #: 3.4, 3.5, 3.6, 3.7 - Was very effective. CAMSA expanded its STEAM instruction to better support unduplicated pupils and prepare them for 21st-century learning. CAST assessment data showed a clear need, with only 12.88% of all students, 12.5% of low-income students, and 0% of English Learners and foster youth meeting or exceeding standards. In response to educational partner input, CAMSA introduced more hands-on, project-based STEAM learning experiences designed to increase student engagement and build essential skills. These efforts provided unduplicated students with greater access to meaningful STEAM opportunities, helping them develop the critical thinking and problem-solving abilities needed for long-term academic and professional success.

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

Due to the lack of activities aimed at strengthening family involvement, Cecil Avenue Math and Science Academy plans to reduce funding for Action 3.2 by $11,000. The school will try maximize the new budgeted figure. Additionally, the school will reduce funding for Action 3.6 because the budget allocated for this year was higher than necessary. Finally, Action 3.9 will see a reduction of $13,000 based on the actual expenditures for the 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
3.1	Visual/Performing Arts	CAMSA will provide a well-rounded education and opportunities for students to experience the arts. The school will continue to fund a music teacher to promote the arts and expand participation in current programs to all students. The teacher will offer instruction and support in the following areas; music, visual and performing arts, and band. Priority 7 Roadmap Principles 1 (C), 2 (C, D)	$201,000.00	Yes
3.2	Family Engagement	CAMSA will enhance family engagement by offering opportunities such as Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology sessions, with special efforts to include parents of unduplicated pupils. Priority 3 Roadmap Principles 1 (C, D)	$6,000.00	Yes
3.3	Resource Clerk/Librarian	CAMSA will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. Special efforts will be made to involve parents of unduplicated pupils. Priority 3	$183,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C, D)		
3.4	AVID Instruction/Elective Course	CAMSA will provide students the opportunities to have AVID instruction to prepare them for 21st Century learning. The school will provide training for teachers in AVID strategies, will provide all necessary materials and supplies as needed. The school will also provide elective courses for all students. Electives will include a plethora of subjects to provide students with a well-rounded educational experience. Special focus will be placed on unduplicated pupils. Priority 7 EL Roadmap Principle 4(C)	$130,000.00	Yes
3.5	Technology (Software)	CAMSA will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs. Priority 7 Roadmap Principles 1 (C), 3 (B)	$7,500.00	Yes
3.6	Technology equipment/ Infrastructure	CAMSA will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs. Priority 7 Roadmap Principles 1 (C), 3 (B)	$1,232,639.00	Yes
3.7	STEAM Instruction	CAMSA will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS will continue to promote the development and	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair. Services will be principally directed and special focus will be placed on sites with greatest needs based on unduplicated pupil counts. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)		
3.8	Science Education - SCICON	CAMSA will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program. Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)	$30,000.00	Yes
3.9	Gifted and Talented Education	CAMSA will enhance and expand student opportunities in GATE activities. The school is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The school has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the schools demographics, the majority of students participating in the GATE program are unduplicated Pupils. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)	$8,000.00	Yes
3.10	Biology	CAMSA will offer students an opportunity to receive high school level biology instruction through its comprehensive educational program. CAMSA will ensure students have access to engaging lessons, hands-on experiments, and supplementary materials. Through this initiative, CAMSA aims to equip students with the knowledge and skills necessary for success in biology and beyond. Priority 7	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C, D), 2 (D), 3 (D)		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,451,064	$305,098

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
40.299%	18.877%	$1,113,900.83	59.176%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3	This initiative will offer professional development and training opportunities for all staff to continue enhancing their instructional practices. Throughout the school year, professional development will focus on helping teachers meet the needs of unduplicated pupils and students with exceptional needs. Implemented on an LEA-wide basis, this action ensures that all students benefit from having teachers who are well-trained in effective teaching practices.	Metric #: 1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9. Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must continue to enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified. **Scope:** Schoolwide		
1.2	**Action:** Academic Counselor **Need:** According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3 points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9.	Academic counselors will be able to identify the unduplicated pupils who are at risk of failing academically. Having an academic counselor provides early, personalized guidance to help with ensuring students build a strong academic foundation while exploring their interests. They will continue to offer vital emotional and psychological support during their middle school years helping students manage stress, social challenges, and personal issues.	Metric #: 1.2, 1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from educational partners via surveys indicates that students require additional support to access the core curriculum and achieve academic success. Intervention counselors will identify learning gaps in unduplicated students who are at risk of academic failure. **Scope:** Schoolwide		
1.3	**Action:** Site Resource Teacher **Need:** According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3 points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9. Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they	The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades 6-8. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners, Foster Youth, and students who are Socioeconomically Disadvantaged. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program.	Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified. Teachers will be in need for ongoing professional development and specialized training to stay current with educational strategies and best practices. Continued access to diverse instructional resources and up-to-date technology is for enhancing teaching and learning experiences. A need for continued administrative support to handle logistics, clear communication with school leadership, and structured time for collaboration and planning with other educators. Managing a reasonable caseload, having dedicated space for instruction, and fostering a safe, inclusive environment are essential for effective student support. **Scope:** Schoolwide		
1.4	**Action:** Learning Coordinator **Need:** According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3	The learning coordinator will offer professional development, training, data analysis, and guidance to support all teachers, ensuring that unduplicated pupils receive the best learning opportunities. This initiative is implemented LEA-wide, benefiting all students by equipping teachers with strategies and assistance in lesson planning and design. Additionally, all students will gain from the data analysis used to identify areas of deficit, enabling teachers to target their instruction effectively.	Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9. Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified. According to staff surveys, 10% of teachers reported needing better resources to support unduplicated pupils. Additionally, 20% expressed a need for more training and professional development to assist struggling students in their classrooms. Furthermore, 20% indicated a need for support in their instruction and in choosing supplemental curriculum and materials to aid unduplicated pupils. **Scope:** Schoolwide		
1.5	**Action:** Intervention Teacher/HIT Tutors **Need:**	The intervention teacher plays a crucial role in supporting students by providing targeted instruction to address specific learning gaps and challenges. They will use diagnostic assessments	Metric #: 1.4, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students at Cecil Avenue Math and Science Academy scored 94 points below standard in math, as reported by the California School Dashboard. The breakdown by subgroups shows that English learners scored 121.8 points below the standard, Hispanic students scored 98.4 points below the standard, Foster youth scored 75.9 points below standard, and socioeconomically disadvantaged students scored 95.5 points below the standard. Students at Cecil Avenue Math and Science Academy scored 44 points below standard in ELA, as reported by the California School Dashboard. The breakdown by subgroups shows that English learners scored 72.3 points below the standard, Hispanic students scored 48.1 points below the standard, and the Socioeconomically disadvantaged scored 44.7 points below standard. LREBG funds will be utilized to support this action. A total of $327,195 LREBG carry over funds were directed to support this action. This action will be measured by metrics 1.4 and 1.6. This action is aligned with EC 32526 (2)(A) Identifies pupils in the greatest need of learning recovery supports and the interventions that the LEA has selected to address those pupils' needs pursuant to paragraph (2) of subdivision (c). **Scope:** Schoolwide	to identify areas where students struggle and develop personalized lesson plans to build foundational skills and confidence. Through small group sessions and one-on-one tutoring, the intervention teacher employs various teaching strategies and manipulatives to make complex concepts more accessible. They continuously monitor student progress, adjust instructional approaches as needed, and collaborate with classroom teachers to ensure consistency and reinforcement of academic skills. By fostering a supportive and engaging learning environment, the intervention teacher helps students improve their performance, gain self-assurance, and achieve academic success in mathematics and english language arts. Priority will be given to unduplicated pupils, including English learners, foster youth, and students from low-income families, ensuring that those with the greatest need receive focused, personalized instruction. By prioritizing these students, the academy seeks to bridge educational gaps, enhance math proficiency, and promote equitable learning opportunities for all.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** 6th Grade Teacher **Need:** According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3 points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9. Based on input from educational partners, survey responses highlighted the need for class size reduction. Parent surveys indicated this need across all grade levels. The district will prioritize grade span adjustments for students with high concentrations of unduplicated pupils. **Scope:** Schoolwide	This action will provide smaller class sizes in the 6th grade, which will provide better student to teacher ratios so that teachers can provide more individualized interventions. Grade span adjustment will be targeted in 6th grade classes with high populations of unduplicated subgroups. These actions are being provided on an LEA-wide basis because all students will benefit from smaller class sizes in the 6th grade and receive targeted intervention and differentiated instruction during the school day.	Metric #: 1.2, 1.5,1.6
1.8	**Action:** Physical Education Teacher **Need:** According to the California Healthy Kids Survey, 50% of middle school students reported being teased about their body appearance. Implementing physical fitness	This action will address the needs of unduplicated pupils because they will be educated on the importance of leading a healthy and active lifestyle. This will provide smaller class sizes in the upper grades, which will provide better student to teacher ratios so that teachers can provide more individualized interventions. Grade span adjustment will be targeted in the upper grade	Metric #: 1.2, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instruction in middle school will educate and motivate students to adopt a healthy, active lifestyle, positively impacting their mental health. Unduplicated students often lack access to gyms or sports teams after school due to program costs. Cecil Avenue Math & Science Academy is implementing targeted interventions to address these critical issues. Recognizing the impact of physical health on overall well-being and academic performance, the academy will introduce specialized programs focused on promoting healthy lifestyles and physical fitness. Concurrently, the school will enhance its social-emotional learning (SEL) initiatives to support students' mental and emotional health, fostering resilience, positive relationships, and self-awareness. By addressing both physical and emotional health, the academy aims to create a holistic and supportive environment that empowers students to thrive academically and personally. Educational partner surveys reveal that 90% of parents believe CAMSA provides a safe and healthy environment for their children. Parents appreciate the efforts made by the school to foster a secure and nurturing atmosphere. They recognize the importance of physical activity in promoting overall well-being and strongly support the continuation and enhancement of programs that keep students active. By maintaining and possibly expanding these initiatives, parents hope to ensure that their children not only excel academically but also develop lifelong habits that contribute to a	classes with high populations of unduplicated subgroups. These actions are being provided on an LEA-wide basis because all students will benefit from smaller class sizes in the upper grades and receive targeted intervention and differentiated instruction during the school day.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	healthy lifestyle. This commitment to student wellness is seen as a vital component of CAMSA's mission, contributing to both the physical and mental health of the students. **Scope:** Schoolwide		
2.1	**Action:** Health Services **Need:** CAMSA has seen an increase in unduplicated students with medical needs requiring frequent monitoring and support. Staff require training to effectively address and identify these needs. Additionally, parents need assistance in monitoring their children's healthcare requirements throughout the school day to ensure they can fully participate in their educational experience. According to the California School Dashboard, the chronic absentee rate at CAMSA is 6%, more than double the pre-pandemic rate. It is crucial for CAMSA to identify health-related barriers contributing to this increase in chronic absenteeism. According to feedback from Educational Partners, parents emphasized the district's need to offer health-related services tailored to their children's specific needs. Staff also underscored the necessity of improving health services and providing training for teachers to	CAMSA will have a nurse or health assistant on site to provide necessary medical care during the school day. They will help with administering medication, checking glucose levels, and monitoring students' dietary and medical needs. This service is offered LEA-wide, as 90% of our student population is unduplicated.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	better identify health-related issues in the classroom. **Scope:** Schoolwide		
2.3	**Action:** Vice Principal **Need:** CAMSA's chronic absenteeism rate is 6%, and its suspension rate is 1.25%. Educational partner surveys indicate that both parents and staff prioritize student safety. A significant 90% of parents express satisfaction with the school's provision of a safe and secure learning environment. This reflects the school's responsiveness to past feedback, particularly regarding the deployment of our vice principal and the support of School Resource Officers (SROs). **Scope:** Schoolwide	The CAMSA Vice Principal will lead the attendance task force, focusing on unduplicated subgroup students. The subgroups in the orange category on the California School Dashboard include English learners, Hispanic, homeless students, and students with disabilities. This LEA-wide action is necessary because 90% of our student population is unduplicated.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8
2.4	**Action:** Campus Security **Need:** According to discussions and surveys from educational partner meetings, school safety is a top priority. 90% of our educational partners want a secure campus and a positive learning	A safe and secure learning environment is essential for unduplicated pupils to reach their maximum academic potential. By providing this support on an LEA-wide basis, we address the needs of our student population, 90% of whom are unduplicated. Ensuring a positive and secure atmosphere allows all students to focus on their education and achieve their best.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environment. Currently, CAMSA's chronic absenteeism rate is 6%, and its suspension rate is 1.25% **Scope:** Schoolwide		
2.5	**Action:** Positive School Climate **Need:** Discussions and surveys from educational partner meetings highlight that maintaining a positive school culture is crucial for academic success. Educational partners emphasize the need for CAMSA to provide a safe and supportive learning environment. Currently, CAMSA's chronic absenteeism rate is 6%, and the suspension rate is 1.25%, indicating areas for improvement to foster a more positive school culture. **Scope:** Schoolwide	Creating a positive learning environment is essential to help unduplicated pupils achieve their fullest academic potential. By implementing this initiative across the LEA, we ensure that 90% of our student body, who are unduplicated, receive the necessary support and resources. A positive atmosphere fosters engagement, confidence, and a sense of belonging, which are crucial factors in enabling students to excel academically. This inclusive approach aims to address the diverse needs of our student population and provide them with equal opportunities to thrive in their educational journey.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8
2.6	**Action:** Parent Involvement **Need:** Cecil Avenue Math and Science Academy only had approximately 5% of parents engaging in school events. This low participation rate highlights the importance of fostering stronger partnerships between the school and parents	Increased parental involvement enriches the learning environment for all students by fostering stronger home-school partnerships. When parents actively participate in school activities and decision-making, it enhances student success through additional academic support, reinforcement of positive behaviors, and a sense of belonging. By implementing parental involvement initiatives schoolwide, every student, regardless of background, gains equal access to	Metric #: 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to enhance student success and overall school community involvement. Discussions with educational partners highlighted the necessity to boost parent involvement, particularly among unduplicated pupils. They have expressed a desire for more opportunities to engage, such as Family Math Nights and student events, across all schools. **Scope:** Schoolwide	the benefits of parental engagement, ensuring that all students receive the necessary support to thrive academically, socially, and emotionally. This inclusive approach contributes to a more equitable educational experience for everyone.	
2.7	**Action:** Behavior Intervention Instructor **Need:** Unduplicated Students will benefit from a tailored curriculum designed to address behavioral challenges effectively. In addition to a specialized curriculum, they will receive individualized support from the school's Academic Behavior Intervention instructor. These services aim to identify and address specific behaviors and triggers that may arise in the classroom environment. This approach ensures that students receive the targeted support they need to succeed academically and socially. Educational partners have emphasized the need to address challenging student behavior, as both staff and parents have raised concerns. This class will focus on Tier 2 behavior interventions for students who have	The CAMSA Academic Behavior Intervention teacher will support site administration in addressing behavior challenges in an attempt to redirect decision-making and provide Tier 2 behavior intervention. These services aim to identify and address specific behaviors and triggers that may arise in the classroom environment. This approach ensures that students receive the targeted support they need to succeed academically and socially.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not responded successfully to the school's MTSS program efforts. **Scope:** Schoolwide		
2.8	**Action:** MTSS Materials **Need:** The 2025 School Climate Survey reveals key perceptions from students, staff, and families regarding safety, engagement, relationships, and school support systems. Among students, over 60% reported feeling safe at school. Reports of bullying were most common in middle school, with approximately 30% of students indicating they had witnessed or experienced verbal bullying. Staff responses showed that over 80% felt supported by colleagues, but more than 40% expressed concern about inconsistent discipline practices. Families reported high levels of satisfaction with school communication, with around 85% saying they feel welcomed on campus; however, 25% wanted better communication in their preferred language. Across all groups, there was a consistent call for increased access to mental health resources and improved engagement strategies, especially at the secondary level. These findings highlight both the strengths in community relationships and critical areas for growth, guiding future efforts to build a safer,	CAMSA's commitment to fostering a positive learning environment and supporting activities that promote a positive school climate will yield numerous benefits for both the school and its students. By offering activities aimed at enhancing staff, student, and parent engagement, CAMSA fosters a sense of belonging and connectedness to the school community. This inclusive approach not only cultivates a supportive atmosphere but also works to reduce chronic absenteeism rates and increase overall attendance. Moreover, with services primarily directed towards unduplicated pupils, such initiatives ensure equitable access to resources and support, addressing the unique needs of these students and promoting their academic success and well-being within the school community.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	more inclusive, and supportive school environment. Per educational partner meeting discussions and surveys, maintaining a positive school culture is an essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment. **Scope:** Schoolwide		
2.9	**Action:** School Safety **Need:** According to discussions and surveys from educational partner meetings, school safety is a top priority. Partners want a secure campus and a positive learning environment. Currently, CAMSA's chronic absenteeism rate is 6%, and its suspension rate is 1.25% **Scope:** Schoolwide	Collaborating with the City of Delano and the Delano Police Department to retain a School Resource Officer (SRO) will greatly benefit CAMS and its school community. The presence of an SRO ensures a safe and secure learning environment by providing immediate assistance and support to students, staff, and parents in various situations. Additionally, the SRO will deliver essential training on school safety protocols and related topics, equipping the school community with the knowledge and skills needed to respond effectively to emergencies. This partnership reinforces CAMS' commitment to prioritizing the well-being and safety of its students and staff, fostering a conducive environment for teaching and learning.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8
2.10	**Action:** Academic and Incentive Field Trips **Need:**	CAMSA's focus on increasing attendance rates and improving positive behavior brings numerous advantages. By prioritizing attendance, the school ensures that students have consistent access to education, promoting academic success.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students must connect classroom learning to real-world applications to deepen their understanding, enhance critical thinking, and foster motivation. By seeing the relevance of their lessons in practical scenarios, students are more engaged in their education and better prepared for future challenges. This approach equips them with the skills needed to navigate real-life situations effectively, promoting a lifelong love for learning and empowering them as adaptable problem-solvers. Students also need exposure to the different career paths available through high level education. According to surveys from educational partnerships, over 90% of students and staff expressed a desire to maintain the current level of activities and incentives. These elements are crucial for keeping students motivated and enthusiastic about their learning. **Scope:** Schoolwide	Improving positive behavior fosters a conducive learning environment, enhancing student engagement and overall school climate. Additionally, providing academic and incentive field trips for all students, with special attention to unduplicated students, enriches their educational experience and promotes equity, fostering a sense of inclusion and motivation to excel.	
2.11	**Action:** Additional Student Supports **Need:** The current chronic absenteeism rate stands at 6%. Staff have identified that many students miss school due to lacking essential items such as appropriate clothing, shoes, and hygiene products. This initiative will ensure	This initiative will provide unduplicated pupils with essential support items such as shoes, clothing, hygiene products, and instructional supplies for use at home. By addressing these needs, it will remove barriers to full participation in their instructional program and help improve attendance. This support is offered on an LEA-wide basis, ensuring that all students in need can benefit from these additional resources.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that all unduplicated pupils receive the necessary items to fully participate in their academic experience. Feedback from educational partners has highlighted the ongoing need to provide these resources for students. Additionally, staff surveys emphasize the importance of removing any barriers that prevent students from attending school regularly. Discussions with educational partners underscore the importance of continuing to provide these resources for students. Staff surveys highlight the necessity of removing barriers that prevent students from attending school regularly. **Scope:** Schoolwide		
2.12	**Action:** Mental Health and Social Emotional Learning **Need:** In the 2024-2025 school year, approximately 150 students reached out to our school social worker for guidance and social-emotional support. This highlights the crucial role of the social worker in providing assistance to students in need, addressing their emotional well-being, and helping them navigate various challenges they may face during their academic journey.	Prioritizing services for unduplicated pupils promotes equity and ensures that all students receive the assistance they need to thrive. Employing a school Social Worker brings significant benefits to both the school and its students. By providing support for issues related to home life, social pressures, and academic stresses, the Social Worker contributes to a positive school climate and fosters student well-being. Conducting group sessions and meeting with parents helps students cope with personal challenges while enhancing communication between home and school. Additionally, informing teachers of student issues ensures a coordinated approach to student support. As students feel	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners have conveyed that parents strongly advocate for their children to receive mental health support at home. Parents have emphasized the importance of students learning how to express their feelings as an integral part of their educational experience. **Scope:** Schoolwide	supported, they are more motivated to succeed academically.	
3.1	**Action:** Visual/Performing Arts **Need:** Surveys and discussions with educational partners have highlighted the need to offer visual and performing arts opportunities for unduplicated pupils. Parents have expressed that they cannot afford private lessons or purchase instruments for their children. Consequently, most unduplicated pupils lack opportunities to engage in visual and performing arts outside of school hours. **Scope:** Schoolwide	This initiative will meet the needs of unduplicated pupils by offering opportunities to participate in visual and performing arts both during and after the school day at no cost to parents. This support is provided benefiting all students by giving them access to visual and performing arts programs.	Metric #: 3.4, 3.5, 3.6, 3.7
3.2	**Action:** Family Engagement **Need:**	CAMSA is committed to strengthening family engagement by providing a variety of opportunities for parents to participate in their child's education. These include Math nights, Literacy nights, Latino Family Literacy sessions, Education Nights, and	Metric #: 3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on the LCAP parent stakeholder survey conducted in the 2024-2025 school year, parents have expressed a desire for additional parent engagement activities. This feedback underscores the importance of fostering stronger partnerships between the school and parents to support student success. By responding to these requests and offering more opportunities for parent involvement, the school can enhance communication, collaboration, and support between home and school. These engagement activities provide parents with valuable insights into their child's education and enable them to play a more active role in their child's academic journey. Ultimately, addressing these requests strengthens the school community and promotes a more inclusive and supportive learning environment for all students. **Scope:** Schoolwide	Technology sessions. Through these initiatives, parents can actively engage in their child's learning journey and gain valuable insights into educational topics and resources. Special efforts will be made to include parents of unduplicated pupils, ensuring that all families have equitable access to these engagement opportunities. By fostering strong partnerships between home and school, CAMSA aims to support student success and promote a collaborative learning environment that benefits all members of the school community.	
3.3	**Action:** Resource Clerk/Librarian **Need:** Currently, less than 10% of parents are engaged in parental involvement activities at the school site, with an even lower participation rate among parents of unduplicated pupils. Discussions with educational partners have highlighted the need to boost parent involvement, particularly for parents of	This initiative will address the needs of unduplicated pupils by encouraging and targeting their parents to become more involved in their child's learning experience. CAMSA parent liaison will prioritize recruiting parents of unduplicated pupils for parent engagement activities. This action is provided on an LEA-wide basis, as all parents will benefit from increased opportunities to engage in their child's education.	Metric #: 3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated pupils. They have requested more opportunities for engagement, such as Family Math Nights and student events. **Scope:** Schoolwide		
3.4	**Action:** AVID Instruction/Elective Course **Need:** In the LCAP parent stakeholder survey conducted in the 2024-2025 school year, 100% of parents indicated a strong desire for the continuation of elective class opportunities for students. This feedback underscores the importance of providing students with diverse options to explore their interests and talents. Elective classes not only allow students to pursue areas of passion but also foster creativity, critical thinking, and personal growth. By honoring this parental input and continuing to offer elective classes, the school ensures that Unduplicated Pupils will have the opportunity to engage in a well-rounded education that meets their individual needs and aspirations, ultimately contributing to their academic success and overall development. **Scope:** Schoolwide	CAMSA's focus on providing Unduplicated Pupils with a variety of opportunities for a well-rounded education brings numerous benefits. By offering middle school students elective classes focused on enrichment and intervention, the school promotes academic growth and personal development. These classes allow students to explore diverse interests, develop new skills, and pursue areas of passion. Additionally, intervention opportunities provide targeted support to students who may need extra assistance, ensuring that all students have the resources they need to succeed. By offering a wide range of elective options, CAMSA fosters a supportive and inclusive learning environment that caters to the diverse needs and interests of its student body, ultimately empowering students to thrive academically and beyond.	Metric #: 3.4, 3.5, 3.6, 3.7
3.5	**Action:** Technology (Software)	CAMSA's initiative to update and enhance the school's technology brings numerous benefits to	Metric #: 3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated pupils require access to technology programs to enrich their academic experience. These programs will equip students with the resources needed to meet the state's rigorous academic standards and provide tools to address gaps not covered by the adopted curriculum. Since unduplicated pupils may lack access to technology programs at home, it is crucial to offer these resources through school platforms and devices, enabling them to access their lessons remotely. Educational partner feedback suggests that survey results highlight the importance of maintaining the school's commitment to providing each student with their own device. An overwhelming 94% of parents affirm that the school currently ensures adequate access to technology for students and should uphold this provision going forward. **Scope:** Schoolwide	both the school and its students. By investing in software, hardware, infrastructure, and professional development, the school ensures that students have access to modern tools and resources that support their learning and prepare them for future success. This technology upgrade not only enhances the quality of education but also promotes digital literacy, critical thinking, and problem-solving skills among students. Moreover, prioritizing unduplicated pupils for full access to technology needs fosters equity and ensures that all students have equal opportunities to benefit from these technological advancements. Overall, this investment in technology aligns with CAMSA's commitment to providing a high-quality and inclusive educational experience that prepares students for the challenges of the 21st century.	
3.6	**Action:** Technology equipment/ Infrastructure **Need:** Based on educational partner feedback, Up-to-date classroom technology is crucial for enhancing learning experiences and preparing Unduplicated Pupils for the modern world. It	CAMSA's initiative to update and enhance the school's technology infrastructure brings significant benefits to the entire school community. By investing in software, hardware, infrastructure, and professional development, CAMSA ensures that Unduplicated Pupils and educators have access to modern tools and resources that enhance teaching and learning. This technology upgrade not only	Metric #: 3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enables educators to create dynamic, interactive lessons tailored to diverse learning styles and interests. Personalized learning becomes accessible, fostering collaboration, critical thinking, and problem-solving skills. Moreover, modern technology facilitates global connections, opening doors to a wealth of resources and expertise. Ultimately, it empowers educators to cultivate immersive learning environments that inspire curiosity, creativity, and lifelong learning among students. **Scope:** Schoolwide	improves the quality of education but also promotes digital literacy, critical thinking, and problem-solving skills among students. Moreover, prioritizing unduplicated pupils for full access to technology needs fosters equity and ensures that all students have equal opportunities to benefit from these technological advancements. By providing a comprehensive and inclusive approach to technology integration, CAMSA empowers students to thrive academically and prepares them for success in a rapidly evolving digital world.	
3.7	**Action:** STEAM Instruction **Need:** Unduplicated pupils require access to STEAM instruction to engage in 21st-century learning experiences. According to CAASPP test scores, the percentage of unduplicated students who met or exceeded standards on the CAST assessment is as follows: All students - 12.88%, Low-income students - 12.5%, English Learners - 0%, and foster youth - 0%. Educational partners emphasize the need to enhance STEAM services and expand hands-on STEAM opportunities to support students better.	STEAM will offer hands-on learning opportunities to unduplicated students, providing them with a comprehensive and engaging STEAM experience that will enhance their understanding of these subjects. This initiative aims to improve their knowledge and concepts in science, thereby boosting their CAST assessment scores. Therefore, all students will benefit from STEAM instruction.	Metric #: 3.4, 3.5, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.8	**Action:** Science Education - SCICON **Need:** Scicon is highly valued for its role in enhancing students' understanding and appreciation of science and nature through immersive outdoor education. Educational partners emphasize the significant impact of Scicon in fostering curiosity, scientific inquiry, and environmental stewardship among students. They highlight the program's effectiveness in complementing classroom learning with hands-on experiences that promote deeper engagement and learning outcomes. As such, there is strong consensus among educational partners to continue offering this enriching experience to our 6th grade students. Discussions with educational partners have underscored the importance of maintaining the opportunity for our 6th grade students to attend Scicon. **Scope:** LEA-wide	This action assures that CAMSA remains committed to advancing science education for sixth-grade students by actively supporting their participation in the Scicon camp. This initiative aims to ensure that all unduplicated subgroups have equitable opportunities to engage in the outdoor science education program offered at Scicon. By participating in this immersive learning experience, students gain valuable hands-on exposure to scientific concepts and principles in a natural setting, fostering their curiosity and understanding of the natural world. CAMSA believes that such experiences are integral to enhancing students' scientific literacy and fostering a lifelong appreciation for environmental stewardship. Therefore, the school is dedicated to facilitating and promoting the participation of all eligible students in this enriching educational opportunity.	Metric #:3.4, 3.5, 3.6, 3.7
3.9	**Action:** Gifted and Talented Education **Need:**	Unduplicated pupils exhibit diverse needs. Among them, 80% of our GATE students require enrichment opportunities, both within regular school hours and through extended day programs. This initiative is implemented district-wide to	Metric #: 3.4, 3.5, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAMSA responded to the need for 21st-century learning by expanding access to STEAM instruction for unduplicated pupils. CAASPP test scores highlighted the urgency, with only 12.88% of all students, 12.5% of low-income students, and 0% of both English Learners and foster youth meeting or exceeding standards on the CAST assessment. In response to feedback from educational partners, CAMSA enhanced its STEAM offerings by increasing hands-on, project-based learning opportunities. These efforts aimed to strengthen student engagement, build critical thinking skills, and ensure that all students—especially those in unduplicated groups—have the tools and experiences needed to succeed in STEAM fields. **Scope:** Schoolwide	ensure all students benefit from enriched learning experiences throughout their school day and beyond. Students across the board will learn to apply icons of depth and complexity as tools to augment their learning.	
3.10	**Action:** Biology **Need:** AMSA addressed the need for 21st-century learning by enhancing STEAM instruction specifically for unduplicated pupils. CAST assessment results revealed significant gaps, with only 12.88% of all students, 12.5% of low-income students, and none of the English Learners or foster youth meeting or exceeding standards. Informed by input from educational partners, the school expanded hands-on, project-based STEAM experiences to boost	This action exposes students to biology and is essential for preparing them effectively for the California Science Test (CAST). By studying biology, students gain a foundational understanding of life sciences, including cellular structures, ecosystems, genetics, and human biology. This knowledge equips them with the necessary concepts and skills to excel on the CAST, as it assesses students' comprehension and application of scientific principles. By delving into biology, students not only enhance their academic preparedness but also cultivate a deeper appreciation and curiosity for the natural world around them.	Metric #: 3.4, 3.5, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement and support skill development. These improvements ensured that unduplicated students had greater access to high-quality STEAM opportunities, equipping them with the knowledge and skills necessary for future academic and career success. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** English Learner Support **Need:** According to the California School Dashboard, all students are performing 29.2 point below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 53.8 points below, SED 31.4 points below, Hispanic 34.3 points below standard. In Math they have scored as follows: English learners 106.8 points below, SED 83.1 points below, and Hispanic 85.9.	This action will provide all necessary supplemental instructional materials to ensure that unduplicated pupils have full access to high quality curriculum and instruction. This action is provided as an LEA-wide basis because all students will benefit from a robust curriculum that includes supplemental instructional materials.	Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on educational partner feedback via surveys, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys supplemental instructional materials that will allow them to scaffold instruction and provide students access to state standards in ELA and Math. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** Long Term English Learners **Need:** According to the California School Dashboard, all students are performing 29.2 points below standard in ELA and 80.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 53.8 points below, Long Term English Learners: 112.1 points below, and SED 31.4 points below. In Math they have scored as follows: English learners 106.8 points below, Long Term English Learners 154.2 points below, and SED 169 points below. CAMSA has a total of 179 Long Term English Learners. This group of students are performing below the other subgroups in both ELA and Math.	This action will address the specific needs of Long Term English Learners and their journey to effective language acquisition and mastery of the English language to attain reclassification. This action will benefit all Long Term English Learners in the school. The Site Resource Teacher will have a specific focus to monitor LTELs and identify their areas of need. They will work closely with site administrators and teachers to ensure that LTELs are provided with appropriate interventions to address their needs.	Metrics # 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 37
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,082,270	2,451,064	40.299%	18.877%	59.176%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,601,313.00	$327,195.00	$0.00	$66,059.00	$3,994,567.00	$2,434,928.00	$1,559,639.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$12,188.00	$25,000.00	$37,188.00				$37,188.00	
1	1.2	Academic Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$171,494.00	$0.00	$171,494.00				$171,494.00	
1	1.3	Site Resource Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$35,473.00	$0.00	$35,473.00				$35,473.00	
1	1.4	Learning Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$132,118.00	$0.00	$66,059.00			$66,059.00	$132,118.00	
1	1.5	Intervention Teacher/HIT Tutors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$471,366.00	$0.00	$144,171.00	$327,195.00			$471,366.00	
1	1.7	6th Grade Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$239,526.00	$0.00	$239,526.00				$239,526.00	
1	1.8	Physical Education Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$110,906.00	$0.00	$110,906.00				$110,906.00	
1	1.9	English Learner Support	English Learners	Yes	Limited to Unduplicated Student	English Learners		July 28, 2025 - June 4, 2026	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		July 28, 2025 - June 4, 2026	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.1	Health Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$88,753.00	$5,000.00	$93,753.00				$93,753.00	
2	2.3	Vice Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$160,382.00	$0.00	$160,382.00				$160,382.00	
2	2.4	Campus Security	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$172,974.00	$5,000.00	$177,974.00				$177,974.00	
2	2.5	Positive School Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.6	Parent Involvement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.7	Behavior Intervention Instructor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$336,748.00	$0.00	$336,748.00				$336,748.00	
2	2.8	MTSS Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$1,000.00	$3,500.00	$4,500.00				$4,500.00	
2	2.9	School Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.10	Academic and Incentive Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth		July 28, 2025 - June 4, 2026	$0.00	$60,000.00	$60,000.00				$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.11	Additional Student Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.12	Mental Health and Social Emotional Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Visual/Performing Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$176,000.00	$25,000.00	$201,000.00				$201,000.00	
3	3.2	Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$3,000.00	$3,000.00	$6,000.00				$6,000.00	
3	3.3	Resource Clerk/Librarian	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$183,000.00	$0.00	$183,000.00				$183,000.00	
3	3.4	AVID Instruction/Elective Course	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$100,000.00	$30,000.00	$130,000.00				$130,000.00	
3	3.5	Technology (Software)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.6	Technology equipment/ Infrastructure	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$1,232,639.00	$1,232,639.00				$1,232,639.00	
3	3.7	STEAM Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$15,000.00	$60,000.00	$75,000.00				$75,000.00	
3	3.8	Science Education - SCICON	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.9	Gifted and Talented Education	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth		July 28, 2025 -	$5,000.00	$3,000.00	$8,000.00				$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income		June 4, 2026								
3	**3.10**	Biology	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 28, 2025 - June 4, 2026	$20,000.00	$0.00	$20,000.00				$20,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,082,270	2,451,064	40.299%	18.877%	59.176%	$3,601,313.00	0.000%	59.210 %	**Total:**	$3,601,313.00
								LEA-wide Total:	$30,000.00
								Limited Total:	$20,000.00
								Schoolwide Total:	$3,551,313.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$37,188.00	
1	**1.2**	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income		$171,494.00	
1	**1.3**	Site Resource Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$35,473.00	
1	**1.4**	Learning Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income		$66,059.00	
1	**1.5**	Intervention Teacher/HIT Tutors	Yes	Schoolwide	English Learners Foster Youth Low Income		$144,171.00	
1	**1.7**	6th Grade Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$239,526.00	
1	**1.8**	Physical Education Teacher	Yes	Schoolwide	English Learners Foster Youth		$110,906.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.9	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$10,000.00	
1	1.10	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$10,000.00	
2	2.1	Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income		$93,753.00	
2	2.3	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income		$160,382.00	
2	2.4	Campus Security	Yes	Schoolwide	English Learners Foster Youth Low Income		$177,974.00	
2	2.5	Positive School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	
2	2.6	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	
2	2.7	Behavior Intervention Instructor	Yes	Schoolwide	English Learners Foster Youth Low Income		$336,748.00	
2	2.8	MTSS Materials	Yes	Schoolwide	English Learners Foster Youth Low Income		$4,500.00	
2	2.9	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	
2	2.10	Academic and Incentive Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income		$60,000.00	
2	2.11	Additional Student Supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	
2	2.12	Mental Health and Social Emotional	Yes	Schoolwide	English Learners Foster Youth		$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Learning			Low Income			
3	3.1	Visual/Performing Arts	Yes	Schoolwide	English Learners Foster Youth Low Income		$201,000.00	
3	3.2	Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$6,000.00	
3	3.3	Resource Clerk/Librarian	Yes	Schoolwide	English Learners Foster Youth Low Income		$183,000.00	
3	3.4	AVID Instruction/Elective Course	Yes	Schoolwide	English Learners Foster Youth Low Income		$130,000.00	
3	3.5	Technology (Software)	Yes	Schoolwide	English Learners Foster Youth Low Income		$7,500.00	
3	3.6	Technology equipment/ Infrastructure	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,232,639.00	
3	3.7	STEAM Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$75,000.00	
3	3.8	Science Education - SCICON	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	
3	3.9	Gifted and Talented Education	Yes	Schoolwide	English Learners Foster Youth Low Income		$8,000.00	
3	3.10	Biology	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,059,825.00	$2,866,124.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$75,000.00	42000
1	**1.2**	Academic Counselor	Yes	$130,000.00	165506
1	**1.3**	Site Resource Teacher	Yes	$35,000.00	35078
1	**1.4**	Learning Coordinator	Yes	$32,000.00	$0
1	**1.5**	Intervention Teacher	Yes	$115,000.00	444359
1	**1.7**	6th Grade Teacher	Yes	$120,000.00	230088
1	**1.8**	Physical Education Teacher	Yes	$125,000.00	106410
1	**1.9**	English Learner Support	Yes	$94,000.00	$0
2	**2.1**	Health Services	Yes	$93,000.00	90772
2	**2.3**	Vice Principal	Yes	$190,000.00	150000
2	**2.4**	Campus Security	Yes	$173,000.00	220000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Positive School Climate	Yes	$50,000.00	20000
2	**2.6**	Parent Involvement	Yes	$3,000.00	$0
2	**2.7**	Behavior Intervention Instructor	Yes	$170,000.00	293912
2	**2.8**	MTSS Materials	Yes	$3,500.00	$0
2	**2.9**	School Safety	Yes	$3,000.00	15000
2	**2.10**	Academic and Incentive Field Trips	Yes	$150,000.00	100000
2	**2.11**	Additional Student Supports	Yes	$3,000.00	2000
2	**2.12**	Mental Health and Social Emotional Learning	Yes	$148,000.00	$0
3	**3.1**	Visual/Performing Arts	Yes	$200,000.00	180449
3	**3.2**	Family Engagement	Yes	$13,000.00	570
3	**3.3**	Resource Clerk/Librarian	Yes	$170,000.00	177177
3	**3.4**	AVID Instruction/Elective Course	Yes	$130,000.00	161303
3	**3.5**	Technology (Software)	Yes	$10,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.6**	Technology equipment/ Infrastructure	Yes	$1,714,325.00	300000
3	**3.7**	STEAM Instruction	Yes	$45,000.00	100000
3	**3.8**	Science Education - SCICON	Yes	$30,000.00	$30,000.00
3	**3.9**	Gifted and Talented Education	Yes	$15,000.00	1500
3	**3.10**	Biology	Yes	$20,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,422,416	$4,059,825.00	$2,866,124.00	$1,193,701.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$75,000.00	42000		
1	1.2	Academic Counselor	Yes	$130,000.00	165506		
1	1.3	Site Resource Teacher	Yes	$35,000.00	35078		
1	1.4	Learning Coordinator	Yes	$32,000.00	0		
1	1.5	Intervention Teacher	Yes	$115,000.00	444359		
1	1.7	6th Grade Teacher	Yes	$120,000.00	230088		
1	1.8	Physical Education Teacher	Yes	$125,000.00	106410		
1	1.9	English Learner Support	Yes	$94,000.00	0		
2	2.1	Health Services	Yes	$93,000.00	90772		
2	2.3	Vice Principal	Yes	$190,000.00	150000		
2	2.4	Campus Security	Yes	$173,000.00	220000		
2	2.5	Positive School Climate	Yes	$50,000.00	20000		
2	2.6	Parent Involvement	Yes	$3,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	Behavior Intervention Instructor	Yes	$170,000.00	293912		
2	**2.8**	MTSS Materials	Yes	$3,500.00	0		
2	**2.9**	School Safety	Yes	$3,000.00	15000		
2	**2.10**	Academic and Incentive Field Trips	Yes	$150,000.00	100000		
2	**2.11**	Additional Student Supports	Yes	$3,000.00	2000		
2	**2.12**	Mental Health and Social Emotional Learning	Yes	$148,000.00	0		
3	**3.1**	Visual/Performing Arts	Yes	$200,000.00	180449		
3	**3.2**	Family Engagement	Yes	$13,000.00	570		
3	**3.3**	Resource Clerk/Librarian	Yes	$170,000.00	177177		
3	**3.4**	AVID Instruction/Elective Course	Yes	$130,000.00	161303		
3	**3.5**	Technology (Software)	Yes	$10,000.00	0		
3	**3.6**	Technology equipment/ Infrastructure	Yes	$1,714,325.00	300000		
3	**3.7**	STEAM Instruction	Yes	$45,000.00	100000		
3	**3.8**	Science Education - SCICON	Yes	$30,000.00	30,000.00		
3	**3.9**	Gifted and Talented Education	Yes	$15,000.00	1500		
3	**3.10**	Biology	Yes	$20,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,900,704	2,422,416	26.397	67.450%	$2,866,124.00	0.000%	48.573%	$1,113,900.83	18.877%

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

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).

California Department of Education
November 2024