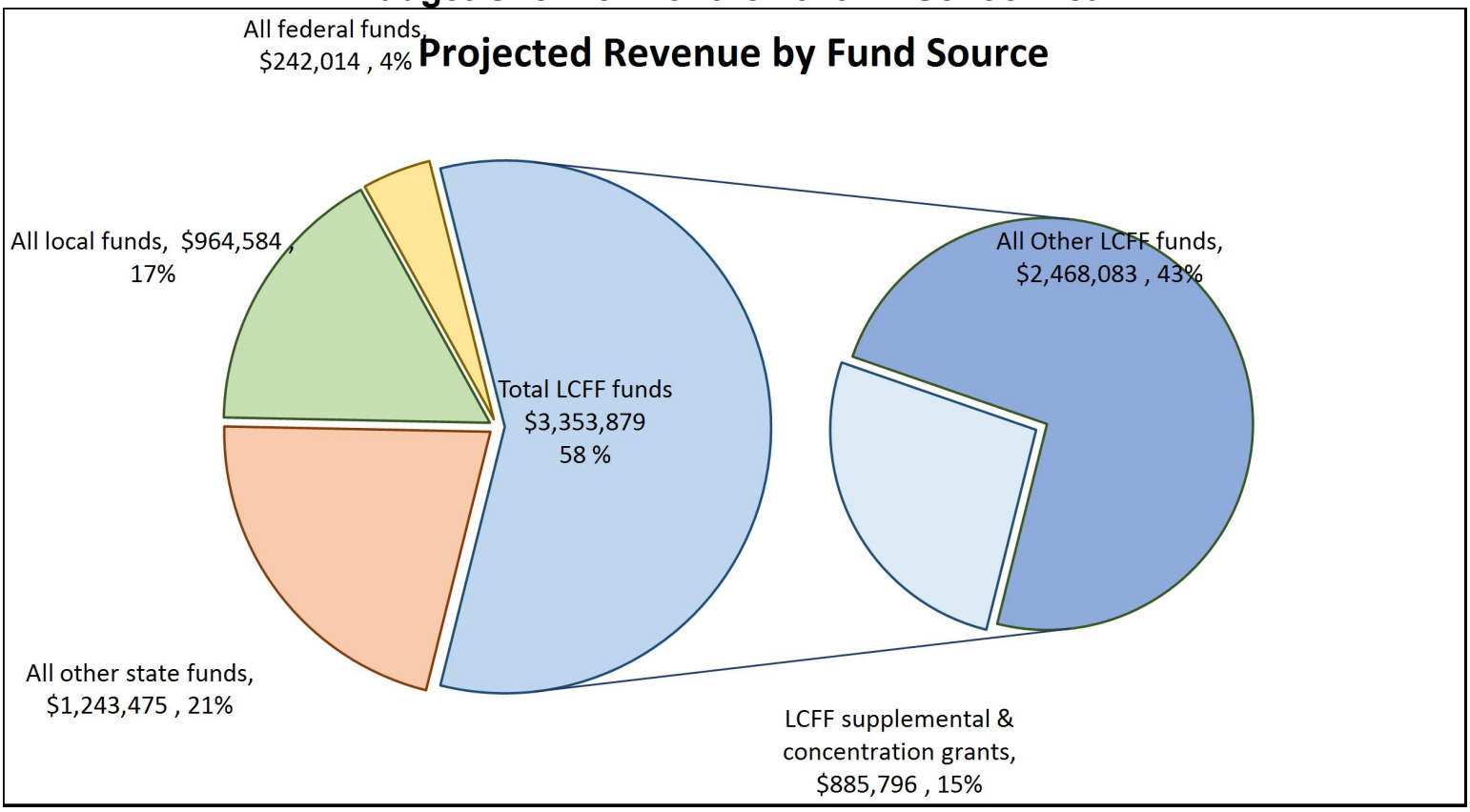
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: B. Roberto Cruz Leadership Academy
CDS Code: 43694270131995
School Year: 2026-27
LEA contact information:
Claudia Moreno
Principal
cmoreno@tfhe.org
(408) 471-4680

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

Budget Overview for the 2026-27 School Year

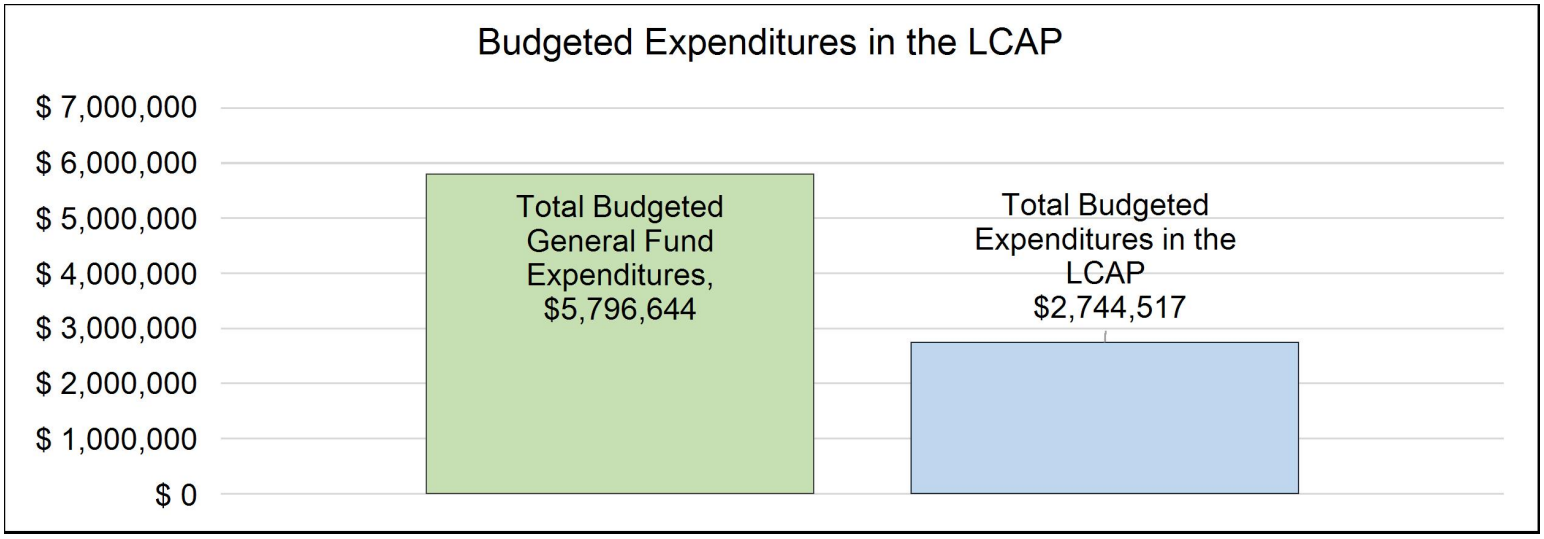


This chart shows the total general purpose revenue B. Roberto Cruz Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for B. Roberto Cruz Leadership Academy is $5,803,952, of which $3,353,879 is Local Control Funding Formula (LCFF), $1,243,475 is other state funds, $964,584 is local funds, and $242,014 is federal funds. Of the $3,353,879 in LCFF Funds, $885,796 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 B. Roberto Cruz Leadership Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: B. Roberto Cruz Leadership Academy plans to spend $5,796,644 for the 2026-27 school year. Of that amount, $2,744,517 is tied to actions/services in the LCAP and $3,052,127 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

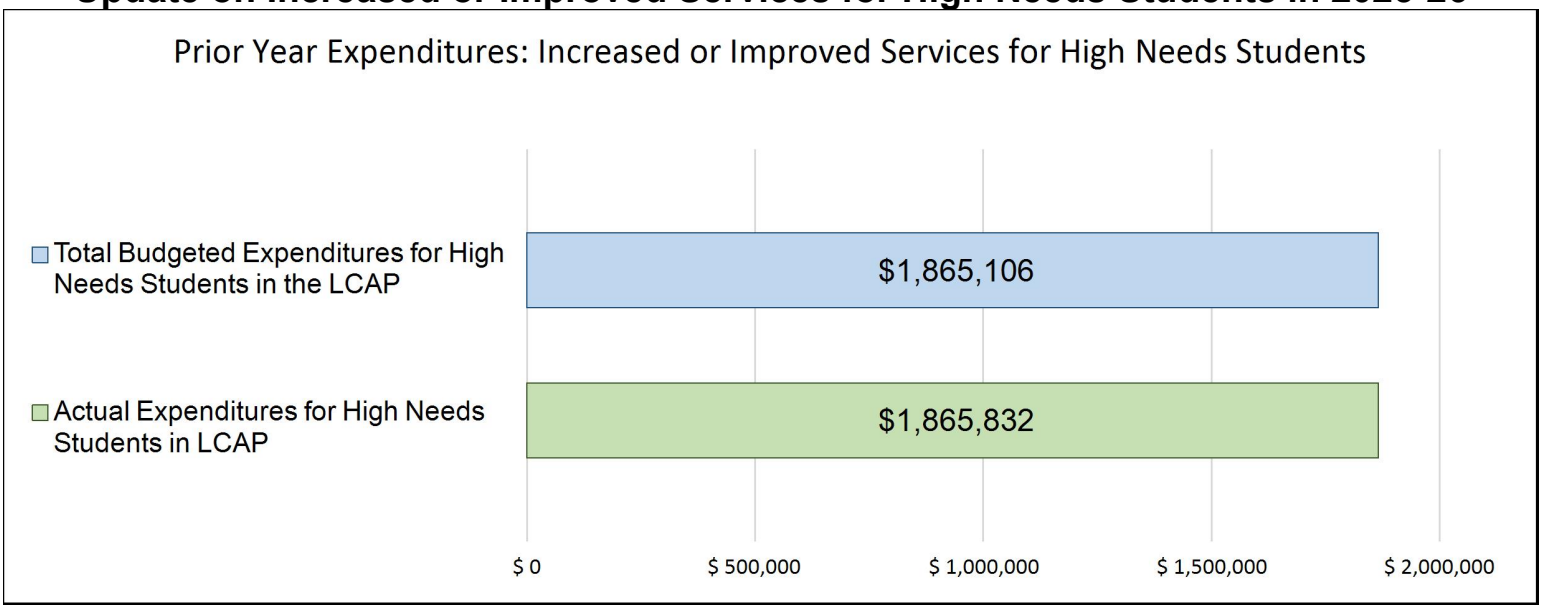
Expenses not included in the LCAP include rent, utilities, repairs & maintenance, communications, management fees, oversight fees, audit fees, legal fees, payroll fees, bank fees and contracted substitute costs.

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

In 2026-27, B. Roberto Cruz Leadership Academy is projecting it will receive $885,796 based on the enrollment of Foster Youth, English learner, and low-income students. B. Roberto Cruz Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. B. Roberto Cruz Leadership Academy plans to spend $1,865,106 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, B. Roberto Cruz Leadership Academy's LCAP budgeted $1,865,106 for planned actions to increase or improve services for high needs students. B. Roberto Cruz Leadership Academy actually spent $1,865,832 for actions to increase or improve services for high needs students in 2025-26.

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
B. Roberto Cruz Leadership Academy	Claudia Moreno Principal	cmoreno@tfhe.org (408) 471-4680

Plan Summary [2026-27]

General Information

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

B. Roberto Cruz Leadership Academy, often referred to as RCLA, is a community-based personalized, college-preparatory public charter high school that serves underrepresented students in East San Jose, CA. The primary tenets of RCLA are social responsibility, civic engagement, and service to the community with an extensive offering of community resources and opportunities for student professional development. RCLA is committed to providing comprehensive learning experiences to students seeking to close the existing opportunity gap and achieve postsecondary success with ongoing improvement of its standards-aligned college-oriented curriculum. RCLA contributes to positive change in East San Jose by providing young students from all backgrounds, particularly English Language Learners, with a lifelong love of learning and developing prepared leaders who are committed to participating in post-secondary college and career trajectories that improve East San Jose and similar communities. By developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses, RCLA strives to provide students with opportunities to apply their classroom learning to fieldwork experience. RCLA is managed by The Foundation for Hispanic Education (TFHE), a 501(c)(3) public benefit organization, and is chartered by the East Side Union High School District.

The Foundation for Hispanic Education (TFHE) was established in 1981 as a product of the late Dr. B. Roberto Cruz's vision of providing quality education and support for all underserved learners, with a focus on Latino students and all levels of learners. With committed instructional and support staff members, TFHE now serves over 870 students from the community neighborhoods of Mayfair, Mt. Pleasant, Sylvandale, Santee, Alum Rock, other neighborhoods in East San Jose, and communities across Santa Clara County and beyond. TFHE operates three charter high schools of Luis Valdez Leadership Academy (LVLA), B. Roberto Cruz Leadership Academy (RCLA), and Latino College Preparatory Academy (LCPA). Committed to its mission to identify, understand, and address the education achievement gap for

students of color and those historically maligned through innovation and collaboration, TFHE continually funds and provides resources to support regional initiatives that are innovating and tackling some of the most pressing educational issues facing underrepresented communities. RCLA opened its doors for its inaugural school year in August 2015, on the same campus as its peer school site (14281 Story Road, San Jose, CA 95127), Latino College Preparatory Academy (LCPA). In its full occupancy, RCLA will serve approximately 300 students in grades 9 through 12 reflective of the local community's demographics for ethnicity, background, primary language, socioeconomic standing, and other identifiers. Over 350 RCLA students have gone on to attend four-year and two-year academic institutions, as well as career technical education programs, to become change agents in the community.

The number of students at Roberto Cruz Leadership Academy (RCLA) has remained steady historically with a minimum enrollment of 248 students and a maximum enrollment of 270 students aged between 13 years old and 19 years old. As of the 2025 -2026 academic year, the enrollment is approximately 211 students with similar levels of representation from the same schools and neighborhoods historically served by RCLA under TFHE schools. As a non-selective open enrollment public school, RCLA is tuition-free and admits any student regardless of ethnic, socioeconomic, or religious background. RCLA works in tandem with parents, community members, and the East Side Union High School District (ESUHSD) to realize the mission of the school. The only admission requirement for the school is the students' and parents' willingness to uphold the mission and vision of the RCLA, including the school's code of conduct and attendance policies.

Consistent with the mission and focus of RCLA, the school site serves a student population that predominantly belongs to the two following student groups: English Learner (EL) and Reclassified Fluent English Proficient (RFEP). This is evidenced by the year-by-year rate of student attendance with 52.5% classified as EL. For students to remain effective and engaged in their educational experience, RCLA and TFHE partner to monitor progress to achieving high rates of school attendance, compliance with receiving instructional hours, and participation in an A – G aligned course selection. Development opportunities, such as community service options, elective courses, and summer enrichment coursework, are broken down by grade level as well to ensure an upward climb for students in rigor and preparation for college/career success. This effort is performed in the interest of providing students with continuity in their educational experience and accurate counts for student cohorts, which translate into anticipated accommodations, requested courses, and their learning environment.

All RCLA students are on a University of California (UC) A - G requirement-aligned schedule with access to instructional materials, such as digital textbooks for standards-aligned curriculum and Google Chromebooks in compliance with the Williams Act. RCLA awards these students a diploma once they have completed all credit-bearing courses required for high school graduation by the State of California with 220 units required by RCLA for graduation on their route to post-secondary success. As is consistent with the mission and values of RCLA, the school seeks to ensure that students who attend RCLA are among the first within their families to graduate high school and seek a degree beyond high school. Such a focus is integral to the operation of RCLA, as the majority of students are set to become first-generation college students attaining the highest level of education in their families to date.

RCLA believes that the high school years are crucial, formative years and that the choices students make during these years will set them on a path for life with post-secondary success as a primary school site objective for sustained college/career success. RCLA reflects the general demographics of its local community where located, whereby approximately 97.8% of its students are Latino/Hispanic and 90% reside in socioeconomically disadvantaged households. In addition, over three-quarters of students live in Spanish-speaking households with over 20% of them expected to provide childcare for their siblings or work on behalf of their families throughout the school week. Though the majority of the student body is considered socioeconomically disadvantaged and many of its students are classified as first-generation

university attendees as well as professionals, RCLA has experienced success in leading student growth in the midst of such challenges. This success is evidenced through a 93% graduation rate with plans to improve its 50% A – G completion rate.

RCLA's mission and values drive everything at the school site, from the academic program set to make graduates bi-literate, college-educated individuals to the process of exploring cultural identity as they connect to a holistic community-building process. Each value exemplifies a quality necessary to excel in college, develop into a leader, and create positive change in their lives, in the community, and in the global society. Central to the mission is the unwavering belief that all English Language Learner (ELL) students can succeed in the most competitive colleges/universities and professional environments across all sectors, when prepared with a rigorous, college-preparatory education that incorporates extended time for learning inside and outside the classroom, and a wide range of language-acquisition support with certificated staff members. It is now an axiom that an excellent college education, whether to a four-year or two-year degree in a focused field, is necessary for expanded opportunities in an increasingly competitive and global 21st Century job market. RCLA believes that all of its EL, RFEP, and English Only (EO) students must be prepared for higher education and equipped with the skills and choice to pursue it at the highest levels.

100% of RCLA students are issued a Chromebook and charger, including the option to receive hotspots to ensure connectivity. School-wide standardized the use of Google Classroom, including Google Meet, to foster the delivery of content to teacher/student learning spaces. For faculty, time has been allocated within the workday and within the school calendar to ensure that information, necessary support, a forum for ongoing communication, and resources are provided to teachers. Multi-Tiered System of Supports (MTSS) practices also reinforce impactful school systems.

In order to achieve its goals schoolwide, RCLA (in line with The Foundation for Hispanic Education Schools):

The LEA creates a safe and clean learning environment by maintaining the school facility in good condition. Regular site inspections and vendor reviews of the facility are conducted and documented through the FIT Inspection Tool. RCLA is situated on a closed campus in the heart of East San Jose. Their primary instructional building is Sobrato Hall East, a contemporary two-story, 21,000-square-foot educational space. The campus lease also includes an Abby Sobrato Center for College Success, athletic field, auditorium (Finn Center), recreational areas, kitchen nutrition spaces, student lounges for after-school enrichment (i.e., tutoring, extended learning), and enclosed on-site parking. Technical support for technology, human resources, and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Revolution Foods with participation in the National School Lunch Program (NSLP) and Seamless Summer Option (SSO) for year-round brunch and lunch meals.

The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of the facility, gates, and locks, as well as monthly emergency drills with the following breakdown of annual simulated exercises: fire drills (three), intruder/code blue drills (four), and earthquake drills (three – including the Great Shakeout in October annually). Daily janitorial service is provided by on-site staff during the day and a third-party approved contractor for evening and weekend service. Maintenance of major systems, such as fire protection, emergency generator, landscaping, electrical systems, network equipment, emergency exit signage, elevator system, pest control, and HVAC, are offered through annual contracts by way of qualified vendors on a regular basis. Recent improvements include upgrades to the auditorium (Finn Center), more robust internet infrastructure, classroom cabling and monitors, flooring, after-school enrichment classrooms, and ongoing aesthetic improvement, the Sobrato Athletics locker room space has been opening since the Spring 2023. Any issues that arise are addressed in partnership with the landlord.

The LEA implements a rigorous hiring process, which includes screening introductory calls to applicants, formal panel-based interviews, curricular teacher materials review, teaching demonstration, background checks, and reference checks. 100% of its teaching staff is credentialed and fully certificated to teach in their subject area assignment as confirmed by the California Commission on Teaching Credentialing. LEA provides teachers with the supplies, professional development, and learning tools that are needed to successfully teach the common core curriculum in their classrooms. Moreover, RCLA works in conjunction with the Union of Foundation Educators (UFE) to ensure that all faculty members have access to stakeholder engagement processes such as developing the instructional calendar, collaborating on professional development for Sheltered Instruction Observation Protocol (SIOP), Teaching & Learning Department-led Learning Walks, and providing plan feedback through regular surveying efforts from teaching personnel.

The LEA, its faculty members, classified staff, students, and families work with its Community Schools Coordinator to ensure that community resources, input, and programming remain focal points of the RCLA experience. As a primary role, the Coordinator provides resources for local community partners and non-governmental organizations (NGOs) to students and families to meet the solicited needs for the community. Existing resource distribution partners include Second Harvest Food Bank Silicon Valley, One Warm Coat, and Santa Clara Family Health Plan. As of the 2023 – 2024 academic year, a Memorandum of Understanding was established with Vision To Learn from all RCLA students to receive vision screening and over 100 students provided prescription glasses free of charge. The Community Schools Coordinator also works to support the schools' Enrollment/Registration efforts in tandem with the Principal, Registrar, and support staff. Most recently, a School Wellness Center was created by the Student Services department with support from RCLA and TFHE.

The LEA provides textbooks and ancillary resources to support TFHE Teaching & Learning in compliance with the Williams Act, in addition to a digitized standards-aligned curriculum. The instructional materials that have been adopted at RCLA are state standards-aligned (Common Core, Next Generation, ELD, etc.) and have been selected as they provide resources that support our English Language Learners. Most recently, we have adopted curriculum in core content areas during the 2020 – 2021 academic year through an inclusive and collaborative vetting process coordinated by the Director of Curriculum and Instruction in partnership with all Teaching & Learning staff. In Social Science, 10th-12th, RCLA has adopted TCI specially curated to meet standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises. In English 9th-12th, RCLA has adopted College Board's Springboard curriculum for English 9th-11th. Springboard offers core instructional materials in prints and digital that are fully aligned to state standards. Advance Placement (AP) coursework and the SAT suite of Assessments. The program features student materials, teacher resources and formative and summative assessments. RCLA has adopted the College Preparatory Mathematics (CPM) curriculum, IXL and DESMOS supplemental materials, which aim to enhance conceptual understanding and promote mastery of mathematics standards. In Science, RCLA has adopted the Discovery Education Science Textbook which is NGSS aligned for Biology, Chemistry, and Physics. In Forensics, we have adopted Kendall Hunt Forensic Science for High School, 3rd Edition and students also now have access to the Supplemental resource Murder at Old Fields Forensics Science Lab online Activity. In Spanish, RCLA has adopted ¡Que Chevere! Lastly, RCLA has adopted the Get Ready/Engage curriculum from Vista Learning for ELD courses. Courses offered at RCLA are UC Doorways approved for A - G eligibility, with health courses offered to incoming 9th grade students via partner Health Connected.

The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students participate in college/career readiness development regularly and tie their academic instruction to 21st Century Learning standards for their post-secondary success. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, development of study skills, and rapport with fellow classmates. As of the 2019 - 2020 academic year, Advisory is offered to all RCLA

students as part of their instructional day for a 55-minute period three times per week (Tuesday, Thursday, and Friday). During this set class period, all grade levels of students have benefitted from college-based modules, professional development, and completing surveys on their preferred career exposure opportunities. Each section is taught by a fully certificated faculty member. Past collaborators have included the Hispanic Foundation of Silicon Valley, San Jose Evergreen Community College District, Santa Clara University, Silicon Valley Education Foundation Elevate Math, and Health Connected.

The LEA facilitates a restorative justice approach to school discipline matters as outlined in the Student/Family Handbook. The school discipline strategies aim to avoid suspension, expulsion, and other punitive forms of discipline. Thus, allowing for students to remain in class during instructional hours, as well as participate in after-school tutoring with students from Santa Clara University School of Education & Counseling Psychology. Instead of punitive forms of discipline, RCLA works to promote conflict mediation, written reflections, check-ins with personnel and parents/guardians, and community service as productive means of resolving any issues between pupils. Integral to its ongoing restorative justice efforts is the use of its Student Life Team (SLT) and campus supervisors to monitor the campus at large throughout the instructional day. SLT members and campus supervisors create a feedback loop between administration members and students to ensure equitable outcomes to conflict between students. Moreover, the expanded partnership with the City of San Jose Mayor's Gang Prevention Task Force (MGPTF) provides RCLA with access to a pulse on local issues in the East San Jose community, as well as another layer of communication with students for guidance and investment. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community. Most importantly, the LEA works to find and address the root cause of any issues experienced by students.

Reflections: Annual Performance

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

As of the school 2025 - 2026 academic year, RCLA currently sits in the High status in Graduation Rate with approximately 99%. Historically, RCLA students have demonstrated a near 85% Graduation Rate. Therefore, the most recent academic year is a substantial increase for the school site with performance level by student group also exceeding past performance: 100% for 40 English Learner students,100% for 49 Hispanic/Latino students, and 99% for 50 Socioeconomically Disadvantaged students. In comparison to peer subgroups, Hispanic students at RCLA hold a +8.4% standing in comparison to their Hispanic peers statewide. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, RCLA students held a +7.8% standing in comparison to subgroup peers statewide in 2023 - 2024. Moreover, the school boasted a strong result for English Learners as well with a 92.5% graduation rate, which set a rate +14.6% higher than the statewide English Learner rate.

Performance increases can be attributed to (1) the addition of an Academic Counselor dedicated to 12th Grade students (seniors), (2) the expansion of the College/Career Advisory Curriculum post-return from COVID-19 remote learning, (3) adoption of standards-based and aligned curriculum in all subject areas, (4) increases in parent/teacher conferences at school sites, (5) a tutoring partnership with Santa Clara University School of Education & Counseling Psychology, and (5) an increase in Average Daily Attendance (ADA) above 90% annually. Additionally, faculty and staff members received improved Professional Development with nine dedicated days focused on areas such as Sheltered Instruction Observation Protocol (SIOP), Multi-Tiered Systems of Support (MTSS), and a push-in model for meeting the needs of all students. Going forward, the school site will continue to leverage these key supports listed under LCAP Goal #1, while increasing investment in Professional Development, Academic Advisory, and expanding the After School and Enrichment Program on site.

California Dashboard data is available for RCLA's most recent academic year for the College & Career Data. The College and Career preparedness rate in the 2024 -2025 academic year for RCLA was 34.2%, which was -17.5% when compared to the state rate. However, when looking at English Learner subgroups, RCLA College and Career preparedness rate outpaced the state. For the English Learner subgroup rate, RCLA was +3.9% when compared to the state rate. Per the California School Dashboard, Roberto Cruz Leadership Academy (RCLA) for Suspensions with 1.1% of students receiving suspensions in the 2024-2025 academic year. This standing is 1.8% lower than the State of California average.

Moreover, during this last year, the school community continued to show strong attendance to community events, engagement, participation in parental/familial governance representation. Parents/Guardians also demonstrated a heightened and active role in the development of critical plans such as the Local Control and Accountability Plan (LCAP) for 2024 – 2027, formation of updated bylaws for the English Learner Advisory Committee (ELAC), participation in the TFHE Family Workshop Series, and accessing Student Support Services offered to students to address mental health concerns. Mechanisms yielding high rates of participation include surveying efforts, Town Hall Meetings, School Site Council Meetings, ELAC, community service opportunities, After-School Enrichment Programming, and Monthly Cafecitos with the Principal.

All instructional materials that have been adopted by LEA are aligned with State Standards (Common Core, Next Generation, ELD, etc.) and have considerations for their ability to provide support to our English Learners. All courses offered are approved by the UC system for A - G eligibility. All curriculum materials for adoption go through a committee vetting and adoption process facilitated by TFHE Teaching and Learning that includes teachers, students, and principals to ensure that materials are standards-aligned, appropriate to meet the needs of our diverse learning community, and aligned with our charter petition. Annually, adopted instructional materials undergo a process of review facilitated by the Department of Teaching & Learning in conjunction with other departments to ensure that materials are up-to-date, meet current California standards, and meet student needs. Teaching and Learning in collaboration with principals and staff oversee and record the distribution of said materials to ensure that all students have access to textbooks as per the Williams Act. All students will receive access to a Google Chromebook assigned at a one-to-one rate and an option for a wireless hotspot for internet connectivity.

The LEA also maintains a clean, safe, and compliant school facility in good repair with all instructional spaces prepared for students and staff use. The LEA has a Community Schools Coordinator through the California Community School Program which will increase services with community partner organizations into full-scale daily and weekly services. As of the summer of 2023, the school site has also invested heavily in Summer Enrichment including exposure to STEM electives (i.e., Robotics, Coding, and Computer Hardware), Math Enrichment, cooking courses, American Sign Language, culturally sustaining coursework, and college field trips. Forthcoming efforts will be completed to disaggregate responses by underrepresented student groups in an equitable manner that honors privacy, integrity, and confidentiality with an emphasis on instead allocating more direct support to student groups demonstrating gaps in proficiency standards. Improvements are in process in educating families on the A – G requirement process, school funding measures, campus safety plans, and breaking down the needs of individual student groups. Other key areas with ongoing efforts to maintain a positive campus culture, climate, and environment include a nutrition program led by stakeholder input, a consistent code of conduct, and schoolwide assemblies/town halls.

The LEA and The Foundation for Hispanic Education (TFHE) Schools work to ensure family voices and input remain at the forefront of our school engagement processes. The LEA also had over 90% of students attending two and four-year university/college options including Santa Clara University, San Jose State University, UC Berkeley, UC Merced, CSU East Bay, San Jose City College, San Francisco State

University, and Evergreen Valley College. 100% of students had access to a standards-aligned curriculum, all of their coursework taught by a credentialed instructor, and access to an advisory course in preparation for college/career endeavors.

Reflections: Technical Assistance

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

not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Families	School efforts for engaging families in the creation, drafting, and review of the Local Control & Accountability Plan (LCAP) each year is a year-round effort involving all members of school personnel. Personnel members of the following departments work weekly with families in English and Spanish to break down performance data, school expenditures, student support services, and school priority areas to foster student achievement: School Administration, Teaching & Learning, Assessment, Compliance & Equity, and Student Services. The school site's families are also its most prominent ambassadors and supporters for accreditation efforts, community advocacy, and enrollment referrals. Families also review the California Department of Education's Priority Areas and School LCAP Goals during programs, such as Cafecitos with the Principal, The Foundation for Hispanic Education's (TFHE) Family Workshop Series, WASC Accreditation Focus Groups, California Community School Programs Focus Groups, Committee Meetings, and Parent Institute for a Quality Education (PIQE) courses.
School Site Council (SSC) Committee Members	The primary mechanism for reviewing school priorities, student learner progress, budgetary expenditures, and the proposed LCAP goals is the School Site Council (SSC). Meeting each month for a total of ten meetings per year, the SSC has a total of two to three family representatives to act as a representative in meeting the needs of a diverse student contingency. The initial meeting each year requires the review of family rights, SSC bylaws, SSC composition, SSC election process, sample meeting agendas, and an annual

Educational Partner(s)	Process for Engagement
	calendar organized by state priority areas. All non-SSC family representatives are also encouraged to participate in the public comment period to voice any additional priorities, concerns, celebrations, and suggestions for SSC adoption. The SSC also reviews survey data from the Annual LCAP Survey, California Healthy Kids Survey, California Community Schools Partnership Program Survey, and Focus Groups.
English Learner Advisory Committee (ELAC) Members	Another central committee that enables families and community members to engage with the school site to enact change and advocate for student support is the English Learner Advisory Committee (ELAC). Led and facilitated by each School Principal in partnership with the Community Outreach and Community Schools Teams, ELAC primarily highlights the school's English Learner (EL) support services, annual performance data, reclassification criteria, and developing instructional strategies aimed to improve EL proficiency in core subjects. The ELAC meets on a bi-monthly basis with presentations held by: School Administration, Attendance, Teaching & Learning, Assessment, Community Schools, and Student Services.
Students	Students have been engaged as stakeholders over the last three years through one of the main audience members for taking the Annual LCAP Surveys, as well as participation in Focus Groups and engagement in discussions on school culture/climate. Additionally, students are also critical contributors and members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), and their dedicated Associate Student Body (ASB) Student Government to provide input on their ideal educational experience. In partnership with students and their families, the Teaching & Learning/Assessment Team and the School Administration also review student performance and outcomes on key assessments such as the SBAC, ELPAC, NWEA MAP, Advanced Placement (AP) Tests, and in maintaining A – G eligibility. Ultimately, student buy-in is a pivotal component of their success and engagement level at the school site.
Faculty/Staff Members	Faculty members are an active part of the LCAP development process during their seven (7) professional development days each academic year. The Teaching & Learning/Assessment Team and Compliance & Equity Team present on topics such as LCAP

Educational Partner(s)	Process for Engagement
	development, LCAP goals, alignment between LCAP and the Annual Budget, support for unduplicated student groups, and monitoring student success through crafted measures/metrics in support of each LCAP goal. Faculty members are also recipients of the Annual LCAP Surveys, participate as members of the School Site Council (SSC), and are part of Focus Groups for key instructional program reviews such as WASC.
The Foundation for Hispanic Education (TFHE) Board of Trustees / Governance	The Foundation for Hispanic Education (TFHE) Board of Trustees is the governing board for the school site. Through Quarterly Board Meetings, Trustees review proposed LCAP plans and budgetary expenditures with the context of the academic performance of students and the requested services emphasized in surveys as well as public meetings. The TFHE Board of Trustees also ensures that all proposed goals and plans align with the organizational mission of “serving all students, particularly those from historically disadvantaged backgrounds, by eliminating opportunity gaps”. This group’s due diligence is also offered through consideration and adoption of new policy and funding sources.
Administrators	School Administrators provide essential LCAP information during their Monthly Cafecito Meetings (Coffee with the Principal) to inform families of access to surveys, upcoming School Governance Meeting dates, newly added presentations on LCAP, and important proposed changes to prior LCAP plans. School Administrators also use their Weekly Newsletter to families to include key links to surveys, presentations, policies, drafted plans, and suggested LCAP goals. As the de facto lead of the School Site Council (SSC), Principals also present monthly budgetary updates, upcoming school priorities, and areas of concern to better prepare all community members on how resource allocation could have the greatest impact for investment into student programming.
Community Partners	School Administrators provide essential LCAP information during their Monthly Cafecito Meetings (Coffee with the Principal) to inform families of access to surveys, upcoming School Governance Meeting dates, newly added presentations on LCAP, and important proposed changes to prior LCAP plans. School Administrators also use their Weekly Newsletter to families to include key links to surveys, presentations, policies, drafted plans, and suggested LCAP goals. As

Educational Partner(s)	Process for Engagement
	the de facto lead of the School Site Council (SSC), Principals also present monthly budgetary updates, upcoming school priorities, and areas of concern to better prepare all community members on how resource allocation could have the greatest impact for investment into student programming.

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

Each year, the school site releases two LCAP Surveys: the School-Specific Annual LCAP Survey and District-Wide Annual LCAP Survey distributed to all students, families, and staff in English and Spanish (as well as any other requested native/home language). The School-Specific Annual LCAP Survey measures family participation in programs, familiarity with compliance requirements, priority areas for program implementation, proposed LCAP goals, and general feedback. The District-Wide Annual LCAP Survey collects family satisfaction with existing school services, personnel members, and accessibility. Some questions and prompts provided to community members for consideration of existing service access and proposal of new services are as follows:

How familiar are you with the Local Control and Accountability Plan (LCAP)?
How familiar are you with A - G requirements for UC/CSU Eligibility?
What additional services and/or offerings would you like to see implemented in support of student academic success?
How often have you reviewed your four-year plan and/or official school transcript with your academic counselor over the last year?

Please indicate any of the following supports you currently receive through your school site and its staff:

- Advanced Placement (AP) Coursework
- Tutoring Support
- Academic Advising
- College/Career Trips and Presentations
- Credit Recovery (i.e., Cyber High)
- Community Resources (i.e., Food Distribution, Clothing, Donations)
- Summer School Programming
- Mental Health Services
- After School Enrichment

What service areas would you like increased to support your A - G eligibility and support? (Select Three Total)

- Advanced Placement (AP) Coursework
- Tutoring Support
- Academic Advising
- College/Career Trips and Presentations
- Credit Recovery (i.e., Cyber High)

- Community Resources (i.e., Food Distribution, Clothing, Donations)
- Summer School Programming
- Mental Health Services
- After School Enrichment

Which coursework and/or opportunities would you like offered?
- Enrichment courses (i.e., Extended learning opportunities)
- Core coursework opportunities (I.e., Credit-bearing opportunities)
- Credit recovery opportunities (i.e., Cyber High)
- Advanced coursework (I.e., AP classes)
- Athletics and club-based opportunities
- Other – Suggest Other Methods Here

What mental health supports would you like to see invested in for your school site?
- Direct one-to-one clinical sessions
- Mental health workshops for students and families
- Student group circles/Restorative circles
- Other – Suggest Other Methods Here

What supports and approaches would help and inform assessment review?
- One-to-one review of student results with Administrators and Assessment Team Members
- Workshops with School Staff on Assessment Administration and Results
- Online Materials and Score Guides
- Other – Suggest Other Methods Here

Results for each survey are reviewed in centralized LCAP Town Halls, which take place twice in the Spring Semester with a review of summarized responses, aggregated survey data, and drafted LCAP goals. During LCAP Town Halls in February and March 2025, a focus is also placed on explaining student subgroups and the importance in supporting unduplicated students (English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students) as over 85% of the school's students annually fall into at least one identifier group.

The centrally developed goals are presented to the TFHE Board of Trustees at an annual LCAP Public Hearing each March 2026 with access to all community members for each Governance Meeting. The final adoption of the LCAP Plan for 2025-2026 is scheduled for the final TFHE Board of Trustees Meeting of the year during June 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Description: Increase the percentage of scholars meeting or exceeding proficiency standards in English Language Arts (ELA) and Mathematics by 5% each academic year as measured by standardized assessments (SBAC), as well as internally issued assessments.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with the school site's charter petition, mission statement, and schoolwide learner outcomes, it is a priority for all students to make progress towards proficiency in core subjects – including English Language Arts (ELA) and Mathematics. As a college preparatory academy, the subjects of ELA and Math are essential for students to reach success in their post-secondary college and career endeavors. With all 11th grade students participating in the annual Smarter Balanced Assessment Consortium (SBAC) exams required by the California Department of Education (CDE), all members of the school community are working towards preparing students to meet state performance standards. As supported by school committee meetings, survey respondents, professional development feedback, and instructional objectives, the school site intends to increase student performance by a total of 5% for each subject annually. Measures and associated metrics for this goal will center on Verified Data sources, while being supplemented by internal assessment results and qualitative indicators.

Students will be equipped with Common Core State Standards aligned curriculum, instructional materials, and extended learning support. To align professional development for faculty members to student needs and performance, the school site's Teaching & Learning Team will explore the Class Profile report deeply to review individual student RIT scores and class Mean scores while adjusting curriculum and lesson plans. Coming out of the pandemic, the school community has especially expressed an interest in increasing access to development and exposure to Math year-round. Families and community partners also advocated for supplemental resources to be provided on top of base standards-aligned programming for English Learner (EL) students, Students with Disabilities, and McKinney-Vento 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	Annual Student Proficiency on the Smarter Balanced Assessment Consortium (SBAC) Exam for English Language Arts (ELA) by Subgroup Source: CAASPP State Results	All Students: 26.5%; English Learners: 0.0%; Low-Income: 25.4%; Students with Disabilities: N/A	All Students: 14.6%; English Learners: 0.0%; Low-Income: 11.63%; Students with Disabilities: N/A	TBD	All Students: 41.5%; English Learners: 15.0%; Low-Income: 40.4%; Students with Disabilities: N/A	
1.2	Annual Student Proficiency on the Smarter Balanced Assessment Consortium (SBAC) Exam for Mathematics by Subgroup Source: CAASPP State Results	All Students: 2.9%; English Learners: 0.0%; Low-Income: 3.2%; Students with Disabilities: N/A	All Students: 2.04%; English Learners: 0.0%; Low-Income: 3.27%; Students with Disabilities: N/A	TBD	All Students: 17.9%; English Learners: 15.0%; Low-Income: 18.2%; Students with Disabilities: N/A	
1.3	Percentage of Students Accessing Tutoring Services Weekly Sources: Annual LCAP Survey, Tutoring Sign-In Logs	10.00%	15%	15%	20%	
1.4	Percentage of Students Enrolled in Extended Learning Opportunities Sources: Annual LCAP Survey, ELO Sign-In Logs	5%	5%	7%	15%	
1.5	Percentage of Students with Access to	100.00%	100%	100%	100.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Curriculum, Technology, and Instructional Materials Sources: IT, Teaching & Learning, Williams Act Monitoring					
1.6	Percentage of Students Demonstrating Growth on NWEA MAP Assessments in ELA Source: NWEA Map Results	All Students 51%	TBD - Fall 2026	9th=66% 10th=42% 11th=44% 12th=n/a% due to lack of normed data	All Students 66%	
1.7	Percentage of Students Demonstrating Growth on NWEA MAP Assessments in Math Source: NWEA Map Results	All Students 54%	TBD - Fall 2026	9th=72% 10th=47% 11th=60% 12th=46%	All Students 69%	
1.8	Percentage of Faculty Members Fully Credentialed in ELA and Math Source: California Teaching Credential (CTC)	100.00%	100%	100%	100.00%	
1.9	Percentage of Faculty Members Properly Assigned as Course Instructors in ELA and Math	100.00%	100%	100%	100.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: School Accountability Report Card (SARC)					
1.10	Total Number of Students Accessing Student Services Per Month Sources: Annual LCAP Survey, PowerSchool Log Entries	45%	30%	39%	35%	
1.11	Number of Students Earning Credit in Summer School Courses Sources: Annual LCAP Survey, Summer School Enrollment Logs	35 out of 40 students	10 out of 76	TBD	18 out of 20 students	
1.12	Total Number of Professional Development Days for Faculty Members Sources: Academic Calendar, Collective Bargaining Agreement (CBA)	9	9	9	9	

Goal Analysis [2025-26]

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

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

Overall Implementation:
In the 2025 - 2026 academic year, RCLA aimed to increase the percentage of scholars meeting or exceeding proficiency standards in English Language Arts (ELA) and Mathematics by 5%, as measured by both state standardized assessments (SBAC) and internal

benchmarks. The goal was carried out through a multi-faceted instructional approach, focusing on data-driven instruction, targeted interventions, professional development, and increased instructional time in core subject areas.
Implementation Summary:
Instructional Strategies: Teachers implemented differentiated instructional practices and focused on aligning curriculum to the Common Core State Standards. Intervention blocks were created for targeted academic support in both ELA and Math.

Assessments: Internal assessments were administered quarterly to monitor progress. Teachers met in PLCs to analyze data and modify instruction based on assessment results.

Professional Development: Educators received ongoing training in literacy and math strategies, including sessions focused on supporting English Learners and students with IEPs.

Differences Between Planned and Actual Implementation:
While the plan included full implementation of intervention programs beginning in the fall, staffing shortages delayed the launch until mid-year.

Intended expansion of after-school academic support was limited due to low student participation and logistical constraints.

Some planned PD sessions were postponed or condensed due to scheduling conflicts.

Challenges Experienced:
Staffing abilities in key instructional and support roles affected consistency in instructional delivery.

Student attendance issues impacted access to academic supports and consistent progress monitoring.

Technology gaps in early-year assessments made it difficult to capture accurate baseline data.

Successes Achieved:
Internal NWEA MAP assessments showed incremental growth in both ELA and Math proficiency rates.

Teacher collaboration and data analysis practices improved, resulting in more targeted instruction.

Student engagement in core classes increased, as observed through class participation and formative assessments.

Conclusion:
Despite some implementation delays and challenges, RCLA has made measurable progress toward its ELA and Math proficiency goal as evidenced by internal NWEA MAP assessments. Adjustments made throughout the year, particularly in instructional practices and data use, positioned the school for stronger goal execution in the coming academic year.

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

There were minimal material differences between Budgeted Expenditures and actual expenditures. Minor differences were the result of fluctuations on service pricings and availability of staff to provide services.

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

To date, the actions implemented to increase the percentage of scholars meeting or exceeding proficiency in English Language Arts (ELA) and Mathematics have shown positive levels of effectiveness.
Effective Actions:
Targeted Intervention Programs – The implementation of small group instruction and intervention periods for students performing below grade level has resulted in measurable gains, particularly in ELA. Internal assessments and formative data indicate a moderate increase in proficiency among students who regularly participated in these supports.

Professional Development – Ongoing training focused on data-driven instruction, literacy strategies, and math conceptual understanding has contributed to more consistent instructional practices across classrooms. Teacher feedback and classroom observations suggest increased confidence and effectiveness in delivering standards-aligned content.

Increased Use of Formative Assessments – The frequent use of benchmark and progress-monitoring tools allowed teachers to better identify learning gaps and adjust instruction accordingly. This has been particularly helpful in improving student performance in specific sub-standards.
Ineffective or Less Effective Actions:
Limited Impact of Technology Integration – While online platforms and digital tools were integrated into instruction, their inconsistent use and limited training reduced their effectiveness in supporting student learning, particularly in mathematics.

Chronic Absenteeism and Engagement Challenges – Attendance and engagement issues among a subset of scholars significantly hindered academic progress. This was especially evident in standardized assessment outcomes, where students with low attendance showed minimal growth despite interventions.

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

No changes to goals, metrics, outcomes and actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Arts (ELA) Coursework, Instruction, and In-Classroom Support	English Language Arts (ELA) Coursework is inclusive of four years of courses required for A – G completion and Graduation taught by fully credentialed faculty members. Courses include but are not limited to English 9, English 10, English 11, English 12, AP English Language, AP English Literature, and Expository Reading and Writing Curriculum. All courses are approved by the University of California (UC) Doorways Program to ensure eligibility for four-year universities. The California Common Core State Standards for English Language Arts play a critical role in the development of complex skills in literacy and language analysis and applications. The language arts are integrated in all content areas to foster inquiry skills (through speaking, listening, reading, and writing). Language practice in all four domains, in all content areas support linguistic development. LCPA students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, disciplines, and historical time periods. The goal for this allocated use of funds is to provide student support in working towards mastery of this content area with the support of staff, aligned curriculum, and useful guides for pupils. Prioritization will be provided to English Learners (EL), Students with Disabilities (SWD), and McKinney-Vento (MV) students.	$263,253.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Mathematics Coursework, Instruction, and In-Classroom Support	Mathematics coursework is inclusive of three years or more of courses required for A – G completion and Graduation taught by fully credentialed faculty members. Courses include but are not limited to Integrated Math I, Integrated Math II, Integrated Math III, Pre-Calculus, and AP Calculus AB. All courses are approved by the University of California (UC) Doorways Program to ensure eligibility for four-year universities. The adopted Mathematics curriculum is Common Core Standards aligned and is used across grade levels in planning and instruction. Students will engage in problem-based lessons structured around core mathematical ideas guided by a knowledgeable credentialed teacher, while students learn in groups to foster mathematical discourse. The courses balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). The goal for this allocated use of funds is to provide student support in working towards mastery of this content area with the support of staff, aligned curriculum, and useful guides for pupils. Prioritization will be provided to English Learners (EL), Students with Disabilities (SWD), and McKinney-Vento students.	$274,834.00	Yes
1.3	Academic Tutoring	To support student proficiency in ELA and Math, the school site is investing in greater in-classroom, after-hour, and summer academic support with tutors. During the school year, after school tutoring will be accessible to all learners – with referral or through opt-in participation – Monday through Thursday until 5:30 PM in the Homework Center. Tutors assisting in these courses and related concepts are from the Santa Clara University School of Education and Counseling Psychology, the Silicon Valley Education Foundation, and Elevate Tutoring. A concerted effort will be made for all tutoring to be made accessible to English Learners (EL) in their native / home language.	$8,540.00	Yes
1.4	Extended Learning Opportunities	Extended Learning Opportunities such as supplemental courses in ELA and Math will be procured through partners such as Silicon Valley Education Foundation (i.e., Elevate Math, Computer Science Courses),		No

Action #	Title	Description	Total Funds	Contributing
		San Jose Learning Center (Non-Credit Bearing English Courses) and Jose Valdes Math Institute (Non-Credit Bearing Foundational Math Courses). All offerings will be offered during summer period with no prerequisite requirement		
1.5	Curriculum, Technology, and Instructional Materials	The instructional materials that have been adopted at the school site are aligned with State Standards (Common Core, Next Generation, ELD, etc.) and have been selected with consideration of providing resources that support English Learners and Students with Disabilities. The school site has adopted the College Board's Springboard curriculum for English 9th-11th. In its Math Department, the school site has adopted the College Preparatory Mathematics (CPM) curriculum and IXL supplemental materials, which aim to enhance conceptual understanding and promote mastery of Math standards. Technology includes a one-to-one Student Chromebook, Computer Charger, and digitized curriculum. In compliance with the Williams Act, all curriculum and instructional materials are also available in text form to meet the needs of all learners.	$33,775.00	Yes
1.6	Assessment Training and Preparation (SBAC, NWEA MAP)	Professional Development, workshops, and instructional support for faculty members to administer assessments are completed by the school site's Teaching & Learning Team. Training sessions delivered focus on providing teachers with appropriate training to proctor the CAASPP SBAC as well as review the Proficiency ranges in preparation for the Spring administration. Portions of these sessions are delivered during weekly Wednesday Professional Development on early dismissal days. Development also provides teachers with appropriate training to proctor the NWEA MAP exams as well as review the 2020 Comparative Norms charts for Math, Language Usage, Reading and Science in preparation for the spring (post-test) administration. Other related costs include the licenses and external third-party training related to NWEA MAP.	$41,294.00	Yes
1.7	Summer School Programming	Summer school programming is inclusive of a four- to eight-week immersive course offered to students in the core subjects of English Language Arts (ELA) and Mathematics. All courses are taught at the	$43,947.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school site by a fully credentialed faculty member, offered free-of-cost, and are intended for students seeking to advance in coursework or make up a full course.		
1.8	Instructional Coaching and Teacher Induction	Instructional coaches serve as collaborative partners to aid in the planning, implementation, and delivery of curriculum across subjects for all school site faculty members. The school site's coaches also refine and grow instructional practices that support a diverse group of learners (Students with Disabilities, English Learners, McKinney-Vento Students). This is implemented to foster student growth regardless of a student's performance baseline to develop an inclusive culturally relevant classroom. Moreover, teacher growth is supported through reflection on observation data, learning opportunities, modeling, and collaboration. The goal for such support is to empower teachers to be strong proponents for all students as they grow their practice to increase teacher and student outcomes. All induction work is done according to the standards of the Santa Clara County Office of Education (SCCOE).	$10,381.00	No
1.9	ELA and Math Faculty Member Professional Development	The school site's Teaching & Learning Team provides in-depth Professional Development training prior to each academic year for effective curriculum implementation. It is essential that all faculty members get the proper training as an introduction to each course content area and the instructional program. Professional Development also focuses on providing access to teachers to instructional supports, introduces lesson planning strategies, demonstrates how to engage all of their students, and how to increase collaboration amongst their peers.	$12,890.00	No
1.10	Student Attendance Support	Support actions from the Attendance Team, as well as other collaborating members include calls to the parents/guardians of absent and chronically absent students, creation of communication for remedying existing attendance performance issues, working with Student Life Team Members	$11,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on improving student rapport, and meeting objectives of continually improving engagement levels as confirmed by School Administration.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Description: Foster and support a college-bound culture by increasing the A - G Requirement completion rate by 10% each academic year.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the school site's charter petition, it is a primary goal for all students to be eligible for a college or university upon graduation as part of their post-secondary plans. Accordingly, all graduation requirements for the school site are aligned to A – G requirements for admission to a University of California (UC) and/or California State University (CSU) institution. In addition to courses offered in the core subjects of English Language Arts (ELA) and Mathematics, other required coursework includes the required years of instruction in History, Science, Spanish (Language Other than English), Visual and Performing Arts (VPA), and College Preparatory Electives approved by UC Doorways. To increase the percentage of students attaining A – G completion each year by 10%, the school site will continue to invest in academic counselors, Advanced Placement coursework, improvements in College/Career Readiness support, Student Information Systems and its communications tools, and workshops for families.

Students will be equipped with Common Core State Standards aligned curriculum, instructional materials, and extended learning support. Families and community partners also advocated for supplemental resources to be provided on top of base standards-aligned programming for English Learner (EL) students, Students with Disabilities, and McKinney-Vento students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Students Meeting A – G Requirements for	All Students: 30.8%; English Learners: 20.5%; Low-Income: 30.2%;	All Students: 50%; English Learners: 20.5%;	TBD	All Students: 60.8%; English Learners: 50.5%;	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	UC/CSU Admission by Subgroup Source: CDE DataQuest	Students with Disabilities: 11.8%	Low-Income: 30.2%; Students with Disabilities: 11.8%		Low-Income: 60.2%; Students with Disabilities: 41.8%	
2.2	Performance on the California School Dashboard for College/Career Readiness Source: California School Dashboard	25.70%	34.2%	TBD	55.70%	
2.3	Percentage of Students Meeting Graduation Requirements by Subgroup Sources: CDE DataQuest, California School Dashboard	All Students: 92.9%; English Learners: 92.9%; Low-Income: 92.6%; Students with Disabilities: 100.0%	All Students: 90.41% English Learners: 90% Low-Income: 89% Students with Disabilities: 100%	TBD	All Students: 93.0%; English Learners: 93.0%; Low-Income: 93.0%; Students with Disabilities: 100.0%	
2.4	Percentage of Students Participating in Advancement Placement Coursework Source: PowerSchool	43%	19%	38.13% 27.44% unduplicated	45%	
2.5	Percentage of Students Receiving a 3 or Higher on Advanced Placement Exams	73%	TBD - Fall 2026	TBD	80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: College Board Results					
2.6	Percentage of Faculty Members Fully Credentialed in All Coursework Source: California Teaching Credential (CTC)	100.00%	87.5%	100%	100.00%	
2.7	Percentage of Faculty Members Properly Assigned as Course Instructors in All Coursework Source: School Accountability Report Card (SARC)	100.00%	87.5%	100%	100.00%	
2.8	Average for Student Annual Visits with their Academic Counselor Source: Annual LCAP Survey	9th grade: Once a year 10th grade: Once a year 11th grade: three times a year 12th grade: three times a year	56.8% of all students reported seeing academic counselor at least once for all grades	56.8% of all students reported seeing academic counselor at least once for all grades	Three times for all grades	
2.9	Percentage of Students Participating in Dual Enrollment Course Sources: Annual LCAP Survey, PowerSchool	8%	11%	15%	10%	
2.10	Annual Student Proficiency on the California Science Test (CAST) by Subgroup	All Students: 5.8% English Learners: 0.0% Low-Income: 5.2%	All Students: 15.94% English Learners: 0.0%	TBD	All students: 21%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: ETS.org	Students with Disabilities: 0.0%	Low-Income: 15.63% Students with Disabilities: N/A			
2.11	Percentage of Students Affirming Familiarity with A – G Completion Requirements Source: Annual LCAP Survey	83.20%	67%	85.7%	90.00%	
2.12	Total Number of Students Participating in College/Career Workshops Sources: Annual LCAP Survey, Workshop Sign-In Logs	100 students	100 students	100 students	150 students	

Goal Analysis [2025-26]

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

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

Overall Implementation Summary:
During the 2025-2026 academic year, several initiatives were undertaken to support A-G completion and strengthen the college-going culture across RCLA. While the intent and general structure of the plan were maintained, there were some differences between planned and actual actions, along with both notable successes and ongoing challenges.

Planned Actions:
Expand access to A-G aligned course offerings.

Provide targeted academic counseling and progress monitoring.

Offer credit recovery and summer school options aligned to A-G requirements.

Increase college awareness events (e.g., college nights, campus visits).

Provide professional development on college readiness and course alignment.

Actual Implementation & Differences:
Course Access & Alignment:
Implemented: Additional A-G courses were made available, and curriculum reviews were conducted to ensure alignment.

Success: No staffing shortages, therefore all A-G courses were offered as consistently as planned.

Academic Counseling & Support:

Implemented: Increased counselor-student check-ins and use of academic tracking tools.

Challenge: Counselor's ability to identify students at risk of not meeting A-G requirements. LCAP surveys indicate that less than 55% of students routinely met with the Academic Counselor to track academic progress.
Credit Recovery & Summer Programs:

Implemented: Summer school was offered with A-G approved coursework.

Challenge: Enrollment was lower than anticipated, and some students failed to complete credit recovery due to personal or attendance issues.

College Awareness Activities:

Implemented: Virtual and in-person college visits, application workshops, and college nights were held.

Success: These activities were well-attended and increased student/family awareness of post-secondary options.

Professional Development:

Partially Implemented: Some training was conducted on aligning course content to A-G expectations, but comprehensive PD was limited due to staffing abilities to implement.

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

There were minimal material differences between Budgeted Expenditures and actual expenditures. Minor differences were the result of fluctuations on service pricings and availability of staff to provide services.

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

Evaluation of Actions Taken:
Several targeted strategies were implemented to support students in meeting the A-G requirements; however, the overall effectiveness was limited due to inconsistent implementation and staffing challenges.

1. Academic Counseling and Monitoring
Effectiveness: Ineffective to Partially Effective
While academic counseling is a critical component in guiding students toward A-G completion, the academic counselor was not able to meet regularly with all students and competing responsibilities.

This lack of consistent individual counseling led to some students being unaware of their A-G status or the courses needed to stay on track.

Without regular meetings, at-risk students were not consistently identified for intervention, resulting in missed opportunities to support their academic planning and course selection.

2. Access to A-G Courses
Effectiveness: Effective
A-G course offerings were expanded and course catalogs aligned to college entrance requirements.

3. Credit Recovery and Summer School Programs
Effectiveness: Partially Effective
Credit recovery options were aligned with A-G standards and provided for students who fell behind.

Despite this, student participation and completion rates were inconsistent, and not all students who needed recovery were identified or encouraged to enroll in time due to limited counselor outreach.

4. College Awareness Activities
Effectiveness: Effective
College nights, university campus visits, and informational workshops helped to build a stronger college-going culture, especially among juniors and seniors.

These events positively influenced student motivation and family engagement but were not sufficient on their own to ensure A-G completion without follow-up academic planning.

5. Staff Training on A-G Alignment
Effectiveness: Limited Effectiveness
Some teachers and support staff received training on A-G alignment and student support, but continual professional development is recommended across all departments.

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.

None

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	Academic Counselors and College/Career Support	The role of academic counselors is to ensure all students have a pathway to Graduation and A – G eligibility, in addition to crafting a four-year plan including required support services. Academic counselors are responsible for working with instructional staff to identify students required academic intervention support in addressing and meeting their needs for sustained success. Academic counselors also ensure that each student at each grade level (including subgroups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities, McKinney-Vento Students) is participating in available college-related activities when possible, including, but not limited to, summer programs, dual enrollment, financial aid workshops, application support, and college/university presentations.	$122,510.00	Yes
2.2	Academic Advisory Period	Academic Advisory is offered to all students as part of their academic, professional, college/career, and time management development in all four years of their time at the school site. Students receive full exposure to college readiness support and workshops for the college application process as well as course modules intended to assist them in all other subject areas and post-secondary opportunities. Moreover, students also check in with their academic counselor to review their four-year plan and understand their pathway to Graduation and A – G eligibility. Collaborators for this course include partners and vendors such as: Hispanic Foundation of Silicon Valley, Silicon Valley Education Foundation, Quetzal Mama, College Board, The Tenacious Group, local universities/colleges, and corporate employment representatives. All offerings are organized by the school site's Teaching & Learning Team and Administration.	$65,036.00	Yes
2.3	Credit Recovery	Credit recovery is a course offering option available for students that did not pass a course required for Graduation and/or maintaining A – G requirement eligibility. Courses are procured through third-party vendor Cyber High with an instructor of record assigned at the school site during the school year and summer.	$2,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student Information System (SIS) and Communication Tools	The adopted school site Student Information system (SIS) PowerSchool warehouses all student information, grades, academic standing, transcripts, attendance data, and faculty log entries to ensure that each pupil is on track for academic success including Graduation and A – G Completion. The program also provides information for student demographics and enrollment. The communication tool used at the school site is the ParentSquare application. The use of ParentSquare is to post weekly and ongoing updates for: assessment, community engagement, summer bridge, parent/teacher conferences, surveys, and grading period updates. The program also provides weekly calendar reminders, meeting invitations, web links, student attendance updates, emergency notifications, enrichment course enrollment sign-ups, and other critical information. In support of English Learners Students and their families, communication will be offered in English and Spanish, while key materials are to be translated in Vietnamese and Tagalog.	$5,673.00	No
2.5	Advanced Placement (AP) Coursework and Support	Advanced Placement (AP) coursework is accessible to all students seeking to increase course rigor, challenging curriculum, and college-exposure in their class schedule. All services are procured through College Board with classes taught by a fully credentialed and properly assigned faculty member. Courses carrying the AP designation in their title will culminate in all enrolled students that opt-in taking a College Board AP exam. Students passing the exam with eligible scores will earn college credit as a result. Examples of AP courses offered at the school site each year include: AP English Language, AP English Literature, AP Spanish Language, AP Spanish Literature, AP Art, AP Calculus, AP World History, AP U.S. History, AP Government, AP Computer Science, and AP Environmental Science. Courses also include supplemental opportunities facilitated by instructors to prepare for each AP exam with guides and sample exams.	$20,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Science, History, Spanish, Art, and Elective Coursework, Instruction, and Support	All coursework is inclusive of four years of courses required for A – G completion and Graduation taught by fully credentialed faculty members. All courses and materials are approved by University of California (UC) Doorways, East Side Union High School District (ESUHSD), and The Foundation for Hispanic Education (TFHE) Board of Trustees. All courses are listed in course catalogs, on school websites, and in the School Accountability Report Card.	$1,187,431.00	Yes
2.7	College and Career Preparedness Partnerships	The school site works to establish college and career preparedness partnerships with partnerships that are also part of the Academic Advisory Program. Offerings include college application workshops, financial aid cash for college workshops, resume assistance, job shadowing opportunities, computer literacy assistance, summer bridge, college presentations, employer visits, and other opportunities as they arise. Supporting partners include Santa Clara University, San Jose State University, Hispanic Foundation of Silicon Valley, Silicon Valley Education Foundation, Quetzal Mama, and College Board.		No
2.8	Curriculum, Technology, and Instructional Materials	The adopted Common Core State Standards (CCSS) curriculum for the subjects of Science, History, Spanish, Art, and Electives includes: Discovery Science, History Alive!, Que Chevere, and other curriculum offered by approved educational vendors. Technology includes a one-to-one Student Chromebook, Computer Charger, and digitized curriculum. In compliance with the Williams Act, all curriculum and instructional materials are also available in text form to meet the needs of all learners.	$33,775.00	Yes
2.9	Dual Enrollment Coursework	Dual enrollment coursework is school site-based and procured through a Memorandum of Understanding renewed annually with San Jose Evergreen Community College District (SJECCD) via Evergreen Valley College. Elective courses count for high school credit and community college credit as outlined in the school site's charter petition. Course disciplines and focus areas include: Humanities, Business Studies, Sociology, Psychology, Ethnic Studies, and other core subject areas.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Assessment Preparation (CAST)	Training workshops offered by the school site's Teaching & Learning Team with a focus on providing teachers with appropriate training to proctor the CAST as well as review the Proficiency ranges in preparation for the Spring administration. Science lesson plan support and instructional strategies are also included as part of Professional Development.		Yes
2.11	Student Attendance Support	Support actions from the Attendance Team, as well as other collaborating members include calls to the parents/guardians of absent and chronically absent students, creation of communication for remedying existing attendance performance issues, working with Student Life Team Members on improving student rapport, and meeting objectives of continually improving engagement levels as confirmed by School Administration.	$11,503.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Description: Increase progress for English Learners (EL) by 10% annually measured by the summative English Language Proficiency Assessments for California (ELPAC).	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A critical component of the school site's mission is supporting English Language Learner (ELL) students on the path to reclassification and fluency in English and their native/home language. As part of the support required to ensure all students meet A – G completion and graduation requirements, the school site has worked with its Teaching & Learning/Assessment Team, the English Learner Advisory Committee (ELAC), families, students, and all personnel to integrate supports in place for students to develop reading, writing, and speaking fluency in English and their native/home language, in addition to reaching proficiency in core subjects. Families have advocated for this standalone goal given that more than a third of students are English Learners (EL) and approximately 80% of students have been classified as an English Learner (EL) at some point in their educational career. Supports requested include a deeper dive in the English Language Proficiency Assessments for California (ELPAC), providing more direct English Language Development (ELD) coursework, and increasing the frequency that English Learners (EL) meet with their academic counselor to assess their status for A – G completion and graduation. Other supplemental services proposed include English as a Second Language (ESL) after-hour courses and the expansion of the ELAC for EL advocacy efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of English Learner (EL) Students Reclassified Annually	10%	8.5%	TBD	10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Sources: Teaching & Learning, Assessment/Data					
3.2	Percentage of English Learner (EL) Students Making Progress Per the CA School Dashboard Source: California School Dashboard	58.20%	37.5%	TBD	88% of EL Population Making Progress	
3.3	Number of Students/Families Participating in English as a Second Language Coursework Source: Course Enrollment Sheet	5	61 students	TBD	20	
3.4	Percentage of English Learner (EL) Student Graduating Source: CDE DataQuest	92.90%	89.7%	100%	93.00%	
3.5	Percentage of English Learner (EL) Student Meeting A – G Completion Requirements Source: CDE DataQuest	20.50%	35.1%	TBD	50.50%	
3.6	Total Number of English Learner Advisory Committee (ELAC) Meetings Held Annually	6	9	9	8	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Sources: Community Outreach, Meeting Agendas					
3.7	Total Number of Families Participating in English Learner Advisory Committee (ELAC) Meetings Bi-Monthly Sources: Community Outreach, Meeting Sign-In Logs	5	1	2	10	
3.8	Distribution of English Learner (EL) Support, Reclassification, and Services Letters Annually Sources: Teaching & Learning, Compliance, ParentSquare	2	2	2	4	

Goal Analysis [2025-26]

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

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

Overall Implementation:
The goal to improve English Learner (EL) progress by 10% was implemented through a combination of targeted instructional support, professional development, and monitoring of student progress. While some strategies were executed as planned, others faced delays or were modified during the year.
Planned vs. Actual Implementation:
1. Designated and Integrated ELD Instruction
Planned Action: Provide daily designated English Language Development (ELD) instruction and integrated ELD strategies across content areas.

Actual Implementation:

Designated ELD was implemented at most grade levels but not always consistently across classrooms due to teacher shortages and limited ELD-specific training.

Integrated ELD varied widely by teacher and subject. Some content teachers embedded language supports effectively, while others lacked the tools or training to do so.

2. ELD Professional Development
Planned Action: Provide PD focused on ELD strategies, formative assessments, and scaffolding for ELs.

Actual Implementation:

Professional development sessions were held. Some teachers would benefit from receiving ongoing or in-depth training, resulting in inconsistent implementation of best practices for EL instruction.

3. Progress Monitoring and Data Use
Planned Action: Use formative assessments and ELPAC practice tools to monitor EL progress.

Actual Implementation:

EL progress monitoring was initiated with a systematic data review process. Some teachers used informal methods, while others were unaware of available tools.

Benchmark assessments were given, data was analyzed. Some teachers could benefit from additional training on how to adjust instruction in a timely manner.

4. ELD Intervention and Support Programs
Planned Action: Implement small-group and pull-out interventions for struggling ELs.

Actual Implementation:

These supports were offered.
Some Long-Term English Learners (LTELs) will continue to need targeted support, increasing effectiveness for those most at risk.

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

there were minimal material differences between Budgeted Expenditures and actual expenditures. Minor differences were the result of fluctuations on service pricings and availability of staff to provide services.

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

Effectiveness of Actions to Date:
The actions taken to support English Learners (ELs) in the 2024-2025 academic year were overall effective, and RCLA made notable progress toward the goal of increasing ELPAC performance by 10%. Data indicates that a majority of EL students demonstrated measurable gains in English language proficiency, with several moving up at least one ELPAC level compared to the previous year.
1. Designated and Integrated ELD Instruction
The consistent implementation of designated ELD blocks across most grade levels was a key factor in student growth. Students had regular, structured opportunities to build foundational language skills.

Integrated ELD strategies in content areas helped reinforce language development throughout the day. Teachers who received training were able to effectively scaffold instruction and create more accessible learning environments for ELs.

2. Targeted Supports and Interventions
Small-group interventions and pull-out support sessions provided additional help to students who were identified as needing more focused instruction. These supports were particularly effective for Long-Term English Learners (LTELs).

EL students receiving intervention demonstrated higher-than-average growth on internal progress monitoring assessments and the ELPAC.

3. Professional Development

Teachers benefited from ongoing professional development focused on ELD strategies, including the use of academic language, sentence frames, and vocabulary development.

Those who implemented these strategies consistently saw improvements in classroom participation and student writing and speaking skills.

4. ELPAC Preparation and Progress Monitoring
Structured ELPAC preparation sessions allowed students to familiarize themselves with the test format and expectations, reducing anxiety and improving performance.

Use of benchmark assessments and formative tools allowed for more timely interventions and instructional adjustments based on real-time student data.

Conclusion:
The goal to increase EL progress by 10% was largely met, and the combination of designated instruction, integrated strategies, targeted interventions, and data-informed instruction proved successful. While some variability in implementation existed across classrooms, the overall results validate the strategies used.
Moving forward, it is recommended that these supports be continued and expanded, particularly in:
Ensuring consistent and high-quality integrated ELD instruction across all content areas,

Expanding access to interventions for LTELs,

Strengthening data monitoring systems for ongoing EL progress, and

Continuing robust professional development focused on language acquisition strategies.

Maintaining and building on these efforts will be key to sustaining and accelerating EL student growth in future years.

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.

None

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	English Language Development (ELD) Support	The school site consistently has consistently had a high enrollment of students classified as English Language Learners (ELL) at some point in their educational career. Consistent with the mission and programming of the school site, it serves a student population that is predominantly belonging to the two following student groups: EL and Reclassified Fluent English Proficient (RFEP). These supports will include Advisory and standard course supports to provide all EL students with access to a college preparatory content level and educational experience.	$97,281.00	Yes
3.2	Assessment Preparation (ELPAC)	Training workshops offered by the school site's Teaching & Learning Team with a focus on providing teachers with appropriate training to proctor the ELPAC as well as review the Proficiency ranges in preparation for the Spring administration. Science lesson plan support and instructional strategies are also included as part of Professional Development.	$34,872.00	Yes
3.3	English as a Second Language Student Course	English as a Second Language Courses for students are an effort to improve student access to school-based spaces that center linguistic development and practice. The course primarily focuses on developing verbal communication, but also covers reading skills, listening comprehension, and pronunciation. Courses for the school site are typically contracted through the San Jose Learning Center (SJLC) with a certificated instructor.	$7,187.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	English as a Second Language Family Course	English as a Second Language Courses for families are an effort to improve their access to school-based spaces that center linguistic development and practice in an effort to support their student. The course primarily focuses on developing verbal communication, but also covers reading skills, listening comprehension, and pronunciation. Courses for the school site are typically contracted through the San Jose Learning Center (SJLC) with a certificated instructor.		Yes
3.5	Professional Development for Faculty Members	Training from the school site's Teaching & Learning Team includes: (1) Becoming familiar with the ELD Standards Overview and Proficiency Level Descriptors; (2) use of instructional strategies and lesson planning for EL students; (3) access to and review of current available individual Summative ELPLAC Overall Scores; (4) review of school-level performance on the Summative ELPAC and identifying the percent of students performing at each level of proficiency; and (5) viewing EL, RFEP, LTEL and STEL indicators on PowerSchool.	$5,000.00	Yes
3.6	English Learner Advisory Committee (ELAC) Efforts	The English Learner Advisory Committee (ELAC) is a central school site group working to advise school officials on English learner programs and services. The committee meets on a bi-monthly basis on services including EL instructional programs, assessment administration (ELPAC), reclassification support, the seal of biliteracy, and other key supports for EL students.		Yes
3.7	Student Attendance Support	Support actions from the Attendance Team, as well as other collaborating members include calls to the parents/guardians of absent and chronically absent students, creation of communication for remedying existing attendance performance issues, working with Student Life Team Members on improving student rapport, and meeting objectives of continually improving engagement levels as confirmed by School Administration.	$6,599.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Support strong community engagement and restorative practices that promote students learning in a physically safe environment, while having access to social-emotional support services.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school site has established this goal to support strong student connections and rapport within the school community to support the developmental needs of a diverse group of students and community members, including their household support system (parent/guardian/family). It is critical for students to have a sense of belonging and investment to attain academic successes including reaching proficiency and reaching growth metric goals. Key indicators such as improved attendance rates and greater participation in public committees connect directly to improved outcomes for students. Moreover, for school sites to have a representative voice of all stakeholders, parental governance and student feedback must be incorporated across all areas of school operations. Thus, to achieve student success, engagement from families and students will be a priority. This will be done through maintenance of high attendance rates, social-emotional and mental health support services, parent workshops, community engagement, Positive Behavior Interventions and Support (PBIS) training, Multi Tiered Support Systems (MTSS) training, and expanded learning (during and after school). Students and families will have access to translated documents and workshops in Spanish and Vietnamese, as well as open office hours with the Community Outreach Team as well as school site staff members. Also, the TFHE Student Services Department in collaboration with the Santa Clara County Department of Public Health and Alum Rock Counseling Center work to provide continual access via student services, workshops, and consultation access.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Average Daily Attendance (ADA) Rate Sources: PowerSchool, Registrar Monthly ADA Reports	91.40%	91%	TBD	98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Total Student Enrollment Sources: PowerSchool, Registrar Monthly ADA Reports	250	254	200	265	
4.3	Percentage of Stakeholders Participating in Annual LCAP Survey Efforts Source: Annual LCAP Survey	33.00%	47%	55%	50%	
4.4	Percentage of Students Accessing Mental Health Counseling Sources: Students Services, PowerSchool Log Entries	45%	32%	39%	35%	
4.5	Percentage of Students in After School Enrichment Programming Source: After School Enrichment Enrollment Logs	5%	5%	7%	15%	
4.6	Facilities Status Based on the Facility Inspection Tool (FIT) Sources: Facilities, School Accountability Report Card	Good	Good	Good	Good	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Total Number of School Safety Drills Completed Annually Sources: Compliance, School Safety Drill Schedule	9	9	9	9	
4.8	Total Number of School Site Council (SSC) Meetings Held Annually Sources: Compliance, School Site Council Meeting Schedule	9	9	9	9	
4.9	Percentage of Students Suspended from School by Subgroup Sources: California School Dashboard, CDE DataQuest	All Students: 8.0%; English Learners: 6.5%; Low-Income: 7.3%; Students with Disabilities: 6.4%	All Students: 1.1%; English Learners: 1.4%;	All Students: 0%; English Learners: 0%; Low-Income: 0%; Students with Disabilities: 0%	All Students: 0.1%; English Learners: 0.1%; Low-Income: 0.1%; Students with Disabilities: 0.1%	
4.10	Percentage of Students Expelled from School by Subgroup Sources: California School Dashboard, CDE DataQuest	All Students: 0.0%; English Learners: 0.0%; Low-Income: 0.0%; Students with Disabilities: 0.0%	All Students: 0.0%; English Learners: 0.0%; Low-Income: 0.0%; Students with Disabilities: 0.0%	All Students: 0.0%; English Learners: 0.0%; Low-Income: 0.0%; Students with Disabilities: 0.0%	All Students: 0.0%; English Learners: 0.0%; Low-Income: 0.0%; Students with Disabilities: 0.0%	
4.11	Number of Families Attending Family Workshops Monthly Sources: Community Outreach, Family Workshop Sign-In Logs	10	50	22	30	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Percentage of Families Attending Monthly Cafecitos with the Principal Sources: School Site Team, Cafecito Sign-In Logs	10	10	11	30	
4.13	Percentage of Students Participating in Clubs and Activities Sources: School Site Team, Annual LCAP Survey	10%	15	45%	50%	

Goal Analysis [2025-26]

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

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

During the 2025-2026 year, the school made significant strides in implementing initiatives to strengthen community engagement, integrate restorative practices, and ensure student access to social-emotional support services. While the overarching goal was actively pursued, some differences between planned and actual implementation emerged due to evolving student needs.

Key Areas of Implementation
1. Restorative Practices
Planned: Implementation of a full restorative justice program across all grade levels with regular circles and conflict mediation practices.

Actual: Restorative practices were partially implemented due to staffing transitions and varying teacher capacity. However, targeted staff training did occur, and some teachers regularly facilitated community-building circles.

Successes: Where implemented consistently, restorative circles helped reduce student conflicts and foster a greater sense of belonging and mutual respect.

Challenges: Inconsistent implementation across classrooms limited the overall impact, with some staff expressing a need for more training and structured support.

2. Social-Emotional Support Services
Planned: Increased access to counseling services, SEL curriculum integration, and more Tier 2/Tier 3 mental health support.

Actual: The school successfully expanded its counseling team, allowing for more direct support and referrals. SEL activities were integrated during advisory periods and in targeted wellness workshops.

Successes: Student referrals for mental health support increased, indicating greater awareness and utilization of services. Several students were successfully connected to outside agencies.

Challenges: Demand for services exceeded counselor capacity, especially during peak times (e.g., post-holidays, testing periods), leading to waitlists for non-urgent counseling needs.

3. Community Engagement
Planned: Host quarterly family engagement nights, regular newsletters, and parent workshops on student wellness and academic support.

Actual: The school hosted family events, maintained communication via email and newsletters, and collaborated with community partners for workshops.

Successes: Positive feedback from families on increased transparency and inclusion in school culture.

Challenges: Some events had low attendance due to scheduling conflicts or lack of awareness, underscoring the need for earlier and more strategic outreach.

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

There were minimal material differences between Budgeted Expenditures and actual expenditures. Minor differences were the result of fluctuations on service pricings and availability of staff to provide services.

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

To date, implementation of actions supporting this goal has had mixed effectiveness. While there were positive strides in expanding social-emotional support and launching targeted restorative justice training for staff, several serious challenges have emerged that highlight the need for deeper systemic changes.

Areas of Effectiveness:
Social-Emotional Services:
RCLA increased access to on-site counseling and wellness support, helping students manage mental health challenges and build coping skills. Many students were referred to services and received ongoing support through Tier 2 and Tier 3 interventions. Teachers also integrated social-emotional learning activities into advisory through social-emotional learning specific curriculum.

Community Engagement:
Efforts to engage families included newsletters, events, and workshops in partnership with community organizations. Events saw limited participation, pointing to a need for better outreach and scheduling alignment with families' availability.

Restorative Practices:
Staff received foundational training in restorative practices, and several classrooms began implementing restorative circles and mediation strategies. These were helpful in isolated cases for de-escalating conflicts and improving peer relationships.

Areas of Ineffectiveness / Challenges:
Campus Safety and Student Behavior:
Despite the positive intentions behind restorative approaches, the school experienced multiple physical altercations during the year, and one student was expelled for a serious incident. These events signal a breakdown in consistent behavior expectations and preventative support across the student body.

Low Enrollment Projections for 2025–26:
Another concern is the continued drop in projected enrollment.

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.

None

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Outreach and Support Services	The school site is intent on holding and supporting a high Average Daily Attendance (ADA) each year to ensure that students are participating in the majority of the 179 instructional days to build proficiency in core subjects, stay on course for Graduation and meeting A – G requirement completion, and to build a strong connection to the school environment. Actions for attendance outreach and support include phone calls home, sending notices and letters as required, and communicating with support staff.	$6,599.00	Yes
4.2	School Attendance Review Board (SARB) Support	SARBs, composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems using available school and community resources. County SARBs are convened by the county superintendent at the beginning of each school year. At the school site, these efforts are engaged in by the School Principal, and the Dean of Student Attendance.		Yes
4.3	Enrollment Services (Recruitment, Engagement, Retention)	The school site's Community Outreach Team works with the School Principal and Registrar on all matters related to incoming student and transfer student enrollment. Services include processing applications, conducting tours, scheduling requested intake meetings, developing rapport with new families, collecting key admission documentation, and connecting students with academic counselors.	$24,845.00	No

Action #	Title	Description	Total Funds	Contributing
		Supporting activities completed throughout the year include hosting community events, middle school visits, developing marketing collateral, social media management, open house planning, and updating enrollment lists. Enrollment is supported for all interested students regardless of their current academic standing consistent with the mission of the school site. Training will be offered to Community Engagement Staff for translation abilities, service training, student support best practices, and development of informational collateral. In support of English Learners Students and their families, training will be conducted on interacting with a multilingual students contingency.		
4.4	Social/Emotional and Mental Health Services and Support	The school site works with its Student Services Team to provide social-emotional and mental health resources in conjunction with the Santa Clara County Department of Public Health and Alum Rock Counseling for one-to-one mental health support. The Student Services Team also offers paraprofessional support in- classroom for students in need, check-ins through its partner organization FACES. The school site also notifies students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus. Prioritization is provided to Students with Disabilities as well as Foster Youth and Homeless Students.	$120,693.00	Yes
4.5	After School Enrichment Programming	The school site holds After School Enrichment Programming to engage students in extracurricular and developmental opportunities that build their competencies in career-based focus areas. The objective is for students to receive direct experience in hands-on and tangible specialty areas while developing their skill set and areas of interest for post-secondary plans. Current offerings include robotics, Google Code Artist, photography, screen printing, bicycle repair, art workshops, and design.	$17,000.00	Yes
4.6	School Facilities Maintenance	The school site takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of classroom environments, athletic activities, nutrition spaces, common areas, parking lots, and exterior seating. Audit efforts include system review of electrical, mechanical,	$208,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		plumbing, emergency systems, classroom furniture, air quality, common spaces, and building equipment systems. Any issues that arise are addressed in partnership with the landlord. In addition, procedures for emergencies are in place. The school site also has a Facilities Team tasked with day-to-day maintenance, facility management, and general grounds support.		
4.7	Security and Safety Measures	Security and safety measures include properly patrolling, alarming, locking, and supervision (contracted as-needed) of the school campus. These functions are organized and arranged by the school site's Facilities Team and School Administration.	$24,849.00	No
4.8	Positive Behavioral Intervention Support (PBIS) Training	Positive Behavioral Interventions and Supports is a proactive framework implemented in schools to promote positive behavior and create a supportive learning environment for all students. Here are the key components and principles of PBIS: Behavioral Expectations: PBIS establishes clear behavioral expectations that are defined positively and communicated throughout the school community. These expectations outline desired behaviors in various settings such as classrooms, hallways, cafeteria, and playgrounds. Tiered Support Systems: PBIS uses a tiered system of support to meet the needs of all students: • Tier 1 - Universal Supports: Universal strategies are implemented school-wide to promote positive behavior for all students. This includes teaching and reinforcing expected behaviors, using positive reinforcement systems (such as praise, rewards, and recognition), and establishing routines and procedures. • Tier 2 - Targeted Supports: Targeted interventions are provided to students who require additional support beyond universal strategies. This may include small group interventions, social skills training, mentoring programs, and check-in/check-out systems to monitor behavior. • Tier 3 - Intensive Supports: Intensive interventions are designed for students with more significant behavioral challenges.	$1,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Individualized behavior plans, functional behavior assessments, counseling, and family involvement are implemented to address specific behavioral needs. Positive School Climate: PBIS aims to create a positive school climate where all students feel safe, respected, and engaged in learning. By promoting positive behaviors and reducing problem behaviors, PBIS contributes to a supportive environment that enhances academic achievement and social-emotional development.		
4.9	Campus Supervision	The Student Life Team (SLT) acts as the school site's campus supervisors and engages with students for safety matters, conflict resolution, campus climate monitoring, general assistance, attendance, and implementation of direct efforts for student engagement initiatives. The SLT reports to the School Principal and regularly receives training on emergency preparedness, as well as restorative practices.		No
4.10	Emergency Preparedness	Emergency preparedness efforts include hosting nine drills annually as follows: Fire Drills (three), Earthquake Drills (three), and Active Intruder Drills (three). All scheduled simulation drills are conducted according to the Incident Command System (ICS) organizational chart and in following the School Emergency Plan as well as the Injury Illness Prevention Plan. These functions are organized and arranged by the school site's Facilities Team and School Administration.		No
4.11	Community Outreach Services	TFHE's Community Outreach Team works with all stakeholder groups (i.e., students, parents, community members, faculty, staff) to ensure participation in all school activities including community engagement opportunities, public meetings, skill tutorials, and required engagement-based surveying efforts. Sustained efforts from the group also include translation of critical information, delivery of workshops, initiation of responding to general inquiries, connection to local resources, and distribution of critical materials.	$24,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		One-to-one consultations are also available for informing parents/guardians how to become more engaged advocates in their student's academic experience. In support of English Learners Students and their families, all Community Outreach Staff will possess bilingual communication abilities. Moreover, prioritization for outreach is provided to English Learners, McKinney-Vento Youth, and Students with Disabilities.		
4.12	Collaboration with Community School Coordinators	Collaboration with Community School Coordinators includes providing access to students on medical screenings, food distribution, and support resources for all student groups. All services are contracted through survey efforts, focus groups, and school committees for the holistic development of students.		Yes
4.13	School Site Clubs and Activities	School site clubs include Associate Student Body (ASB) Government, SVUDL Speech & Debate, Art Club, Photography, Gaming Club, Athletics, and other activities.	$12,354.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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.

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

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

A 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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$885,796	$68,738

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.823%	0.000%	$0.00	36.823%

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:** English Language Arts (ELA) Coursework, Instruction, and In-Classroom Support **Need:** Unduplicated students experience achievement gaps compared to their peers in ELA classes and ELA assessment results **Scope:**	English Language Learners (ELLs) • Language Proficiency: Differentiated instruction based on proficiency levels (beginner, intermediate, advanced). • Vocabulary Development Focus on academic language and vocabulary support. • Cultural Relevance: Incorporating texts and topics that are culturally relevant and relatable.	Language Proficiency Growth- For English Language Learners (ELLs) Academic Achievement- Monitoring academic performance in ELA through A-G course completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Students with Disabilities • Accessible Materials: Providing materials in accessible formats (e.g., audio versions, large print). • Multi-sensory Approaches: Using strategies that cater to different learning styles (visual, auditory, kinesthetic). Students from Socioeconomically Disadvantaged Backgrounds • Access to Resources: Ensuring access to books, technology, and other resources needed for ELA coursework. • Support Services: Providing additional academic support such as tutoring or mentoring. • Cultural Awareness: Being mindful of cultural differences and providing a supportive classroom environment.	Attendance and Engagement- Monitoring attendance rates and participation levels Progress in Individualized Goals- For students with disabilities, tracking progress toward specific academic goals outlined in their IEPs Literacy and Reading Proficiency- Assessing reading fluency, comprehension levels, and literacy skills development through NWEA Map results
1.2	**Action:** Mathematics Coursework, Instruction, and In-Classroom Support **Need:** Unduplicated students experience achievement gaps compared to their peers in mathematics classes and Math assessment results **Scope:** LEA-wide	Individualized Instruction- Differentiating instruction based on students' learning styles, readiness levels, and background knowledge. Language Support for ELLs - Providing language support such as bilingual instruction, visual aids, and simplified language in explanations. Using manipulatives and hands-on activities can also help ELLs grasp mathematical concepts. Accommodations for Students with Disabilities- Implementing accommodations outlined in Individualized Education Plans (IEPs). This could include extended time on assessments, use of assistive technology, or modified assignments.	Academic Achievement- Monitoring academic performance in Math through A-G course completion Attendance and Engagement- Monitoring attendance rates and participation levels Progress in Individualized Goals- For students with disabilities, tracking progress toward specific

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
		Use of Technology- Integrating educational technology tools and software that provide interactive lessons, practice problems, and immediate feedback. Formative Assessments- Conducting regular formative assessments to gauge understanding and provide timely feedback. Professional Development for Teachers- Providing ongoing professional development for teachers to enhance their knowledge of effective instructional strategies, culturally responsive teaching practices, and differentiation techniques for diverse learners.	academic goals outlined in their IEPs Math Proficiency- Assessing math skills development through NWEA Map
1.3	**Action:** Academic Tutoring **Need:** Unduplicated students often face achievement gaps compared to their peers. Academic tutoring provides targeted support to help close these gaps by addressing specific learning needs, reinforcing foundational skills, and providing additional practice and clarification. **Scope:** LEA-wide	Individualized Instruction- Tutoring sessions allow for one-on-one or small group instruction tailored to the specific needs of the student. This personalized approach helps address gaps in understanding, clarify concepts, and reinforce learning in both ELA and math. Targeted Support for Language Development: For English Language Learners (ELLs), tutors can focus on language acquisition, vocabulary development, and comprehension strategies in ELA. In math, they can help clarify mathematical terms and instructions, ensuring language barriers do not hinder understanding.	Grade Improvement: Tracking changes in students' grades in ELA and math classes over time. Attendance and Participation- Tracking students' attendance and active participation in tutoring sessions. NWEA Map Assessments- Using NWEA Map assessments aligned with academic standards to measure students' progress

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
1.5	**Action:** Curriculum, Technology, and Instructional Materials **Need:** Curriculum, technology, and instructional materials play integral roles in creating inclusive and supportive learning environments that meet the diverse needs of unduplicated students. **Scope:** LEA-wide	Curriculum Diversity and Representation: • Inclusive Content: Incorporating diverse perspectives, cultures, and experiences into the curriculum ensures that unduplicated students see themselves reflected in their learning materials. • Culturally Responsive Teaching: Adapting instructional strategies to align with students' cultural backgrounds and experiences promotes deeper understanding and connections to academic content. Technology Integration • Access to Resources: Providing equitable access to digital resources, educational apps, and online tools • Language Development: Digital resources and technology can provide language support through interactive language learning programs, translation tools, and multimedia resources that facilitate comprehension and communication in ELA and other subjects. • Visual Aids and Multimedia: Incorporating visual aids, videos, and multimedia presentations helps ELLs better understand complex concepts and reinforces language acquisition in context. • Assistive Technology: Integrating assistive technologies such as text-to-speech, speech-to-text, and adaptive software supports unduplicated students in accessing and engaging with educational content independently.	ELA and Math Proficiency- Assessing skills development through NWEA Map

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
1.6	**Action:** Assessment Training and Preparation (SBAC, NWEA MAP) **Need:** Unduplicated students face achievement gaps compared to their peers. Proper professional development of teachers provides targeted support to help teachers provide valuable supports **Scope:** LEA-wide	Cultural Competence and Awareness: • Professional development enhances educators' understanding of cultural diversity and equips them with strategies to create inclusive learning environments. Equitable Instructional Practices: • Professional development sessions provide educators with tools and strategies to implement equitable instructional practices. Language and Literacy Support: • Training sessions focus on effective strategies for supporting language development and literacy skills among English Language Learners (ELLs) and other unduplicated students who may face language barriers. Special Education and Inclusive Practices: • Professional development opportunities offer training in inclusive education practices for students with disabilities. Educators gain knowledge about individualized accommodations, assistive technologies, and strategies to promote access and engagement in learning for unduplicated students with diverse learning needs.	Implementation and Classroom Practice: • Classroom observations, lesson plan reviews, and artifacts of student work, demonstrate integration of PD strategies Student Learning Outcomes: • NWEA student assessment data Attendance and Participation Rates: • Attendance logs, sign-in sheets, or participation records maintained by PD organizers. Feedback from Stakeholders: • LCAP Surveys, focus groups, or advisory committee
1.7	**Action:** Summer School Programming	Academic Enrichment and Remediation:	A-G credit recovery during summer school

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: Summer school provides additional time and focused instruction to address learning gaps and academic deficiencies that unduplicated students may have encountered during the regular school year. **Scope:** LEA-wide	• Targeted Instruction: Summer school programs often offer focused instruction in core subjects such as math, reading, and writing. This targeted approach helps unduplicated students strengthen their academic skills, fill learning gaps, and improve proficiency in key subject areas. Prevention of Summer Learning Loss: • Continuous Learning: Participating in summer school helps prevent the loss of academic skills and knowledge that can occur over the extended break. Individualized Support: • Personalized Attention: Smaller class sizes and a lower student-to-teacher ratio in summer school allow for more personalized attention and support.	
1.10	**Action:** Student Attendance Support **Need:** Student attendance is a critical need for unduplicated students because it supports their academic, social, and emotional development, enhances access to educational resources and support services, reduces achievement gaps. **Scope:**	Access to Instruction and Learning Opportunities: • Consistent Learning: Regular attendance ensures unduplicated students have continuous access to classroom instruction, discussions, and learning activities. Academic Achievement and Progress: • Skill Development: By attending school regularly, unduplicated students have more opportunities to engage with educational material, practice skills, and receive feedback from teachers. Participation in Support Services:	Increase in ADA Reduction in Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	• Many unduplicated students benefit from additional support services provided by schools, such as tutoring, counseling, language support, and special education services. Social and Emotional Development: • School attendance promotes social interaction and the development of positive relationships with peers, teachers, and staff.	
2.1	**Action:** Academic Counselors and College/Career Support **Need:** Unduplicated students may have limited access to information about educational pathways, college admissions requirements, financial aid opportunities, and career options. Academic and college counseling ensures they receive accurate and up-to-date information to make informed decisions about their academic journey and future aspirations. **Scope:** LEA-wide	Individualized Academic Planning: • Academic counselors work with unduplicated students to develop personalized academic plans aligned with their strengths, interests, and college/career aspirations. Course Selection and A-G Guidance: • Counselors assist unduplicated students in choosing courses that meet graduation requirements, align with postsecondary goals, and enhance academic skills. College and Career Readiness: • Counselors support unduplicated students in exploring college and career options, understanding admission requirements, and identifying scholarship and financial aid opportunities.	College and Career Readiness indicator on CA Dashboard
2.2	**Action:** Academic Advisory Period **Need:**	Academic Guidance and Monitoring • Individualized Support: Advisors in advisory classes work closely with unduplicated students to set academic	College and Career Readiness indicator on CA Dashboard

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
	Advisory classes are essential because they provide structured support for academic achievement, socio-emotional development, college and career readiness, cultural affirmation, academic monitoring, relationship building, and equity promotion within the school community. **Scope:** LEA-wide	goals, develop personalized academic plans, and monitor their progress towards graduation requirements. College and Career Readiness • Exploration and Preparation: Advisors facilitate discussions and activities related to postsecondary education and career pathways.	
2.3	**Action:** Credit Recovery **Need:** Credit recovery programs are essential because they provide a second chance to earn credits, stay on track for graduation, reduce dropout rates, promote equity in educational opportunities, support college and career readiness, and retain students in school. **Scope:** LEA-wide	A-G progress • Credit recovery programs enable unduplicated students to make up failed or incomplete courses, ensuring they stay on track for graduation. Retention and Dropout Prevention • By offering a pathway to recover credits and continue their education, these programs motivate students to stay engaged in learning and pursue their academic goals, thus promoting school retention.	A-G completion rates
2.5	**Action:** Advanced Placement (AP) Coursework and Support **Need:** Advanced Placement courses support by providing rigorous academic preparation, enhancing college readiness, offering access to advanced curriculum, and potentially earning college credit.	Rigorous Academic Preparation • Engaging in rigorous academic content helps students develop critical thinking skills, analytical abilities, and deep subject knowledge essential for success in higher education. College Readiness • Successfully completing AP courses and exams demonstrates to colleges and	AP Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	universities that unduplicated students are capable of handling rigorous academic challenges. Earn College Credits • This can potentially reduce the cost and time required to complete a college degree, making higher education more accessible and affordable.	
2.6	**Action:** Science, History, Spanish, Art, and Elective Coursework, Instruction, and Support **Need:** Unduplicated students experience achievement gaps compared to their peers in Science, History, Spanish, Art, and Elective classes **Scope:** LEA-wide	English Language Learners (ELLs) • Language Proficiency: Differentiated instruction based on proficiency levels (beginner, intermediate, advanced). • Vocabulary Development Focus on academic language and vocabulary support. • Cultural Relevance: Incorporating texts and topics that are culturally relevant and relatable. Students with Disabilities • Accessible Materials: Providing materials in accessible formats (e.g., audio versions, large print). • Multi-sensory Approaches: Using strategies that cater to different learning styles (visual, auditory, kinesthetic). Students from Socioeconomically Disadvantaged Backgrounds • Access to Resources: Ensuring access to books, technology, and other resources needed for ELA coursework.	Language Proficiency Growth- For English Language Learners (ELLs) Academic Achievement- Monitoring academic performance in ELA through A-G course completion Attendance and Engagement- Monitoring attendance rates and participation levels Progress in Individualized Goals- For students with disabilities, tracking progress toward specific academic goals outlined in their IEPs Literacy and Reading Proficiency- Assessing reading fluency, comprehension levels, and

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
		• Support Services: Providing additional academic support such as tutoring or mentoring. • Cultural Awareness: Being mindful of cultural differences and providing a supportive classroom environment.	literacy skills development through NWEA Map results
2.8	**Action:** Curriculum, Technology, and Instructional Materials **Need:** Curriculum, technology, and instructional materials play integral roles in creating inclusive and supportive learning environments that meet the diverse needs of unduplicated students. **Scope:** LEA-wide	Curriculum Diversity and Representation: • Inclusive Content: Incorporating diverse perspectives, cultures, and experiences into the curriculum ensures that unduplicated students see themselves reflected in their learning materials. • Culturally Responsive Teaching: Adapting instructional strategies to align with students' cultural backgrounds and experiences promotes deeper understanding and connections to academic content. Technology Integration • Access to Resources: Providing equitable access to digital resources, educational apps, and online tools • Language Development: Digital resources and technology can provide language support through interactive language learning programs, translation tools, and multimedia resources that facilitate comprehension and communication in ELA and other subjects. • Visual Aids and Multimedia: Incorporating visual aids, videos, and multimedia presentations helps ELLs better understand complex concepts and	ELA and Math Proficiency-Assessing skills development through NWEA Map

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
		reinforces language acquisition in context. • Assistive Technology: Integrating assistive technologies such as text-to-speech, speech-to-text, and adaptive software supports unduplicated students in accessing and engaging with educational content independently.	
2.10	**Action:** Assessment Preparation (CAST) **Need:** Support with the CAST science assessment is essential as it prepares them for standardized testing, offers targeted instruction, closes achievement gaps, promotes academic confidence, informs data-driven instruction, aligns with curriculum standards, and enhances STEM education opportunities. **Scope:** LEA-wide	Assessment Preparation • Support with the CAST science assessment helps unduplicated students prepare for standardized testing by familiarizing them with the format, content, and expectations of the assessment. Targeted Instruction • Unduplicated students benefit from additional instruction, practice exercises, and strategies designed to strengthen their understanding and proficiency in science. Alignment with Curriculum • Support with the CAST science assessment ensures alignment between classroom instruction and assessment expectations. Educators can use assessment blueprints and released items to align curriculum standards, prioritize essential science content, and enhance teaching practices that effectively prepare students for the assessment.	CAST assessment results

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
2.11	**Action:** Student Attendance Support **Need:** Student attendance is a critical need for unduplicated students because it supports their academic, social, and emotional development, enhances access to educational resources and support services, reduces achievement gaps. **Scope:** LEA-wide	Access to Instruction and Learning Opportunities: • Consistent Learning: Regular attendance ensures unduplicated students have continuous access to classroom instruction, discussions, and learning activities. Academic Achievement and Progress: • Skill Development: By attending school regularly, unduplicated students have more opportunities to engage with educational material, practice skills, and receive feedback from teachers. Participation in Support Services: • Many unduplicated students benefit from additional support services provided by schools, such as tutoring, counseling, language support, and special education services. Social and Emotional Development: • School attendance promotes social interaction and the development of positive relationships with peers, teachers, and staff.	Increase in ADA Reduction in Chronic Absenteeism
4.1	**Action:** Attendance Outreach and Support Services **Need:** Student attendance is a critical need for unduplicated students because it supports their academic, social, and emotional development, enhances access to educational	Access to Instruction and Learning Opportunities: • Consistent Learning: Regular attendance ensures unduplicated students have continuous access to classroom instruction, discussions, and learning activities. Academic Achievement and Progress:	Increase in ADA Reduction in Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resources and support services, reduces achievement gaps. **Scope:** LEA-wide	• Skill Development: By attending school regularly, unduplicated students have more opportunities to engage with educational material, practice skills, and receive feedback from teachers. Participation in Support Services: • Many unduplicated students benefit from additional support services provided by schools, such as tutoring, counseling, language support, and special education services. Social and Emotional Development: • School attendance promotes social interaction and the development of positive relationships with peers, teachers, and staff.	
4.2	**Action:** School Attendance Review Board (SARB) Support **Need:** The SARB process supports by facilitating early intervention, developing individualized attendance plans, fostering collaboration and problem-solving. **Scope:** LEA-wide	Early Intervention and Support • The SARB process facilitates early identification and intervention for unduplicated students who are at risk of chronic absenteeism or truancy. Individualized Attendance Plans • These plans outline specific goals, interventions, and supports to improve attendance and promote regular school attendance habits.	Increase in ADA Reduction in Chronic Absenteeism
4.4	**Action:** Social/Emotional and Mental Health Services and Support	Promoting Mental Health and Well-being • Social and emotional supports provide unduplicated students with resources and	Percentage of students receiving mental health services

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: Social and emotional supports are essential as they promote mental health and well-being, build positive relationships, and enhance academic performance. **Scope:** LEA-wide	strategies to manage stress, anxiety, and other mental health challenges. This promotes emotional well-being and resilience, enabling students to navigate academic and personal challenges effectively. Building Positive Relationships • Social and emotional supports foster positive relationships between unduplicated students and peers, teachers, counselors, and other adults in the school community. Enhancing Academic Performance • Social and emotional supports can lead to improved academic performance, as students are more likely to participate actively in lessons and complete assignments effectively. Conflict Resolution and Peer Mediation • Social and emotional supports teach unduplicated students essential skills in conflict resolution, communication, and peer mediation.	
4.5	**Action:** After School Enrichment Programming **Need:** These programs play a critical role in enhancing educational experiences, fostering holistic development, and promoting equity in educational access for unduplicated students within the school community.	Academic Support and Skill Development • After school enrichment programs offer additional academic support and opportunities to reinforce learning in core subjects Exploration of Interest and Talents • These programs allow unduplicated students to explore and develop their	Attendance and participation in after school programs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	interests, talents, and passions beyond the regular school day. Cultural and Community Engagement • After school programs incorporate cultural activities, celebrations, and community engagement initiatives that celebrate diversity and promote cultural awareness	
4.6	**Action:** School Facilities Maintenance **Need:** School facilities support by providing a safe and supportive learning environment, equitable access to resources, infrastructure for specialized programs, and nutritional support. **Scope:** LEA-wide	Safe and Supportive Learning Environment • Well-maintained school facilities provide a safe, clean, and conducive learning environment where unduplicated students feel physically and emotionally secure. This supportive atmosphere is essential for promoting student engagement, focus on learning, and overall well-being. Nutritional Support • School facilities provide spaces for meal programs, such as breakfast and lunch services, that ensure unduplicated students have access to nutritious meals.	ADA Participation in school meals program
4.8	**Action:** Positive Behavioral Intervention Support (PBIS) Training **Need:** 6.5% of English Learners were suspended in 2022-2023, an increase of 5.2% from the previous year **Scope:**	Preventative Approach: PBIS focuses on preventing behavior issues before they escalate. It establishes clear behavioral expectations for all students across settings (classrooms, hallways, cafeteria, etc.) and teaches these expectations explicitly. Intervention and Support: PBIS promotes early intervention and support for students who are struggling behaviorally. A continuum of supports that range from universal interventions for all students (such as school-wide expectations and	Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	positive reinforcement systems) to targeted interventions for at-risk students (such as small group counseling, mentoring, or social skills training). Cultural Responsiveness and Equity: Adopt culturally responsive practices that recognize and respect diverse backgrounds and experiences. By creating a positive and inclusive school climate, PBIS aims to reduce the likelihood of discriminatory or biased disciplinary practices that can disproportionately impact certain student groups and contribute to higher suspension rates.	
4.11	**Action:** Community Outreach Services **Need:** Total enrollment in 2022-2023 was 264. 52.3% of RCLA are classified as English Language learners. 89% are socioeconomically disadvantaged. **Scope:** LEA-wide	Building Trust and Relationships: When actively engaging with the community through events, meetings, and collaborations, families feel more connected and are more likely to enroll their children in that school. Promoting Educational Opportunities: Outreach efforts inform families about the educational programs, resources, and extracurricular activities offered by the school. Addressing Barriers to Enrollment: Community outreach helps identify and address barriers that may prevent families from enrolling their children, such as language barriers, transportation issues, lack of awareness about enrollment processes, or concerns about school safety.	Enrollment numbers
4.12	**Action:** Collaboration with Community School Coordinators **Need:**	Coordination of Support Services • Community school coordinators collaborate with community organizations, social services agencies, and local businesses to coordinate a	Community School surveys

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
	Community school coordinators support by coordinating support services, engaging families, providing academic enrichment, fostering cultural connections, and advocating for student needs. **Scope:** LEA-wide	range of support services for unduplicated students and their families. Family Engagement and Empowerment • Coordinators work to engage parents and guardians of unduplicated students in their children's education by providing information, resources, and opportunities for involvement.	
4.13	**Action:** School Site Clubs and Activities **Need:** School site clubs and activities support by providing social connection, peer support, skill development, enrichment opportunities, exploration of interests, cultural affirmation, academic enhancement, career readiness, leadership development, and community engagement. **Scope:** LEA-wide	Social Connection and Peer Support • Clubs offer unduplicated students opportunities to connect with peers who share similar interests, backgrounds, or identities. Skill Development and Enrichment • Clubs provide platforms for unduplicated students to develop and enhance various skills beyond the academic curriculum. Exploration of Interests and Talents • Clubs encourage unduplicated students to explore their interests, passions, and talents in diverse areas such as arts, music, STEM (Science, Technology, Engineering, and Mathematics), sports, cultural activities, academic competitions, and beyond. Career and College Readiness • Clubs related to career exploration, professional development, and college preparation provide unduplicated students with guidance, resources, and	Participation and attendance of clubs on campus

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
		mentorship to navigate future educational and career pathways.	

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
3.1	**Action:** English Language Development (ELD) Support **Need:** 52.3% of RCLA are classified as English Language learners. Of that only 20.5% of English Language learners completed the A-G requirements, which is 10% less, when compared to all students (55.6%). **Scope:** Limited to Unduplicated Student Group(s)	Language Instruction: Targeted language instruction that focuses on developing the four language domains: listening, speaking, reading, and writing. Content Area Support: Integrated ELD supporting content/subject areas. Differentiated Instruction: differentiated instructions includes small group instruction, peer tutoring, or one-on-one support tailored to individual language proficiency levels and learning styles.	English learner progress on ELPAC results
3.2	**Action:** Assessment Preparation (ELPAC) **Need:** 38.7% English Learner Progress for 2022-2023, which is less when comparing to the state results of 48.7% **Scope:**	Familiarization with Test Format: ELPAC preparation familiarizes EL students with the format and structure of the assessment. This helps reduce test anxiety and improves confidence during the actual test. Language Proficiency Development: ELPAC prep activities focus on developing the language skills required to perform well on the assessment. This includes listening, speaking, reading, and writing	English learner progress on ELPAC results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	skills in English, aligned with the proficiency levels assessed by ELPAC. Vocabulary Development: ELPAC preparation includes targeted vocabulary instruction relevant to the content areas covered in the assessment. Building vocabulary enhances students' ability to understand and respond to test questions effectively.	
3.3	**Action:** English as a Second Language Student Course **Need:** 52.3% of RCLA are classified as English Language learners. Of that only 20.5% of English Language learners completed the A-G requirements, which is 10% less, when compared to all students (55.6%). **Scope:** Limited to Unduplicated Student Group(s)	Language Acquisition: ESL classes focus on developing the four language skills: listening, speaking, reading, and writing. These classes provide structured opportunities for EL students to practice and improve their English language abilities in a supportive environment. Grammar and Vocabulary Development: ESL classes emphasize grammar rules, sentence structure, and vocabulary expansion. These foundational skills are essential for EL students to communicate effectively and comprehend written texts in English.	English learner progress on ELPAC results
3.4	**Action:** English as a Second Language Family Course **Need:** 52.3% of RCLA are classified as English Language learners. Of that only 20.5% of English Language learners completed the A-G requirements, which is 10% less, when compared to all students (55.6%). **Scope:** Limited to Unduplicated Student Group(s)	Language Acquisition: ESL classes focus on developing the four language skills: listening, speaking, reading, and writing. These classes provide structured opportunities for EL students to practice and improve their English language abilities in a supportive environment. Grammar and Vocabulary Development: ESL classes emphasize grammar rules, sentence structure, and vocabulary expansion. These foundational skills are essential for EL students to communicate effectively and comprehend written texts in English.	English learner progress on ELPAC results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	**Action:** Professional Development for Faculty Members **Need:** 52.3% of students are classified as English Learners at RCLA. **Scope:** Limited to Unduplicated Student Group(s)	Understanding Language Acquisition: Professional development helps teachers gain a deeper understanding of how language acquisition occurs in EL students. This includes knowledge of stages of language development, common challenges ELs face, and strategies to support language growth across different proficiency levels. Differentiated Instruction: Professional development sessions provide teachers with strategies for differentiating instruction to meet the varying needs of EL students. Teachers learn how to adapt content, materials, and instructional approaches to make them accessible and comprehensible for ELs at different language proficiency levels. Language and Literacy Instruction: Teachers receive training on effective practices for teaching language and literacy skills to ELs. This includes techniques for developing listening, speaking, reading, and writing abilities in English, as well as integrating academic language into content-area instruction.	English learner progress on ELPAC results
3.6	**Action:** English Learner Advisory Committee (ELAC) Efforts **Need:** 52.3% of RCLA are classified as English Language learners. Of that only 20.5% of English Language learners completed the A-G requirements, which is 10% less, when compared to all students (55.6%). **Scope:**	Parental Involvement and Empowerment: ELAC meetings encourage parental involvement in their children's education. By participating in these meetings, parents/guardians become active partners in the educational process, gaining knowledge about school policies, programs, and resources available to support EL students. Advocacy for EL Student Needs: ELAC meetings provide parents/guardians with a forum to advocate for the specific needs of EL students. They can raise concerns, provide feedback on	English learner progress on ELPAC results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	educational programs and services, and collaborate with school staff to address challenges that affect EL students' academic success and language development.	
3.7	**Action:** Student Attendance Support **Need:** 52.3% of RCLA are classified as English Language learners. **Scope:** Limited to Unduplicated Student Group(s)	Consistent Language Exposure: Regular attendance allows EL students to consistently engage in English language instruction and interactions with peers and teachers. This regular exposure to the language helps them develop their language proficiency more effectively. Academic Engagement: When EL students attend school regularly, they have more opportunities to participate actively in classroom activities, discussions, and collaborative learning experiences. This engagement contributes to their academic growth and understanding of content in various subjects. Continuity of Learning: Regular attendance ensures that EL students do not miss important lessons, assignments, assessments, and instructional activities. This continuity of learning is crucial for their academic progress and helps them stay on track with their peers.	ADA

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.

For offering support to Homeless Youth and Foster Youth, RCLA provides significant mental health support services available through its Department of Student Services in collaboration with Alum Rock Counseling Center as well as a Homeless Outreach Liaison. In meeting English Learner (EL) needs, RCLA included a comprehensive ELD program to accelerate their linguistic proficiency in English through dedicated full-time staff, assessment, learning strategies, and parent engagement in Spanish and English. For Low-Income Students, increases in Student Life Team support, full coverage of all instructionally related costs, one-to-one Chromebook support, and other related needs assessments are in place to accommodate all students. To attain schoolwide equity, each support in place for unduplicated students will be measured, evaluated, and reported on twice per year to Administration Members and Community Members.

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		1 Classified Staff Member to 33.0 Students (8 Classified Staff to 264 Students)
Staff-to-student ratio of certificated staff providing direct services to students		1 Certificated Staff Member to 15.5 Students (17 Certificated Staff to 264 Students)

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,405,523	$885,796	36.823%	0.000%	36.823%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,920,473.00	$813,663.00	$0.00	$10,381.00	$2,744,517.00	$2,537,609.00	$206,908.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Language Arts (ELA) Coursework, Instruction, and In-Classroom Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$263,253.00	$0.00	$263,253.00				$263,253.00	
1	1.2	Mathematics Coursework, Instruction, and In-Classroom Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$274,834.00	$0.00	$274,834.00				$274,834.00	
1	1.3	Academic Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$8,340.00	$200.00	$8,540.00				$8,540.00	
1	1.4	Extended Learning Opportunities	All	No			All Schools	2024-2027								
1	1.5	Curriculum, Technology, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$33,775.00		$33,775.00			$33,775.00	
1	1.6	Assessment Training and Preparation (SBAC, NWEA MAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$41,294.00	$0.00	$41,294.00				$41,294.00	
1	1.7	Summer School Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$43,947.00	$0.00	$43,947.00				$43,947.00	
1	1.8	Instructional Coaching and Teacher Induction	All	No			All Schools	2024-2027	$0.00	$10,381.00				$10,381.00	$10,381.00	
1	1.9	ELA and Math Faculty Member Professional Development	All	No			All Schools	2024-2027	$0.00	$12,890.00		$12,890.00			$12,890.00	
1	1.10	Student Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,503.00	$0.00	$11,503.00				$11,503.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Academic Counselors and College/Career Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$122,510.00	$0.00	$61,255.00	$61,255.00			$122,510.00	
2	2.2	Academic Advisory Period	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$61,996.00	$3,040.00	$65,036.00				$65,036.00	
2	2.3	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,650.00	$2,650.00				$2,650.00	
2	2.4	Student Information System (SIS) and Communication Tools	All	No			All Schools	2024-2027	$0.00	$5,673.00	$5,673.00				$5,673.00	
2	2.5	Advanced Placement (AP) Coursework and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,610.00		$20,610.00			$20,610.00	
2	2.6	Science, History, Spanish, Art, and Elective Coursework, Instruction, and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,187,431.00	$0.00	$632,678.00	$554,753.00			$1,187,431.00	
2	2.7	College and Career Preparedness Partnerships	All	No			All Schools	2024-2027								
2	2.8	Curriculum, Technology, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$33,775.00	$33,775.00				$33,775.00	
2	2.9	Dual Enrollment Coursework	All	No			All Schools	2024-2027	$0.00	$2,500.00		$2,500.00			$2,500.00	
2	2.10	Assessment Preparation (CAST)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								
2	2.11	Student Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,503.00	$0.00	$11,503.00				$11,503.00	
3	3.1	English Language Development (ELD) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$96,981.00	$300.00	$97,281.00				$97,281.00	
3	3.2	Assessment Preparation (ELPAC)	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2024-2027	$34,872.00	$0.00	$34,872.00				$34,872.00	

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
					Student Group(s)											
3	**3.3**	English as a Second Language Student Course	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$7,187.00		$7,187.00			$7,187.00	
3	**3.4**	English as a Second Language Family Course	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027								
3	**3.5**	Professional Development for Faculty Members	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.6**	English Learner Advisory Committee (ELAC) Efforts	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027								
3	**3.7**	Student Attendance Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$6,599.00	$0.00	$6,599.00				$6,599.00	
4	**4.1**	Attendance Outreach and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,599.00	$0.00	$6,599.00				$6,599.00	
4	**4.2**	School Attendance Review Board (SARB) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								
4	**4.3**	Enrollment Services (Recruitment, Engagement, Retention)	All	No			All Schools	2024-2027	$24,845.00	$0.00	$24,845.00				$24,845.00	
4	**4.4**	Social/Emotional and Mental Health Services and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$107,693.00	$13,000.00		$120,693.00			$120,693.00	

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
4	4.5	After School Enrichment Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$17,000.00	$17,000.00				$17,000.00	
4	4.6	School Facilities Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$208,459.00	$0.00	$208,459.00				$208,459.00	
4	4.7	Security and Safety Measures	All	No			All Schools	2024-2027	$0.00	$24,849.00	$24,849.00				$24,849.00	
4	4.8	Positive Behavioral Intervention Support (PBIS) Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,724.00	$1,724.00				$1,724.00	
4	4.9	Campus Supervision	All	No			All Schools	2024-2027								
4	4.10	Emergency Preparedness	All	No			All Schools	2024-2027								
4	4.11	Community Outreach Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$24,950.00	$0.00	$24,950.00				$24,950.00	
4	4.12	Collaboration with Community School Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								
4	4.13	School Site Clubs and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$12,354.00	$12,354.00				$12,354.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,405,523	$885,796	36.823%	0.000%	36.823%	$1,865,106.00	0.000%	77.534 %	**Total:**	$1,865,106.00
								LEA-wide Total:	$1,721,354.00
								Limited Total:	$143,752.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Language Arts (ELA) Coursework, Instruction, and In-Classroom Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$263,253.00	
1	**1.2**	Mathematics Coursework, Instruction, and In-Classroom Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,834.00	
1	**1.3**	Academic Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,540.00	
1	**1.5**	Curriculum, Technology, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	Assessment Training and Preparation (SBAC, NWEA MAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,294.00	
1	**1.7**	Summer School Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,947.00	

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	1.10	Student Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,503.00	
2	2.1	Academic Counselors and College/Career Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,255.00	
2	2.2	Academic Advisory Period	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,036.00	
2	2.3	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,650.00	
2	2.5	Advanced Placement (AP) Coursework and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Science, History, Spanish, Art, and Elective Coursework, Instruction, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$632,678.00	
2	2.8	Curriculum, Technology, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,775.00	
2	2.10	Assessment Preparation (CAST)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.11	Student Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,503.00	
3	3.1	English Language Development (ELD) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$97,281.00	
3	3.2	Assessment Preparation (ELPAC)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,872.00	
3	3.3	English as a Second Language Student Course	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.4	English as a Second Language Family Course	Yes	Limited to Unduplicated	English Learners	All Schools		

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 (%)
				Student Group(s)				
3	3.5	Professional Development for Faculty Members	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
3	3.6	English Learner Advisory Committee (ELAC) Efforts	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.7	Student Attendance Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,599.00	
4	4.1	Attendance Outreach and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,599.00	
4	4.2	School Attendance Review Board (SARB) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.4	Social/Emotional and Mental Health Services and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	After School Enrichment Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
4	4.6	School Facilities Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,459.00	
4	4.8	Positive Behavioral Intervention Support (PBIS) Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,724.00	
4	4.9	Campus Supervision				All Schools		
4	4.11	Community Outreach Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,950.00	
4	4.12	Collaboration with Community School Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.13	School Site Clubs and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,354.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,744,517.00	$2,528,113.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Language Arts (ELA) Coursework, Instruction, and In-Classroom Support	Yes	$263,253.00	$266,692.00
1	**1.2**	Mathematics Coursework, Instruction, and In-Classroom Support	Yes	$274,834.00	$274,710.00
1	**1.3**	Academic Tutoring	Yes	$8,540.00	$12,910.00
1	**1.4**	Extended Learning Opportunities	No		
1	**1.5**	Curriculum, Technology, and Instructional Materials	Yes	$33,775.00	$33,775.00
1	**1.6**	Assessment Training and Preparation (SBAC, NWEA MAP)	Yes	$41,294.00	$41,294.00
1	**1.7**	Summer School Programming	Yes	$43,947.00	$11,760.00
1	**1.8**	Instructional Coaching and Teacher Induction	No	$10,381.00	$7,840.00
1	**1.9**	ELA and Math Faculty Member Professional Development	No	$12,890.00	$11,232.00
1	**1.10**	Student Attendance Support	Yes	$11,503.00	$11,503.00
2	**2.1**	Academic Counselors and College/Career Support	Yes	$122,510.00	$122,353.00

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)
2	2.2	Academic Advisory Period	Yes	$65,036.00	$73,143.00
2	2.3	Credit Recovery	Yes	$2,650.00	$2,650.00
2	2.4	Student Information System (SIS) and Communication Tools	No	$5,673.00	$5,389.00
2	2.5	Advanced Placement (AP) Coursework and Support	Yes	$20,610.00	$10,305.00
2	2.6	Science, History, Spanish, Art, and Elective Coursework, Instruction, and Support	Yes	$1,187,431.00	$929,819.00
2	2.7	College and Career Preparedness Partnerships	No		
2	2.8	Curriculum, Technology, and Instructional Materials	Yes	$33,775.00	$33,775.00
2	2.9	Dual Enrollment Coursework	No	$2,500.00	$2,500.00
2	2.10	Assessment Preparation (CAST)	Yes		
2	2.11	Student Attendance Support	Yes	$11,503.00	$17,970.00
3	3.1	English Language Development (ELD) Support	Yes	$97,281.00	$99,858.00
3	3.2	Assessment Preparation (ELPAC)	Yes	$34,872.00	$34,872.00
3	3.3	English as a Second Language Student Course	Yes	$7,187.00	$7,187.00

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)
3	3.4	English as a Second Language Family Course	Yes		
3	3.5	Professional Development for Faculty Members	Yes	$5,000.00	$5,000.00
3	3.6	English Learner Advisory Committee (ELAC) Efforts	Yes		
3	3.7	Student Attendance Support	Yes	$6,599.00	$6,599.00
4	4.1	Attendance Outreach and Support Services	Yes	$6,599.00	$6,599.00
4	4.2	School Attendance Review Board (SARB) Support	Yes		
4	4.3	Enrollment Services (Recruitment, Engagement, Retention)	No	$24,845.00	$39,765.00
4	4.4	Social/Emotional and Mental Health Services and Support	Yes	$120,693.00	$122,353.00
4	4.5	After School Enrichment Programming	Yes	$17,000.00	$17,000.00
4	4.6	School Facilities Maintenance	Yes	$208,459.00	$272,551.00
4	4.7	Security and Safety Measures	No	$24,849.00	$12,335.00
4	4.8	Positive Behavioral Intervention Support (PBIS) Training	Yes	$1,724.00	$1,724.00
4	4.9	Campus Supervision	No		
4	4.10	Emergency Preparedness	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.11**	Community Outreach Services	Yes	$24,950.00	$24,950.00
4	**4.12**	Collaboration with Community School Coordinators	Yes		
4	**4.13**	School Site Clubs and Activities	Yes	$12,354.00	$7,700.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$887,387	$1,865,106.00	$1,865,832.00	($726.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Language Arts (ELA) Coursework, Instruction, and In-Classroom Support	Yes	$263,253.00	$266,692.00		
1	1.2	Mathematics Coursework, Instruction, and In-Classroom Support	Yes	$274,834.00	$274,710.00		
1	1.3	Academic Tutoring	Yes	$8,540.00	$12,910.00		
1	1.5	Curriculum, Technology, and Instructional Materials	Yes				
1	1.6	Assessment Training and Preparation (SBAC, NWEA MAP)	Yes	$41,294.00	$41,294.00		
1	1.7	Summer School Programming	Yes	$43,947.00	$11,760.00		
1	1.10	Student Attendance Support	Yes	$11,503.00	$11,503.00		
2	2.1	Academic Counselors and College/Career Support	Yes	$61,255.00	$82,353.00		
2	2.2	Academic Advisory Period	Yes	$65,036.00	$73,543.00		
2	2.3	Credit Recovery	Yes	$2,650.00	$2,650.00		
2	2.5	Advanced Placement (AP) Coursework and Support	Yes				

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	2.6	Science, History, Spanish, Art, and Elective Coursework, Instruction, and Support	Yes	$632,678.00	$629,819.00		
2	2.8	Curriculum, Technology, and Instructional Materials	Yes	$33,775.00	$33,775.00		
2	2.10	Assessment Preparation (CAST)	Yes				
2	2.11	Student Attendance Support	Yes	$11,503.00	$17,970.00		
3	3.1	English Language Development (ELD) Support	Yes	$97,281.00	$99,858.00		
3	3.2	Assessment Preparation (ELPAC)	Yes	$34,872.00	$34,872.00		
3	3.3	English as a Second Language Student Course	Yes				
3	3.4	English as a Second Language Family Course	Yes				
3	3.5	Professional Development for Faculty Members	Yes	$5,000.00	$5,000.00		
3	3.6	English Learner Advisory Committee (ELAC) Efforts	Yes				
3	3.7	Student Attendance Support	Yes	$6,599.00	$6,599.00		
4	4.1	Attendance Outreach and Support Services	Yes	$6,599.00	$6,599.00		
4	4.2	School Attendance Review Board (SARB) Support	Yes				
4	4.4	Social/Emotional and Mental Health Services and Support	Yes				
4	4.5	After School Enrichment Programming	Yes	$17,000.00	$17,000.00		
4	4.6	School Facilities Maintenance	Yes	$208,459.00	$202,551.00		
4	4.8	Positive Behavioral Intervention Support (PBIS) Training	Yes	$1,724.00	$1,724.00		
4	4.11	Community Outreach Services	Yes	$24,950.00	$24,950.00		

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)
4	**4.12**	Collaboration with Community School Coordinators	Yes				
4	**4.13**	School Site Clubs and Activities	Yes	$12,354.00	$7,700.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,342,978.00	$887,387	0.00	37.874%	$1,865,832.00	0.000%	79.635%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- 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