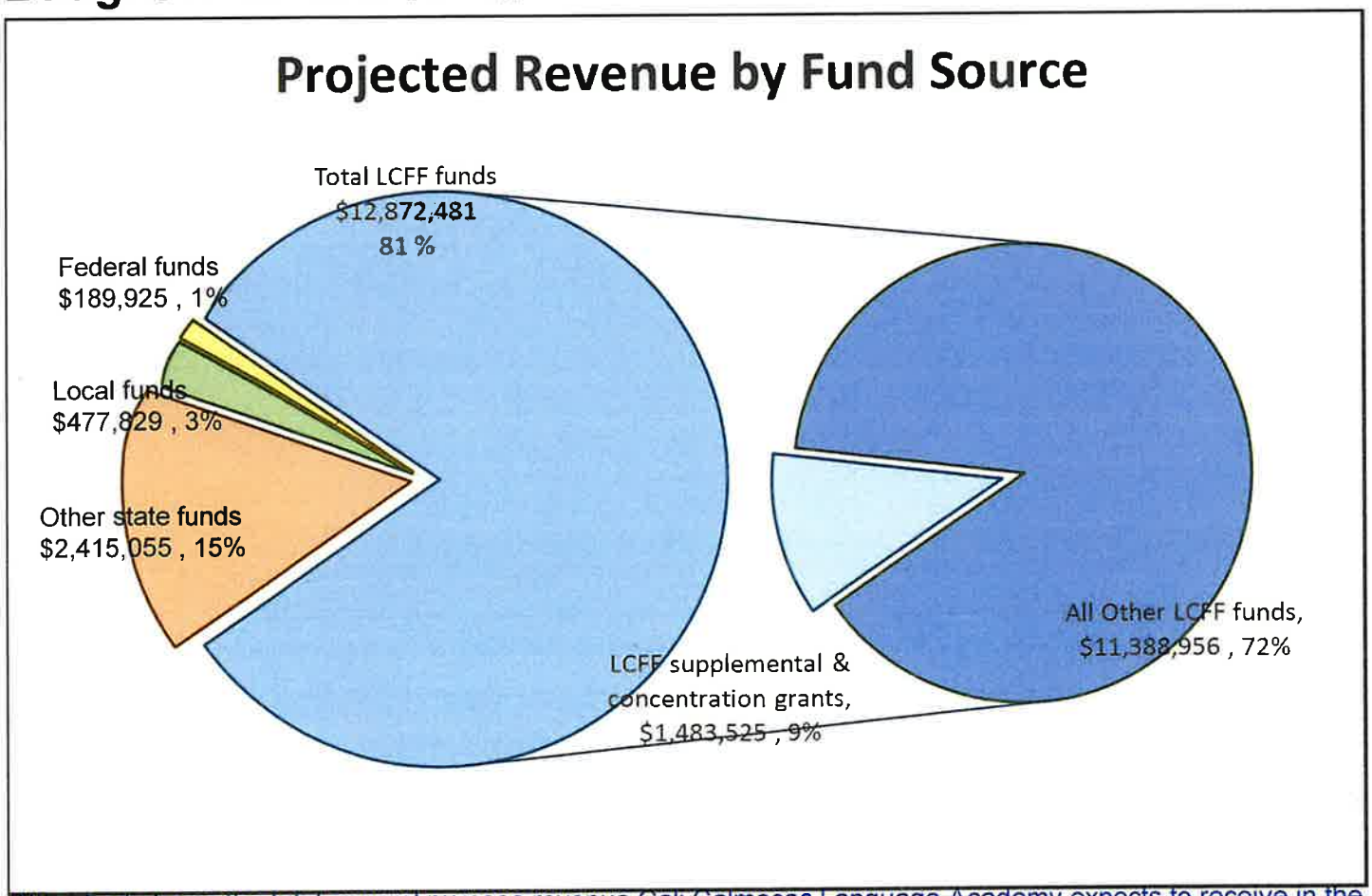
CALI CALMÉCAC LANGUAGE ACADEMY
Home of the Águilas

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cali Calmecac Language Academy
CDS Code: 49753586052369
School Year: 2025-26
LEA contact information:
Lidia Teruel-Albert
Principal
lteruelalbert@wusd.org
707.837.7747

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

Budget Overview for the 2025-26 School Year

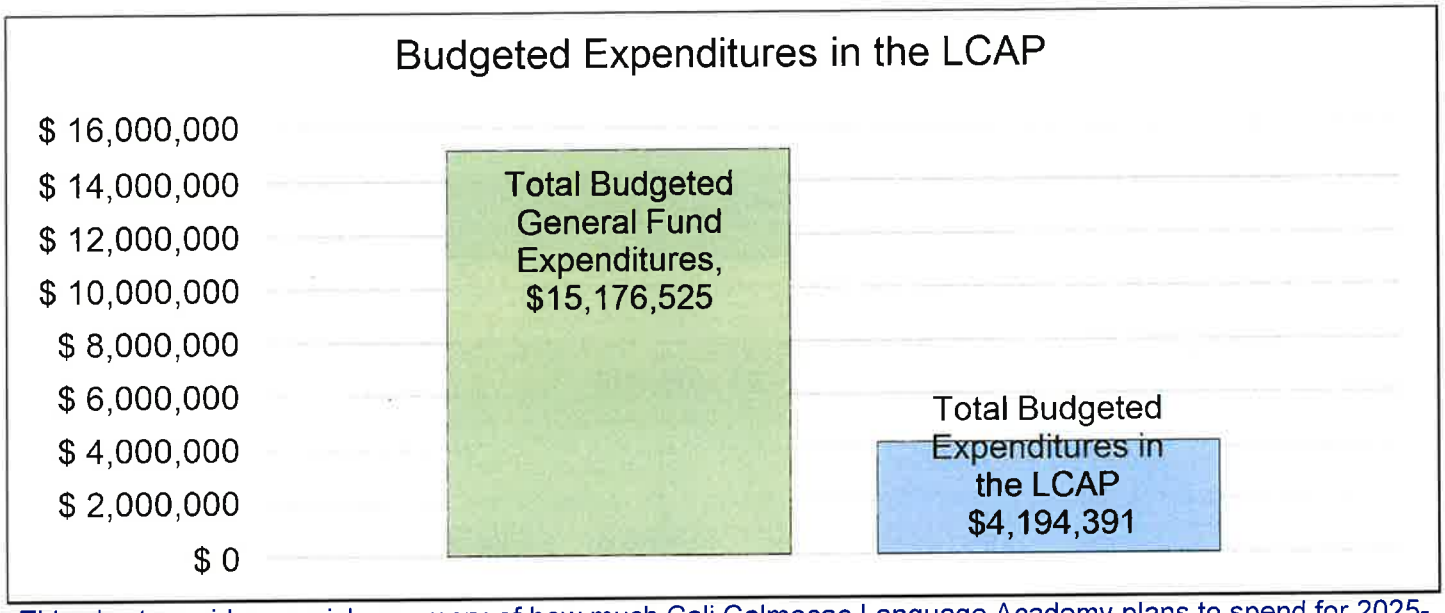


This chart shows the total general purpose revenue Cali Calmecac Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cali Calmecac Language Academy is $15,975,290, of which $12,872,481 is Local Control Funding Formula (LCFF), $2,415,055 is other state funds, $477,829 is local funds, and $189,925 is federal funds. Of the $12,872,481 in LCFF Funds, $1,483,525 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 Cali Calmecac Language Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cali Calmecac Language Academy plans to spend $15,176,525 for the 2025-26 school year. Of that amount, $4,194,391 is tied to actions/services in the LCAP and $10,982,135 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

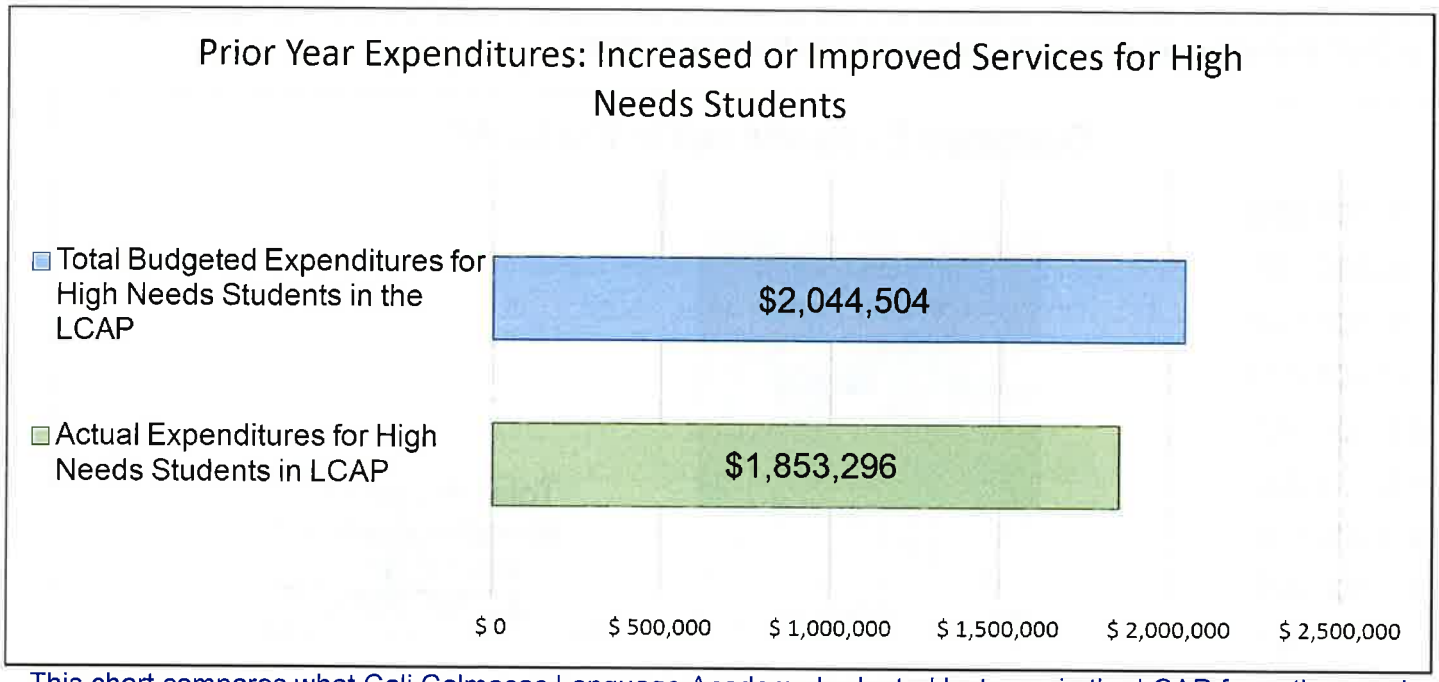
General operating expenditures for CCLA.

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

In 2025-26, Cali Calmecac Language Academy is projecting it will receive $1,483,525 based on the enrollment of foster youth, English learner, and low-income students. Cali Calmecac Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cali Calmecac Language Academy plans to spend $2,087,995 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Cali Calmecac Language Academy's LCAP budgeted $2,044,504 for planned actions to increase or improve services for high needs students. Cali Calmecac Language Academy actually spent $1,853,296 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $191,208 had the following impact on Cali Calmecac Language Academy's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures was not material and had no impact on Cali Calmacac Language Academy's ability to increase or improve services for high needs students.

CALI CALMÉCAC LANGUAGE ACADEMY
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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
Cali Calmecac Language Academy	Lidia Teruel-Albert Principal	lteruelalbert@wusd.org 707.837.7747

Plan Summary [2025-26]

General Information

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

The vision and mission of Cali Calmécac Language Academy (CCLA) is that all students will maximize their potential as biliterate, bilingual, cross-culturally competent learners and members of society via a rigorous 90/10 two-way bilingual immersion curriculum that prepares all students for post-secondary education, promotes cooperation, collaboration, critical thinking, creativity, and social responsibility. Cali Calmécac Language Academy is a PK-8 charter school authorized by the Windsor Unified School District Board of Trustees, Cali Calmécac Language Academy upholds the pillars of the Windsor Unified School District through the goals of the LCAP. The Four Foundational Pillars of Windsor Unified School District are; 1) All Students Connected and Thriving, 2) All Staff Connected and Thriving, 3) Strong Family, Community & School Relationships, and 4) Sound Financial Planning and Decision-Making.

Cali Calmécac Language Academy LCAP Goals:

Goal 1: All Students and Staff Connected and Thriving: Cali Calmécac Language Academy will provide a rigorous dual-language immersion program in Spanish and English in a multi-tiered system of supports (MTSS) that maximizes equitable access to the academic core and prioritizes high levels of learning for all students through professional learning communities (PLCs) to prepare students for college and career as critical thinkers and global citizens of the world.

Goal 2: All Students and Staff Connected and Thriving: Cali Calmécac Language Academy will provide an equitable and healthy learning environment that enhances social and emotional well-being and is welcoming, safe, and engaging for students, families, staff, and the community.

Goal 3: Strong Family, Community & School Relationships: Cali Calmécac Language Academy will create a culture of inclusion and collaboration with families and the community that builds meaningful partnerships to increase student engagement and enhance student outcomes.

The fourth pillar of the Windsor Unified School District, Sound Financial Planning and Decision-Making, is reflected in the collaborative development of the Cali Calmécac Language Academy LCAP which was designed in partnership with the Windsor Unified School District and the educational partners of Cali Calmécac Language Academy.

The languages of instruction at Cali Calmécac Language Academy are Spanish and English. Students start their career at CCLA with 90% of their day in Spanish and 10% in English. As the years progress, the percentage of Spanish instruction gradually decreases as English instruction increases. Cali Calmécac Language Academy brings Spanish and English-speaking students together to help them become bilingual and biliterate, global citizens while promoting cross-cultural understanding and academic excellence.

The school serves 1,099 pre-kindergarten through eighth-grade students. The student population is 76% Latino, 20% White, 37% English Learners, and 64% socioeconomically disadvantaged students. Programs including intensive, small-group reading instruction, paraprofessionals, after-school programs, ELD classes for English learners, and cross-age tutoring provide extra support for students not thriving at grade level. The school provides the opportunity for extension of learning, as a way to bring differentiated instruction into the educational practices through accelerated math at the 7th grade level, AVID strategies enhancing extended learning, or through "Eagle time": small group instruction/stations. Students in grades PK-8 benefit from programs that promote positive social interaction and personal development. Students are provided a full curriculum including the arts, technology, and social-emotional learning. The school strives to create a schoolwide, college-going culture. Students are publicly rewarded for progress and achievement on State and school-based measures.

Cali Calmécac Language Academy graduates are strongly encouraged to continue their language education as they enter high school and are provided the opportunity at the local high school to apply for The Seal of Biliteracy, recognizing their bilingual achievements and alerting future employers to the extent of their abilities. Parents are a vital part of our school community and are always welcome. The school recognizes parents as their children's first and most important teachers. Therefore, the CCLA staff encourages active participation and frequent communication between school and home. Cali families are encouraged to serve 12 hours of volunteer time yearly to promote the opportunity for school partnership continuous collaboration.

Reflections: Annual Performance

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

2023 DASHBOARD

Based on the 2023 California School Dashboard, required actions will be necessary to support the needs of English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities to reduce chronic absenteeism. The Chronic

Absenteeism Indicator was RED overall, increasing to 23.5% from 21.7% the prior year. The four student groups listed also scored RED on the Chronic Absenteeism Indicator.

English Language Arts (ELA) is also identified as an area of need based on the 2023 California School Dashboard. The student groups scoring RED on the ELA Academic Indicator are English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. Required actions are included in all three years of the LCAP to address the needs of these student groups.

One student group, English learners, also scored RED on the Math Academic Indicator. A required action is included in all three years of the LCAP to address the needs of English learners in math.

2024 DASHBOARD UPDATE

Based on the 2024 California School Dashboard, the Chronic Absenteeism Indicator improved significantly. No student groups were RED in the area of chronic absenteeism. In the area of English Language Arts (ELA), performance improved overall and no student groups were RED on the ELA Academic Indicator. In the area of math, one student group, long-term English learners is now RED on the Math Academic Indicator. English learners are no longer RED. LTELs have been added to the required action to support English learners in math.

A new area of need emerged based on the 2024 Dashboard. The Suspension Rate Indicator was ORANGE overall, increasing to 4.8% from 3.4% in the prior year. The Suspension Rate Indicator was RED for English learners, long-term English learners, and students with disabilities.

As per requirements, the required actions within the 2025-26 LCAP will remain the same based on the results of the 2023 Dashboard with the addition of LTELs to the already required action for English learners in the area of math.

Reflections: Technical Assistance

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

Cali Calmécac Language Academy (CCLA) is eligible for differentiated assistance based on the performance of long-term English learners on the 2024 California School Dashboard and the performance of English learners, low-income students, Hispanic students, and students with disabilities on the 2023 California Dashboard. In 2024, only one student group's performance led to their eligibility for differentiated assistance compared to the performance of four (4) student groups in 2023. Progress is happening. For example, chronic absenteeism is no longer a factor in CCLA's eligibility. In 2023, English learners and students with disabilities experienced high levels of chronic absenteeism, scoring RED on the Chronic Absenteeism Indicator. In 2024, the Chronic Absenteeism Indicator was YELLOW overall and not a factor for any group's eligibility for differentiated assistance. In 2023, English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities scored RED on the ELA Academic Indicator, English learners also scored RED on the Math Academic Indicator, and Hispanic students, socioeconomically disadvantaged students, and students with disabilities scored ORANGE on the Math Academic Indicator. In 2024, only long-term English learners scored RED on the Math Academic Indicator and ORANGE on the ELA Academic Indicator. No other groups were eligible for differentiated assistance based on academic performance.

Charter schools eligible for differentiated assistance in 2024 are offered technical assistance from the county office of education in which they are located. They are eligible for a one-year support cycle. Differentiated assistance is intended to help charter schools address the underlying causes that led to their eligibility for assistance and strengthen their overall ability to evaluate the effectiveness of programs and adjust, as appropriate, to improve student outcomes. During the 2024-25 school year, Cali Calmécac Language Academy leaders attended three meetings with SCOE to engage in improvement sessions focused on equity. The sessions protected time for CCLA leadership to work collaboratively as a team, providing them with access to content area experts to assist with the specific needs of the school. The following actions were implemented in 2024-25 and will continue in 2025-26 to address the areas that led to the differentiated assistance eligibility of CCLA.

As a strategy to address the low performance in mathematics, Cali Calmécac Language Academy continued to receive support through participation in the California Education Partners, Pre-K to 3 Coherence Collaboration (P3CC) during the 2024-25 school year. Other strategies to improve the math performance of English learners include small group instruction, a 50/50 language model at the 4th-grade level which allows teachers to concentrate and deepen their work by teaching fewer subjects, the addition of accelerated extension and intervention math classes, the creation of an integrated Math 1 section, PLC work, intensive tutorials, and enhanced technology with Smartboards.

Actions to address the suspension rate include social-emotional tracking of students at the lower grade levels and proactive actions to address student needs, assemblies for the middle grades, the addition of four (4) behaviorists to provide interventions and scaffolding strategies, social-emotional learning opportunities provided by three (3) counselors, an anti-bullying campaign, a Safe School Ambassadors program in grades 3-8, a Saturday Enrichment program, a merit system to provide incentives for positive behavior, restorative practices training, and training for yard duty personnel to support positive behavioral strategies.

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
Teachers	Input from teachers was collected throughout the year during weekly grade-level articulation. Teachers are interested in continued opportunities to collaborate provided by release time. Teachers are committed to continuing PLC work and are in support of small group instruction for intervention and learning extensions across all grade levels including a defined science block with an intense focus on literacy work to support our groups of learners in need of help mentioned in this plan. Teachers are interested in parent information nights, the identification of developmentally appropriate essential standards across all grade levels, designated and integrated ELD instruction, and monthly student recognitions. Teachers recognize the need for more hands-on learning opportunities, small group interactive learning opportunities, and after-school tutoring, and increased communication with parents. Teachers shared the importance of pairing younger students with older students to create a sense of responsibility and belonging to the school. Teachers would like to continue rallies to address the social and emotional needs of our students and use restorative practices through systematic, schoolwide implementation.
Principal/Administrators	Administrators met weekly on Tuesdays to discuss schoolwide priorities and initiatives. Administrators are in support of teacher priorities and are committed to the development of a scope & sequence of the ELA standards alignment with ELD standards in grades K-8. Administrators support an AVID Leadership PLT created and AVID instructional strategies and support incorporated through

Educational Partner(s)	Process for Engagement
	instructional sections in grades 6-8. Administrators are in support of the AVID Summer Conference, the implementation of Socratic Seminars during the year, and the incorporation of powerful AVID tools and strategies through professional development. Administrators are committed to the implementation of an MTSS schoolwide to support high-quality instruction, social-emotional supports, and behavioral supports as well as leading a culture on campus where all students learn at high levels of learning through PLT work, becoming a PLC school throughout the upcoming years. Administrators are interested in improvements to the physical campus including the sound system in the multi-purpose room and gymnasium, technology in the classrooms through the implementation of Smart Boards, and a strategic plan for continuous staff professional development in the best application of such to promote student engagement and therefore increase student achievement.
Parents	Parents expressed an interest in more differentiated instruction through focus groups to help struggling students. They also shared a desire for more paraprofessionals to support struggling students. They asked for more coordinated parent volunteering opportunities to assist with classroom instruction. They believe peer support groups would be helpful to engage students in school. They also would like to see the development of parent information on how to help their child be successful in the CCLA program. They are also interested in parent resources such as parenting classes and CPI workshops. Parents are interested in supporting students with social-emotional development through after-school activities and pairing younger students with older students. The ideas parents shared to help students engage positively at school include student recognitions and campus projects that help students feel more invested in the campus such as mural painting and planting gardens. Parents are in support of restorative practices to repair harm and support the idea of an anti-racist curriculum.
Students	Students expressed an interest in more project-based learning opportunities and the opportunity to interact with their peers in the classroom. Students also expressed an interest in more integration of music and the arts. Students shared that they would benefit from a

Educational Partner(s)	Process for Engagement
	greater commitment to talk with other students in class and outside of class in Spanish.

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

The design of the LCAP was influenced by the feedback provided by educational partners as evidenced in the actions focused on teacher collaboration time, data analysis, PLCs, small group interventions and supports, and the implementation of AVID schoolwide. Other areas of the LCAP that were influenced by the feedback provided by educational partners include the implementation of restorative practices and professional development that provides teachers with the tools and strategies to support students' social and emotional learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students and Staff Connected and Thriving: Cali Calmécac Language Academy will provide a rigorous dual-language immersion program in Spanish and English in a multi-tiered system of supports (MTSS) that maximizes equitable access to the academic core and prioritizes high levels of learning for all students through professional learning communities (PLCs) to prepare students for college and career as critical thinkers and global citizens of the world.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

- To ensure all students demonstrate proficiency in the State Content Standards, CCLA provides all students with a standards-aligned instructional program using a rigorous 90/10 two-way bilingual immersion curriculum through a multi-tiered system of supports. Overall student outcomes on statewide assessments are mixed with increases in ELA and decreases in math. Additionally, data disaggregated by student groups including low-income students, English learners, students with disabilities, and Hispanic youth reveal disparities in outcomes, highlighting the need for targeted supports and interventions.
- To ensure all students demonstrate proficiency in the State Content Standards, ongoing professional development is needed for both certificated and classified staff. Input from staff indicates professional learning is needed to further strengthen differentiated teaching strategies and effective methods for using data to guide the instructional process. Additional areas include the creation of formative and summative assessments to monitor student progress, research-based English Language Development (ELD) instructional strategies, early literacy, and integrating social-emotional learning (SEL) into instructional practices.
- To ensure all students demonstrate proficiency in the State Content Standards, up-to-date standards-aligned materials and resources must be available to all students. CCLA will target and prioritize curriculum needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed Teachers	65.7% of teachers are fully credentialed 2021-22 DataQuest	93.5% of teachers are fully credentialed 2022-23 DataQuest		95% of teachers are fully credentialed	+27.8%
1.2	Access to Standards-Aligned Instructional Materials	100% of students have access	100% of students have access		100% of students have access	no difference
1.3	Implementation of Standards including EL access to California Content and ELD Standards	Score of 4 Local Indicator self-reflection tool on a scale of 1-5	Score of 4 Local Indicator self-reflection tool on a scale of 1-5		Score of 5 Local Indicator self-reflection tool on a scale of 1-5	no difference
1.4	SBAC ELA	% meeting or exceeding standards Overall: 30.64% Low-Income: 19.61% English Learner: 6.19% LTEL: 0% SWD: 3.64% Hispanic: 21.59% White: 60.59%	% meeting or exceeding standards Overall: 35.04% Low-Income: 22.98% English Learner: 6.03% LTEL: 2.22% SWD: 6.12% Hispanic: 26.84% White: 61.12%		% meeting or exceeding standards Overall: 45% Low-Income: 30% English Learner: 30% LTEL: 30% SWD: 20% Hispanic: 35% White: 65%	Overall: +4.4% Low-Income: +3.37% English Learner: -0.16% LTEL: +2.22% SWD: +2.48% Hispanic: +5.25% White: +0.53%
1.5	SBAC Math	% meeting or exceeding standards Overall: 27.48% Low-Income: 17.37% English Learner: 5.29% LTEL: 4.76%	% meeting or exceeding standards Overall: 26.79% Low-Income: 17.29%		% meeting or exceeding standards Overall: 40% Low-Income: 25%	Overall: -0.69% Low-Income: -0.08% English Learner: +1.25% LTEL: -2.54% SWD: -3.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 5.45% Hispanic: 19.70% White: 53.29%	English Learner: 6.54% LTEL: 2.22% SWD: 2.04% Hispanic: 20.04% White: 47.24%		English Learner: 25% LTEL: 25% SWD: 20% Hispanic: 30% White: 55%	Hispanic: +0.34% White: -6.05%
1.6	California Science Test	% meeting or exceeding standards Overall: 24.89% Low-Income: 13.42% English Learner: 0% LTEL: <11 students SWD: 5.00% Hispanic: 15.39% White: 54.76%	% meeting or exceeding standards Overall: 25.11% Low-Income: 13.84% English Learner: 0% LTEL: 0% SWD: 0% Hispanic: 18.38% White: 48.00%		% meeting or exceeding standards Overall: 40% Low-Income: 25% English Learner: 25% LTEL: 25% SWD: 15% Hispanic: 25% White:55%	Overall: +0.22% Low-Income: +0.42% English Learner: no difference LTEL: NA SWD: -5.0% Hispanic: +2.99% White: -6.76%
1.7	Local Assessment ELA/SLA (Renaissance)	2024 Growth Percentile 63% Spanish Early Literacy K-1 45% Spanish Reading 2-5 48% Spanish Reading 6-8 33% Reading 3-5 27% Reading 6-8	2025 Growth Percentile 49% Spanish Early Literacy K-1 57% Spanish Reading 2-5 53% Spanish Reading 6-8 43% Reading 3-5 45% Reading 6-8		Growth Percentile 75% Spanish Early Literacy K-1 60% Spanish Reading 2-5 60% Spanish Reading 6-8 50% Reading 3-5 50% Reading 6-8	-14% Spanish Early Literacy K-1 +13% Spanish Reading 2-5 +5% Spanish Reading 6-8 +10% Reading 3-5 +18% Reading 6-8
1.8	Local Assessment Math (Renaissance)	2024 Growth Percentile 49% Math 3-5 48% Math 6-8	2025 Growth Percentile 55% Math 3-5		Growth Percentile 60% Math 3-5 60% Math 6-8	+6% Math 3-5 +17% Math 6-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			65% Math 6-8			
1.9	English Learner Progress	2023 making progress toward English language proficiency English learners 59.9% LTEL: 69.2%	2024 making progress toward English language proficiency English Learner: 45.0% LTEL: 52.9%		70.0% making progress toward English language proficiency	English Learner: -14.9% LTEL: -16.3%
1.10	Reclassification Rate	English Learner: 20% LTEL: 26%	English Learner: 26% LTEL: 11%		25% LTELs 30%	+6% -15% LTEL:
1.11	Desired Results Developmental Profile (DRDP)	Baseline to be established in 2024-25	95% building/integrating in SEL 78% building/integrating in ELA 90% building/integrating in Math		95% building/integrating in SEL 95% building/integrating in ELA 95% building/integrating in Math	new baseline in 2024-25
1.12	Access to a Broad Course of Study	100% of students have access	100% of students have access		100% of students have access	no difference

Goal Analysis [2024-25]

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

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

Goal 1 is focused on providing students with a rigorous curriculum to maximize student progress and achievement.

Actions 1.1 and 1.2 focus on providing a multi-tiered system of supports (MTSS) for all students through high-quality teacher professional development and Professional Learning Communities (PLCs) to improve teaching strategies and support high levels of student learning. The PLCs focused on data-driven decision-making, continuous improvement, and a shared vision for student success. Local assessment data is used within PLCs to guide the cycle of inquiry and student learning in ELA and math. Teacher professional development and release time allowed teachers time to engage in cycles of inquiry to inform the instructional process. These actions were implemented as planned. The coalition team that attended professional development training on PLCs in the 2023-24 school year shared their learning with other teachers during the 2024-25 school year. All teachers participated in a learn-by-doing approach to PLCs as teachers analyzed local assessments to guide the instructional process. The ongoing challenge lies in refining the cycle of inquiry process, particularly the strategic use of PLCs to identify targeted adjustments—such as differentiated instruction—to better meet diverse learner needs and ultimately improve student outcomes. The school is working to strengthen the PLC culture schoolwide through the school leadership team and faculty meeting presentations, as well as the work on FCA/SCAs as we deepen our work on PLCs.

Action 1.3 provides the various elements of a comprehensive literacy program and literacy articulation via P3CC TK-3 alignment, including professional development, intervention, after-school tutoring, transportation, small group instruction, and supplemental online resources. Success in implementing these actions is evidenced by the professional development teachers are receiving in small group instruction strategies, Lit six, writing, speaking, creation of rubrics, and the implementation of oral running records. In 2024-25, teachers continued to implement a successful early childhood PK/TK/K bilingual program and the Desired Results Developmental Profile (DRDP) as the formative and summative assessment tool. In 2024-25, professional development continued for TK-2 teachers on phonemic awareness and balanced literacy instructional strategies. Heggerty, a phonemic awareness instructional resource, was implemented schoolwide in TK-3 including phonemic awareness pre-assessments and post-assessments. Professional development efforts also continued to emphasize small group instruction and the writing process, equipping teachers with strategies to personalize learning and better support individual student needs. The effective implementation of Power English/Lecturas through reading interventions supports the unique needs of our bilingual program. A significant ongoing challenge in implementing this action is the volume of new curriculum and the accompanying expectations to adopt new instructional strategies. Ensuring effective implementation will require continued support for teachers through high-quality professional learning opportunities in the years ahead.

Action 1.4 provides the various elements of a comprehensive math program including curriculum, interventions, release time, and parent math nights. Success in implementing these actions is evidenced by a multi-year contract for TK-5 Envision Math, the purchase of McGraw-Hill 6-8 math curriculum consumables to support students with disabilities, the continuation of Dream Box(K-2), and the purchase of IXL Math across grades 3-8. The new curriculum was implemented as planned in the 2024-25 school year and participation in the P3CC Math symposiums continues as planned. A significant ongoing challenge in implementing this action is the volume of new curriculum and the accompanying expectations to adopt new instructional strategies. Ensuring effective implementation will require continued support for teachers through high-quality professional learning opportunities in the years ahead.

Action 1.5 provides an English language development (ELD) program including professional development, assessments, and instruction. Success in implementing this action is evidenced by all English learner students receiving targeted designated instruction in ELA in heterogeneous classes with targeted designated small group support according to the Association of TwoWay & Dual Language Education Two-Way Bilingual Immersion (ATDLE TWBI) model in grades 3-8. All new teachers received GLAD training. Teachers who attended the CABE conference shared new strategies with all teachers to support biliteracy and effective multilingual classrooms. No significant challenges were experienced in the implementation of this action.

Action 1.6 provides a defined science block during the regular school day with a focus on literacy. This action was implemented as planned with the rollout of a new curriculum in grades K-5. Professional development was provided to support teachers with the effective implementation of the new curriculum. However, a significant challenge in this process is the demand placed on educators to implement multiple new curricula during the 2024–25 school year. While professional learning opportunities are essential, the challenge is that it will take time for teachers to fully integrate the strategies learned into their daily classroom instruction.

Action 1.7 provides multiple opportunities for small group instruction, allowing educators to deliver targeted interventions and learning extensions that meet students' individual needs. This action was implemented as planned and included several targeted supports: Power English and Lecturas, delivered by a certificated teacher for students in grades 3–5; Math Shadow; and 'Eagle Time' across all grade levels. In addition, targeted after-school tutorials were offered to help students access grade-level content standards. The use of data notebooks and ongoing cycles of inquiry supported the fluid rotation of student groups and ensured that instruction remained focused on specific learning targets. A challenge in implementing this action is managing the learning of students who receive targeted interventions, as these interventions often pull them away from regular classroom instruction. Another challenge, particularly for in-class interventions and learning extensions, is the difficulty of effectively managing the classroom while working with small groups, especially given the diverse needs of students.

Action 1.8 provides professional learning development for teachers through P3CC in writing, creation of rubrics, small group instruction, and oral language development. The action also included plans for a Literacy Night and Math Night, offered in both languages across the school (TK–8), inviting students and their families to learn and work together. The Literacy Night, held as planned in January 2025, provided families with valuable information on how to support their child's literacy development. During the event, students engaged in activities with their parents, discussed the various programs available, and took home learning kits to continue their education at home. The Math Night was not implemented.

Action 1.9 provides for the implementation of the Advancement Via Individual Determination (AVID) program for students in grades 5–8. The action was successfully implemented, with three AVID instructional sections integrated into the master schedule for grades 6–8. Additionally, middle school teachers attended the AVID Summer Conference as planned. The AVID trainer-of-trainers model has been effective in bringing back strategies to CCLA, with all middle school subjects now successfully integrating AVID techniques such as journaling, calendaring, and note-taking. However, a challenge remains in transferring AVID strategies to the elementary level, with some success in grade 5 during the 2024–25 school year.

Action 1.10 provides for the visual and performing arts (VAPA) teacher salary apportionment including music class in grades 3-4-5 and middle school, music technology, theatre, and art. This action was implemented as planned, providing students the opportunity to engage in music and theatre rehearsals throughout the year, while nurturing their passion for the arts.

Action 1.11 provides 21st Century learning environments where teachers will use technology to engage students and integrate content with the curriculum. This action was implemented as planned, with the installation of new Smartboards in all classrooms and professional development provided to support the effective use of 21st Century learning strategies. However, a challenge has emerged as many teachers are new to using Smartboards, and it will take time for them to fully understand how to utilize all of their features and take advantage of their interactive capabilities.

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

Action 1.1 budgeted expenditures were greater than estimated actuals because planned professional development costs were less than expected.
Action 1.3 budgeted expenditures were greater than estimated actuals because planned professional development costs were less than expected.
Action 1.10 budgeted expenditures were less than estimated actuals because VAPA teacher salary/benefits were greater than originally anticipated.

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

The effectiveness of Actions 1.1, 1.2, 1.3, 1.4, 1.7, and 1.8 is evaluated collectively, as they work together to provide students with a comprehensive literacy and math program. This includes teacher professional development, differentiated support for diverse learners, and dedicated time for teacher collaboration through cycles of inquiry to guide the instructional process.

Actions 1.1 and 1.2 focus on providing a multi-tiered system of supports (MTSS) for all students through high-quality teacher professional development and Professional Learning Communities (PLCs) to improve teaching strategies and support high levels of student learning. Action 1.3 provides the various elements of a comprehensive literacy program and literacy articulation via P3CC TK-3 alignment, including professional development, intervention, after-school tutoring, transportation, small group instruction, and supplemental online resources. Action 1.4 provides the various elements of a comprehensive math program including curriculum, interventions, release time, and parent math nights. Action 1.7 provides multiple opportunities for small group instruction, allowing educators to deliver targeted interventions and learning extensions that meet students' individual needs. Action 1.8 provides professional learning development for teachers through P3CC in writing, creation of rubrics, small group instruction, and oral language development.

The effectiveness of the above actions is measured using local and state assessments in ELA and math. The Renaissance 2025 end-of-year results in ELA show 44% growth percentile, an increase from 30% in 2024. The SLA 2025 end-of-year results were 53% growth percentile compared to 52% in 2024. The 2024 SBAC results overall in ELA were 35% meeting or exceeding standards compared to 31% in 2023. Overall, both local and state assessments in ELA and SLA show increases from the previous school year.

The Renaissance 2025 end-of-year results in math in grades 3-5 were 59% proficient compared to 49% in 2024. For grades 6-8, the 2025 end-of-year in math was 65% proficient compared to 48% in 2024. The 2024 SBAC results overall in math were unchanged from 2023 with 27% meeting or exceeding standards. Based on this analysis, the actions are achieving the intended impact on student outcomes. As a result, these actions will continue in the 2025-26 LCAP, with some refinements to ensure ongoing progress and the continuation of positive results.

Action 1.5 provides an English language development (ELD) program including professional development, assessments, and instruction. The effectiveness of this action is measured by the performance of English learners on the English Language Proficiency Assessments for California (ELPAC). Based on the English Learner Progress Indicator on the 2024 Dashboard, the percentage of English learners making annual progress declined significantly from 59.9% in 2023 to 45.0% in 2024. This indicates Action 1.5 was ineffective in achieving the intended impact on student outcomes. For this reason, this action will have a renewed focus on the classroom implementation of strategies introduced through professional development.

Action 1.6 provides a defined science block during the regular school day with a focus on literacy. The effectiveness of this action is measured by the California Science Test results. Overall, the results stayed the same from 2023 to 2024 with 25% of students meeting or exceeding standards in science. The action will continue in the 2025-26 LCAP as planned. As teachers gain greater proficiency in implementing the new curriculum, increased student achievement is anticipated.

Action 1.9 provides for the implementation of the Advancement Via Individual Determination (AVID) program for students in grades 5–8. The effectiveness of this action is measured by local assessments in reading and math at the middle school level. In grades 6-8, the 2025 end-of-year in reading was 45% growth percentile compared to 27% in 2024. The 2025 end-of-year in math was 65% compared to 48% in 2024. These increases demonstrate the effectiveness of this action which will continue in the 2025-26 LCAP.

Action 1.10 provides for the visual and performing arts (VAPA) teacher salary apportionment including music class in grades 3-5 and middle school, music technology, theatre, and art. This action was implemented as planned, providing students the opportunity to engage in music and theatre rehearsals throughout the year, while nurturing their passion for the arts. The effectiveness of this action is measured by student engagement in school. Although school attendance is not a metric within Goal 1, attendance remains high at 92.4% indicating students benefit from the engaging learning opportunities provided by the VAPA program.

Action 1.11 provides 21st Century learning environments where teachers will use technology to engage students and integrate content with the curriculum. Training for the new Smartboards was provided to teachers in March of 2025. As teachers gain more skills in the use of Smartboards, increased student outcomes in ELA and math are anticipated as measured by local and state assessments.

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.

Metric 1.9 was revised to include LTELs.
Metric 1.10 was revised to include LTELs.
Metric 1.12 was deleted.
Metric 1.13 was renumbered as 1.12.
Action 1.3 was revised to include literacy night in both languages and teacher professional development.
Action 1.4 was revised to include an integrated Math 1 section in 7th grade and specifically mentions LTELs in the required action description.
Action 1.5 Increased or Improved Section was revised to include recent data.
Action 1.11 was revised to include GoGuardian.

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	PLCs	CCLA will implement professional learning communities (PLCs) to improve teaching strategies and support high levels of student learning. As a collaborative, teachers will engage in cross-grade level articulation and meaningful discussions, and reflect on their teaching strategies. Teachers will share ideas, resources, and best practices to effectively meet the unique needs of all students during release days. Teachers will prepare and articulate powerful standards at each grade level and in each language. The PLCs will create scope and sequences to align ELA Content Standards with ELD Standards to support effective integrated ELD instruction in all content areas. The PLCs will focus on data-driven decision-making, continuous improvement, and a shared vision for student success. Teacher professional development will focus on Tier I and Tier II best practices, interventions and extensions (Tucker Station Model), data analysis (Solution Tree), and formative/summative assessments (Solution Tree). A visit to a dual language academy is planned to learn best practices that will be integrated into our program. The RTI Institute will support our teachers with differentiation strategies. The assessments teachers will use to monitor student growth and information instruction include Renaissance Star, DRDP in PK/TK, ESGI Data Hub, oral running records in grades K-5, and Lit 6 Rubrics (writing/listening, speaking, reading, vocabulary). The PLCs will contribute to improved student outcomes by fostering more cohesive, collaborative, and effective learning environments.	$156,700.00	No
1.2	MTSS - Academics Support System for new teachers joining CCLA/District	CCLA will implement a multi-tiered system of supports to address the diverse needs of students by providing high-quality first instruction using a rigorous 90/10 two-way bilingual immersion curriculum and targeted interventions and supports at differentiated levels, ensuring that every student receives the support they need to thrive and succeed. The system of supports is a tiered approach that prioritizes personalized interventions	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
		based on individual student's needs. The first tier focuses on universal support provided to all students, promoting an inclusive learning environment. The second tier provides targeted interventions for students who require additional support, addressing specific needs and challenges. The third tier offers intensive interventions for students with more complex learning needs. Tier 1 classroom implementation is supported through professional development for all new teachers as well as a support system of campus-based mentors assigned to all new teachers. New teachers will receive classroom management training. Additional materials and supplies include a classroom budget for supplemental materials, materials to support special education, and office supplies.		
1.3	Literacy Program	CCLA's literacy program is designed to develop student's reading, writing, speaking, and listening skills through systematic instruction and engaging learning opportunities. The literacy program utilizes a standards-aligned comprehensive curriculum that includes the key components of a quality literacy program including vocabulary and integrated language development in all content areas (Lit 6). Instructional resources include Learning without Tears, Estrellita, Read Naturally, Lexia, BrainPOP, Conjuguemos, Boom Cards, and additional Spanish language resources including online resources. Teachers will engage in cross-grade level articulation to align curriculum and share insights, resources, and strategies to support high levels of student learning. Professional development will be provided to teachers in the areas of rubric development, small group instruction, and oral language development. Literacy night will be implemented schoolwide in both languages, inviting students and their families to learn and work together. A read-a-thon will support literacy engagement. Oral language production is a priority supported through BeGlad strategies new teacher training and ongoing professional development for all teachers. Positive reinforcement of Spanish oral production will be supported through student culture and climate activities. Students are provided oral production opportunities in the classroom through small group instruction, stations, and a culture of learning.	$73,900.00	No

Action #	Title	Description	Total Funds	Contributing
		This action meets the requirement to address the RED status of the ELA Academic Indicator for English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.		
1.4	Math Program	CCLA's math program is designed to support student's development of mathematical skills through engaging, hands-on learning opportunities. The math program prioritizes critical thinking and problem-solving skills through student-to-student interactions and individual student perseverance. The math program emphasizes student's conceptual understanding of mathematical concepts utilizing standards-aligned curriculum and supplemental resources to engage all learners. Progress monitoring and cross-grade level articulation through regular teacher collaboration will work to support high levels of student learning through the PLC work and the P3CC alignment work across grade levels. Also, the opportunity to extend math learning through an accelerated math class in 7th grade and sections of math collaborative groups ("Math Shadow") to intervene and extend math teaching and learning. The "Math Shadow" groups are fluid groups of students based on data and teacher-identified needs. BeGlad strategies will be incorporated into all classes at all grade levels to support our multilingual learners. This action will be enhanced in 2025-26 with the opening of an integrated Math 1 section in 7th grade. This action meets the requirement to address the RED status of the Math Academic Indicator for English learners and LTELs.	$152,000.00	No
1.5	English Language Development (ELD)	CCLA's ELD program supports all English learner students' access to fluency through integrated and designated ELD instruction. The ELD program is a comprehensive and structured program with a focus on academic vocabulary development, grammar, reading, writing, and speaking. Different release times will happen during the year as well as the creation of an articulated ELD/ELA curriculum throughout all grade levels and the incorporation of resources to support instruction and learning in the classrooms.	$1,013,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Science Block	CCLA will implement a defined science block with appropriate scope and sequence curricula and resources as designated in all instructional schedules during the regular school day with a focus on literacy. Amplified Science curricular resources support high levels of student learning. Professional development for teachers will also be provided to support the effective implementation of the new science curriculum.	$39,482.00	No
1.7	Small Group Instruction	CCLA will provide small group instruction for intervention/learning extension. In addition to power English/Lecturas and Math Shadow, "Eagle Time" across all grade levels will be implemented for one hour as designated in the instructional schedules. Targeted tutorials after school will be provided to help students access grade-level content standards. The collection of data notebooks and cycles of inquiry will support rotating groups of students and the learning targets focus of such groups.	$324,837.00	No
1.8	P3CC Literacy and Math TK-3 Articulation	CCLA will provide release time for teachers to work on articulation and common goals. Professional learning development for teachers will be provided in the needed areas including writing, creation of rubrics, small group instruction, and oral language development. A Literacy Night and Math Night will be implemented in both languages across the school TK-8 inviting students and their families to learn and work together. The read-a-thon event on campus will be another strategy to promote the passion for learning.	$20,000.00	No
1.9	Advancement Via Individual Determination (AVID)	CCLA will implement AVID instructional strategies schoolwide. Three AVID instructional sections will be integrated into the master schedule for grades 6-8. The AVID Summer Conference will provide professional learning opportunities for middle school teachers. The AVID trainer of trainers' learning stations will provide opportunities for learning among all teachers. Socratic Seminars will be integrated using power AVID tools and strategies in elementary and middle school classrooms. Release time will also be provided for teachers to collaborate around AVID practices.	$71,908.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Visual and Performing Arts (VAPA)	CCLA will provide enrichment visual and performing arts opportunities for all students throughout the regular school day and after school to include families and the community.	$163,944.00	No
1.11	21st Century Learning Environment	CCLA will provide 21st Century learning environments to create student-centered, interactive, and engaging opportunities for students to use critical thinking skills, collaborate, and be creative. Students will learn by doing. Teachers will use technology to engage students and integrate content with the curriculum. Classrooms will be equipped with Smartboards and teachers will be provided professional development to support the effective implementation of 21st Century learning strategies. GoGuardian will be used to create a safe and engaging digital learning environment for students.	$66,759.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Students and Staff Connected and Thriving: Cali Calmécac Language Academy will provide an equitable, bicultural, healthy, and productive learning environment that enhances social and emotional well-being and is welcoming, safe, and engaging for students, families, staff, and the community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CCLA data indicates the overall suspension rate remained unchanged and disparity remains for students with disabilities. Additionally, the chronic absenteeism rate increased slightly with disparities for low-income students, English leaners, Hispanic youth, and students with disabilities. Specific areas of need include:

- Continued development of MTSS processes and programs. All staff are receiving MTSS-related training.
- Continued utilization of SEL curriculum to create a positive campus culture.
- Continued utilization of Collaborative for Academic, Social, and Emotional Learning framework to guide and develop social-emotional learning within MTSS. Staff are receiving additional training on SEL as well as training on SEL curriculum.
- Investments in facilities are needed for schoolwide team-building activities to support the social and emotional needs of 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	Facilities in Good Repair	100% in good repair	100% in good repair		100% in good repair	no difference
2.2	Attendance Rate	93.4%	92.4%		98%	-1%
2.3	Chronic Absenteeism Rate	23.5%	15.2%		10% or less	-8.3%
2.4	Suspension Rate	3.5%	4.8%		3% or less	+1.3%
2.5	Expulsion Rate	0%	0%		0%	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Middle School Dropout Rate	0%	0%		0%	no difference
2.7	Student Connectedness to School	Student YouthTruth Survey 3-5 Students: 35% yes, very often "Do you feel like an important part of your school?* 6-8 Students: 33% strongly agree or agree "I really feel like a part of my school's community." 3-5 Students: 42% yes, very often "When you are upset, is there an adult from school you can talk to?" 6-8 Students: 34% strongly agree or agree "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."	Student YouthTruth Survey 3-5 Students: 33% yes, very often "Do you feel like an important part of your school?* 6-8 Students: 38% strongly agree or agree "I really feel like a part of my school's community." 3-5 Students: 48% yes, very often "When you are upset, is there an adult from school you can talk to?" 6-8 Students: 38% strongly agree or agree "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."		Student YouthTruth Survey 3-5 Students: 55% yes, very often "Do you feel like an important part of your school?* 6-8 Students: 55% strongly agree or agree "I really feel like a part of my school's community." 3-5 Students: 60% yes, very often "When you are upset, is there an adult from school you can talk to?" 6-8 Students: 55% strongly agree or agree "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."	Student YouthTruth Survey 3-5 Students: -2% yes, very often "Do you feel like an important part of your school?* 6-8 Students: +5% strongly agree or agree "I really feel like a part of my school's community." 3-5 Students: +6% yes, very often "When you are upset, is there an adult from school you can talk to?" 6-8 Students: +4% strongly agree or agree "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Safety	Student and Family YouthTruth Surveys 3-5 Families: 66% strongly agree or agree "My child's learning environment is safe." 6-8 Families: 63% strongly agree or agree "My child's learning environment is safe." 3-5 Students: 60% yes, very often "Do you feel safe at school?" 6-8 Students: 45% strongly agree or agree "I feel safe during school."	Student and Family YouthTruth Surveys 3-5 Families: 67% strongly agree or agree "My child's learning environment is safe." 6-8 Families: 61% strongly agree or agree "My child's learning environment is safe." 3-5 Students: 55% yes, very often "Do you feel safe at school?" 6-8 Students: 47% strongly agree or agree "I feel safe during school."		Student and Family YouthTruth Surveys TK-5 Families: 75% strongly agree or agree "My child's learning environment is safe." 6-8 Families: 75% strongly agree or agree "My child's learning environment is safe." 3-5 Students: 75% yes, very often "Do you feel safe at school?" 6-8 Students: 65% strongly agree or agree "I feel safe during school."	Student and Family YouthTruth Surveys TK-5 Families: +1% strongly agree or agree "My child's learning environment is safe." 6-8 Families: -2% strongly agree or agree "My child's learning environment is safe." 3-5 Students: -5% yes, very often "Do you feel safe at school?" 6-8 Students: +2% strongly agree or agree "I feel safe during school."

Goal Analysis [2024-25]

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

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

Action 2.1 provided for a comprehensive multi-tiered system of supports (MTSS) to support the social and emotional well-being of students and a positive school culture/climate. The action was implemented as planned. Training in restorative practices was provided to the dean of

students, the assistant principal, and student advisors. The student leadership team created weekly videos, presented the news, and organized assemblies at the middle school focused on academics, student activities, and socialization. CCLA implemented a Safe Schools Ambassador Program in grades 3-8. Daily check-in data was used to proactively identify student needs. Reading buddies were implemented at all grade levels to provide student-to-student mentorship, support vocabulary development, and engage in art projects. The social-emotional learning (SEL) curriculum was implemented across all grade levels, with Sown to Grow providing interactive support to facilitate meaningful engagement between students and teachers, as well as data collection to monitor overall school well-being. One of the primary challenges in implementing this action was achieving consistency across the entire school. However, a notable strength of the action was its schoolwide focus, which laid a strong foundation for long-term growth and sustainability in sustaining a positive school culture.

Action 2.2 focused on supporting regular student attendance and reducing chronic absenteeism. The action was implemented effectively through the SART/SARB process. To further promote student engagement, a Wellness Attendance Clerk was hired to conduct daily follow-up calls to verify absences when patterns of truancy or tardiness were identified. The clerk also played a vital role in coordinating student make-up work, maintaining consistent communication with families, analyzing attendance data, observing student behavior, and taking proactive steps to address attendance issues. Attendance recovery efforts were addressed through Saturday School, where the Dean of Students led enrichment and restorative activities, with plans to expand programming in the 2025–26 school year. In addition, three school counselors provided ongoing support for these efforts, reinforcing a multi-tiered approach to improving student attendance and well-being. A challenge with implementing this action was ensuring the needed wrap-around resources were provided to families as a result of what was learned during the SART process.

Action 2.3 prioritized campus improvements. In the 2024-25 school year, the plans to improve the sound system in the multi-purpose room and gym were successfully implemented with no noteable challenges. In the 2025–26 school year, there are plans to establish a Campus Beautification Parent Committee to help prioritize and guide future improvement efforts at the Cali campus.

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 no material differences in budgeted expenditures and estimated actual expenditures.

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

Action 2.1 provided for a comprehensive multi-tiered system of supports (MTSS) to support the social and emotional well-being of students and a positive school culture/climate. The effectiveness of this contributing action was measured by the attendance rate, suspension rate, chronic absenteeism rate, student connectedness to school, and school safety. The results of these metrics were mixed. The attendance rate decreased from 93.4% in 2023-24 to 92.4% in 2024-25. The suspension rate increased from 3.5% in 2022-23 to 4.8% in 2023-24. The chronic absenteeism rate decreased significantly from 23.5% in 2022-23 to 15.2% in 2023-24. Student connectedness to school as measured by the student surveys increased overall. More students believe there is an adult from school they can talk to when they are feeling upset or stressed, up 6% to 48% from last year for students in grades 3-5 and up 4% to 38% from last year for students in grades 6-8. However, fewer students in grades 3-5 are feeling safe at school, down 5% to 55%, yet up 2% for students in grades 6-8 with 47% of

students in grades 6-8 who strongly agree or agree they feel safe during school. Although important metrics are trending in the right direction, these results indicate more work is needed to increase the level of student's positive engagement in school.

Action 2.2 supported students with regular attendance at school and reductions in chronic absenteeism. Strategies include the SART/SARB process and job duties of the attendance and welfare clerk. The effectiveness of this action was measured by the annual attendance rate and the chronic absenteeism rate. In 2025, the attendance rate for students in grades TK-8 decreased slightly to 92.4% from 93.4% in the previous year. In 2022-23, the chronic absenteeism rate was 23.5% and decreased significantly in the 2023-24 school year to 15.2%. Even with a slight decline in attendance, these metrics indicate the success of Action 2.2 in achieving progress toward Goal 2.

Action 2.3 prioritized campus improvements, with a key success being the successful installation of a new sound system in the multi-purpose room and the gym which enhances the quality of events, performances, and school-wide gatherings.

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.

Action 2.1 was revised to include training for yard supervisors, behaviorist aides, student advisors, and the dean of students.
Action 2.3 was revised to include the establishment of a Campus Beautification Parent Committee to help prioritize and guide improvement efforts at the Cali campus and investment in a new workflow management system.

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	MTSS - Social/Emotional Well-Being and School Culture/Climate	CCLA will implement a multi-tiered system of supports focused on the social and emotional well-being of students and a positive campus culture. Supplemental curriculum to support a positive campus culture include Sown to Grow and Second Step. Teachers will receive professional development to support the effective implementation of strategies and supports including restorative practices. The program will reinforce the work of the school counselors to support the importance of academics, social and emotional well-being, school attendance, and campus safety. School staff to support an effective MTSS social and emotional program include the dean of students, school administrators, counselors, school psychologist, behaviorist aides, student advisors, and yard supervisors. Training will be provided to teachers and paraprofessionals to support	$1,256,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		proactive tier 1 interventions and tier 2-3 interventions for students who may need additional support. Training will also be provided to yard supervisors, behaviorist aides, student advisors, and the dean of students. To support a positive school campus, assemblies will be planned to help students learn behavioral expectations. Empowering student voices through the Student Leadership Team and providing students with guided practice during recess will work to support a positive campus culture. Students will also be recognized for their accomplishments further supporting a positive campus culture. As part of the schoolwide MTSS program, the Safe School Ambassadors Program will harness the power of students to prevent and stop bullying and mistreatment. Additionally, the design of 504s and behavioral plans for students with disabilities will be integrated within the schoolwide MTSS program to ensure alignment between the general educational and special education programs.		
2.2	SART/SARB	CCLA Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) will systematize the SART/SARB process through monthly meetings. The welfare and attendance clerk will follow up with families to understand the reasons and patterns for student absence from school and help to remove any barriers that are interfering with students' regular attendance at school. Counselors will support the process by meeting with individual students. Parent education, phone calls, and home visits will work to build parent-home relationships that strengthen trust and build connections to support student's regular attendance at school.	$689,575.00	No
2.3	Campus Improvements	CCLA will invest in campus improvements to ensure a welcoming, safe learning environment for students, staff, and our educational partners. Campus improvements include ongoing maintenance of existing facilities and upgrades to facilities when needed. In the 2024-25 school year, plans to improve the sound system in the multi-purpose room and gym will support schoolwide rallies and other team-building activities to support the social and emotional needs of students. In the 2025–26 school year, there are plans to establish a Campus Beautification Parent Committee to help prioritize and guide improvement efforts at the Cali campus. There are also plans to invest in a new workflow management system.	$52,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strong Family, Community & School Relationships: Cali Calmécac Language Academy will create a culture of inclusion and collaboration with families and the community that builds meaningful partnerships to increase student engagement and enhance student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

CCLA data indicates decreases in overall student attendance with disparities among specific student groups such as low-income students, English learners, Hispanic youth, and students with disabilities.

- Feedback from parents and community members indicates a need to focus on strategies to increase opportunities for parents to be actively and meaningfully engaged in their child's learning, in their social-emotional well-being, and decision-making.
- A clearly defined model of effective family and community partnerships and parent education is in place, full implementation is in process and measures of implementation have been developed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Input in Decision-Making	Family YouthTruth Survey TK-5 Families: 46% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school." 6-8 Families: 43% strongly agree or agree "I feel empowered to	Family YouthTruth Survey TK-5 Families: 43% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school."		Family YouthTruth Survey TK-5 Families: 65% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school."	Family YouthTruth Survey TK-5 Families: -3% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school." 6-8 Families: -5% strongly agree or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		play a meaningful role in decision-making at my school."	6-8 Families: 38% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school."		6-8 Families: 65% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school."	agree "I feel empowered to play a meaningful role in decision-making at my school."
3.2	Parent Participation in Programs for Unduplicated Youth and Students with Disabilities	Family YouthTruth Survey TK-5 Families: 58% strongly agree or agree "I feel represented by parent/family groups at my scho ol." 6-8 Families: 62% strongly agree or agree "I feel represented by parent/family groups at my school."	Family YouthTruth Survey TK-5 Families: 56% strongly agree or agree "I feel represented by parent/family groups at my school." 6-8 Families: 64% strongly agree or agree "I feel represented by parent/family groups at my school."		Family YouthTruth Survey TK-5 Families: 75% strongly agree or agree "I feel represented by parent/family groups at my school." 6-8 Families: 75% strongly agree or agree "I feel represented by parent/family groups at my school."	Family YouthTruth Survey TK-5 Families: -2% strongly agree or agree "I feel represented by parent/family groups at my scho ol." 6-8 Families: +2% strongly agree or agree "I feel represented by parent/family groups at my school."
3.3	Family Connectedness to School	Family YouthTruth Survey TK-5 Families: 54% strongly agree or agree "I feel engaged with my school." 6-8 Families: 57% strongly agree or agree	Family YouthTruth Survey TK-5 Families: 57% strongly agree or agree "I feel engaged with my school."		Family YouthTruth Survey TK-5 Families: 75% strongly agree or agree "I feel engaged with my school."	Family YouthTruth Survey TK-5 Families: +3% strongly agree or agree "I feel engaged with my school."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel engaged with my school."	6-8 Families: 55% strongly agree or agree "I feel engaged with my school."		6-8 Families: 75% strongly agree or agree "I feel engaged with my school."	6-8 Families: -2% strongly agree or agree "I feel engaged with my school."

Goal Analysis [2024-25]

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

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

Action 3.1 focused on providing parent education through classes on relevant topics such as social media awareness, the ELPAC assessment, academic support, and strategies to promote literacy and math at home. Parents actively participated in ELAC meetings, the Governing Council, and the PTA, contributing to a strong foundation of family engagement. Additionally, parent nights were designed to focus on literacy and math; however, the full implementation of these events faced challenges, with only one of the two planned nights successfully carried out.

Action 3.2 provided meaningful parent leadership opportunities through participation in the Governing Council, ELAC, DELAC, PTA, and coffee with the principal. A notable success of this action was the collaborative work of the PTA, which played a key role in approving the use of a controversial book in the 5th-grade curriculum which demonstrated the power of parent voice in school decision-making.

Action 3.3 created multiple opportunities for educational partner engagement through events such as Open House, school dances, student work showcases, and Living History Day. This cross-collaborative event allowed 8th-grade students to bring history to life by portraying historical figures, reenacting key events, and demonstrating aspects of daily life from various time periods. A notable success was a student-led performance of Native American tribal dances, which highlighted both cultural learning and student creativity

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 no material differences in budgeted expenditures and estimated actual expenditures.

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

Actions 3.1, 3.2, and 3.3 work together to provide family and parent education, engagement, and leadership opportunities to foster strong, collaborative relationships between families and educators that support student learning, well-being, and overall school success. The effectiveness of these actions is measured by the YouthTruth surveys. The results of the 2025 survey were somewhat mixed. The

percentage of parents of students in grades 6-8 who strongly agreed or agreed that they feel represented by parent/family groups at school increased by 2% from 62% to 64%. The percentage of parents of students in TK-5 who strongly agreed or agreed that they feel engaged with school also increased by 3% from 54% in 2023-24 to 57% in 2024-25. Yet, parents at all grade levels who strongly agreed or agreed that they feel empowered to play a meaningful role in decision-making at school declined by an average of 4%.

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

No changes were made to Goal 3.

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	Parent Education	CCLA is committed to providing parent educational opportunities to support parents gain new skills, tools, and resources to help their student(s) succeed in school. Parent education empowers and inspires families to take an active role in their child's education while building community. Parent educational opportunities will focus on social and emotional student well-being, digital literacy, tools to navigate the school system, helping their students prepare for the future, and family resources and academic supports. Infant care and food will be provided to participating parents.	$4,500.00	No
3.2	Parent Leadership	CCLA will provide parents with leadership opportunities to ensure their active input in decision-making including Governing Council, ELAC, DELAC, PTA Nights, and coffees with the principal.	$2,500.00	No
3.3	Educational Partner Engagement	CCLA will provide many opportunities throughout the school year to engage educational partners and build a strong community. Activities that engage families and students include Back-to-School-Night, Open House, Graduation, Reading Across the School, Dia de los Muertos, bingo, loteria, student recognitions and awards, and various cultural experiences to embrace diversity and strengthen an inclusive culture.	$20,644.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,483,525.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.026%	0.000%	$0.00	13.026%

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
2.1	**Action:** MTSS - Social/Emotional Well-Being and School Culture/Climate **Need:** Disproportionate suspension rates and high chronic absenteeism continue to persist for some student groups. In 2022-23, the suspension rate was 3.4% overall. However, for low-income students, the suspension rate was 4.1%. The chronic absenteeism rate was	Staff will receive professional development to support the effective implementation of strategies and supports including restorative practices. Training will support proactive tier 1 interventions and tier 2-3 interventions for students who may need additional support due to barriers that interfere with full engagement in school such as poverty, food insecurity, or increased childhood trauma.	Attendance Rate Suspension Rate Chonic Absenteeism Rate Student Connectedness to School School Safety

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
	23.5% overall. However, for low-income students, the chronic absenteeism rate was 27.2%. For English learners, the chronic absenteeism rate was 27.8%. In 2023-24, the suspension rate increased to 4.8% overall. The suspension rate also increased for English learners (5.4%), long-term English learners (13.9%), and low-income students (5.6%). The chronic absenteeism rate decreased in 2023-24 to 15.2% overall. It also decreased for all significant student groups. **Scope:** Schoolwide	To support a positive school campus, assemblies will be planned to help students learn behavioral expectations. The Safe School Ambassadors Program will harness the power of students to prevent and stop bullying and mistreatment. This strategy is especially important to help students who feel disconnected from school due to barriers to feel more like they are a part of the school community.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Language Development (ELD) **Need:** CCLA English learner students experienced an increase in English language proficiency as measured by the 2023 ELPAC summative assessment of English language acquisition	CCLA staff is focused on strengthening integrated and designated ELD through PLC work and the P3CC alignment work across grade levels. Continued teacher professional development on effective ELD strategies within the core content areas is a priority. Designated and integrated ELD taught using evidence-based instructional best practices is intended to support English learners'	SBAC ELA SBAC Math Local Assessment ELA/SLA (Renaissance) Local Assessment Math (Renaissance) ELPI Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and the 2023 English Learner Progress Indicator (ELPI). According to the 2023 ELPI, 59.9% were making progress in 2023. Long-term English learners (LTELs) showed slightly higher performance on the 2023 ELPAC summative assessment compared to all English learner students. However, there are disparities for English learners on the SBAC in both ELA and math compared to other students. In 2024, the ELPI decreased to 45% making progress. Long-term English learners (LTELs) also showed a decrease in the ELPI with 52.9% making progress in 2024. A comparison to state-level data shows CCLA English learners are making progress at the same rate as English learners statewide. The statewide ELPI for English learners in 2024 was 45.7% making progress. A comparison to LTELs statewide shows CCLA's LTELs are exceeding the progress of LTELs statewide (45.8%). **Scope:** Limited to Unduplicated Student Group(s)	language acquisition which will lead to increased ELPAC scores for English learner students including LTELs and improved performance of English learners students in all academic areas. Evidence of English learner student growth is anticipated as measured by the listed metrics.	

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

Not Applicable.

Additional Concentration Grant Funding

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

Not Applicable.

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

:6 Total Expenditures Table

P 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 %)
otals	11,388,956.00	1,483,525.00	13.026%	0.000%	13.026%

otals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
otals	$3,364,403.00	$697,341.00	$0.00	$132,647.00	$4,194,391.00	$3,302,394.00	$891,997.00

tion #	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	PLCs	All	No			Specific Schools: CCLA		$0.00	$156,700.00		$156,700.00			$156,700.00	
1.2	MTSS - Academics Support System for new teachers joining CCLA/District	All	No			Specific Schools: CCLA		$0.00	$85,000.00		$85,000.00			$85,000.00	
1.3	Literacy Program	All	No			Specific Schools: CCLA		$0.00	$73,900.00		$73,900.00			$73,900.00	
1.4	Math Program	All	No			Specific Schools: CCLA		$75,000.00	$77,000.00	$75,000.00	$77,000.00			$152,000.00	
1.5	English Language Development (ELD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: CCLA		$819,939.00	$194,012.00	$889,304.00			$124,647.00	$1,013,951.00	
1.6	Science Block	All	No			Specific Schools: CCLA		$0.00	$39,482.00		$39,482.00			$39,482.00	
1.7	Small Group Instruction	All	No			Specific Schools: CCLA		$289,837.00	$35,000.00	$271,837.00	$45,000.00		$8,000.00	$324,837.00	
1.8	P3CC Literacy and Math TK-3 Articulation	All	No			Specific Schools: CCLA		$0.00	$20,000.00		$20,000.00			$20,000.00	

tion #	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
1.9	Advancement Via Individual Determination (AVID)	All	No			Specific Schools: CCLA		$61,908.00	$10,000.00	$61,908.00	$10,000.00			$71,908.00	
1.10	Visual and Performing Arts (VAPA)	All	No			Specific Schools: CCLA		$158,944.00	$5,000.00	$158,944.00	$5,000.00			$163,944.00	
1.11	21st Century Learning Environment	All	No			Specific Schools: CCLA		$0.00	$66,759.00		$66,759.00			$66,759.00	
2.1	MTSS - Social/Emotional Well-Being and School Culture/Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CCLA		$1,208,691.00	$47,500.00	$1,198,691.00	$57,500.00			$1,256,191.00	
2.2	SART/SARB	All	No			Specific Schools: CCLA		$688,075.00	$1,500.00	$688,075.00	$1,500.00			$689,575.00	
2.3	Campus Improvements	All	No			Specific Schools: CCLA		$0.00	$52,500.00		$52,500.00			$52,500.00	
3.1	Parent Education	All	No			Specific Schools: CCLA		$0.00	$4,500.00		$4,500.00			$4,500.00	
3.2	Parent Leadership	All	No			Specific Schools: CCLA		$0.00	$2,500.00		$2,500.00			$2,500.00	
3.3	Educational Partner Engagement	All	No			Specific Schools: CCLA		$0.00	$20,644.00	$20,644.00				$20,644.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,388,956.00	1,483,525.00	13.026%	0.000%	13.026%	$2,087,995.00	0.000%	18.334 %	**Total:**	$2,087,995.00
								LEA-wide Total:	$0.00
								Limited Total:	$889,304.00
								Schoolwide Total:	$1,198,691.00

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	1.5	English Language Development (ELD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: CCLA	$889,304.00	
2	2.1	MTSS - Social/Emotional Well-Being and School Culture/Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCLA	$1,198,691.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,289,339.00	$3,995,058.00

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	PLCs	No	$152,994.00	$71,427.00
1	1.2	MTSS - Academics Support system for new teachers joining Cali/district	No	$31,182.00	$32,500.00
1	1.3	Literacy Program	No	$139,400.00	$97,274.00
1	1.4	Math Program	No	$42,510.00	$34,600.00
1	1.5	English Language Development (ELD)	Yes	$905,000.00	$825,939.00
1	1.6	Science Block	No	$276,000.00	$245,573.00
1	1.7	Small Group Instruction	No	$392,170.00	$415,070.00
1	1.8	P3CC Literacy and Math TK-3 Articulation	No	$7,100.00	$7,000.00
1	1.9	Advancement Via Individual Determination (AVID)	No	$70,739.00	$60,098.00
1	1.10	Visual and Performing Arts (VAPA)	No	$104,220.00	$161,022.00

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	1.11	21st Century Learning Environment	No	$50,000.00	$48,759.00
2	2.1	MTSS - Social/Emotional Well-Being and School Culture/Climate	Yes	$1,293,504.00	$1,175,196.00
2	2.2	SART/SARB	No	$651,272.00	$668,034.00
2	2.3	Campus Improvements	No	$150,000.00	$125,422.00
3	3.1	Parent Education	No	$4,316.00	$4,000.00
3	3.2	Parent Leadership	No	$2,334.00	$2,500.00
3	3.3	Educational Partner Engagement	No	$16,598.00	$20,644.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,410,578.00	$2,044,504.00	$1,853,296.00	$191,208.00	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	1.5	English Language Development (ELD)	Yes	$790,000.00	$678,100.00		
2	2.1	MTSS - Social/Emotional Well-Being and School Culture/Climate	Yes	$1,254,504.00	$1,175,196.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$10,868,895.00	$1,410,578.00	0.000%	12.978%	$1,853,296.00	0.000%	17.051%	$0.00	0.000%