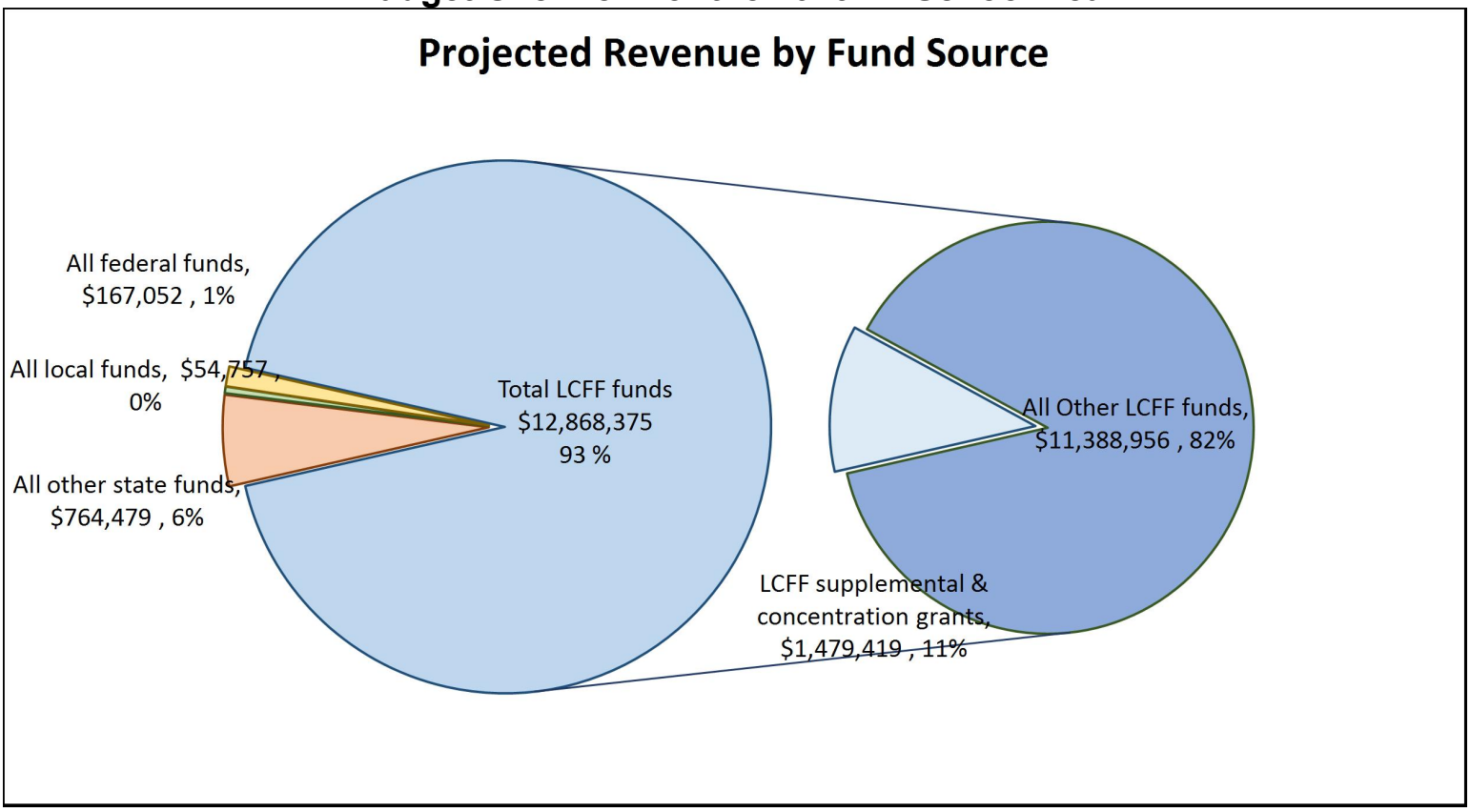
CALI CALMÉCAC LANGUAGE ACADEMY
Home of the Águilas

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cali Calmecac Language Academy
CDS Code: 49753586052369
School Year: 2026-27
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 2026-27 School Year

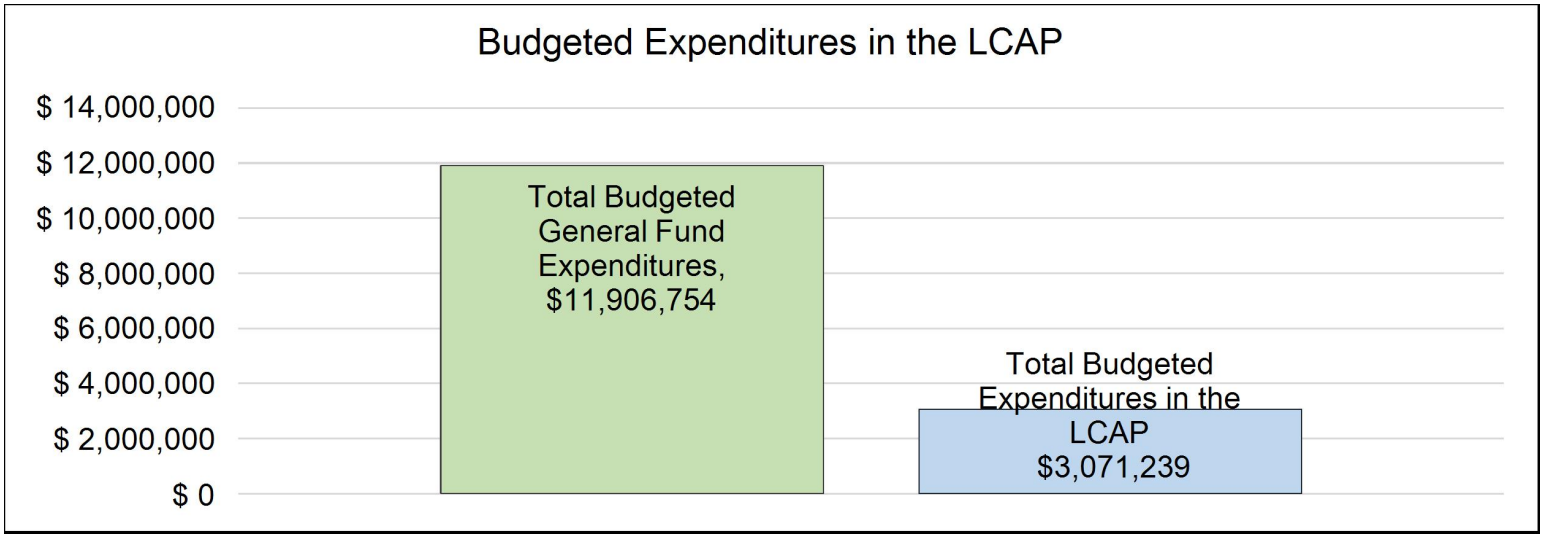


This chart shows the total general purpose revenue Cali Calmecac Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cali Calmecac Language Academy is $13,854,663, of which $12,868,375 is Local Control Funding Formula (LCFF), $764,479 is other state funds, $54,757 is local funds, and $167,052 is federal funds. Of the $12,868,375 in LCFF Funds, $1,479,419 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cali Calmecac Language Academy plans to spend $11,906,754 for the 2026-27 school year. Of that amount, $3,071,239 is tied to actions/services in the LCAP and $8,835,515 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

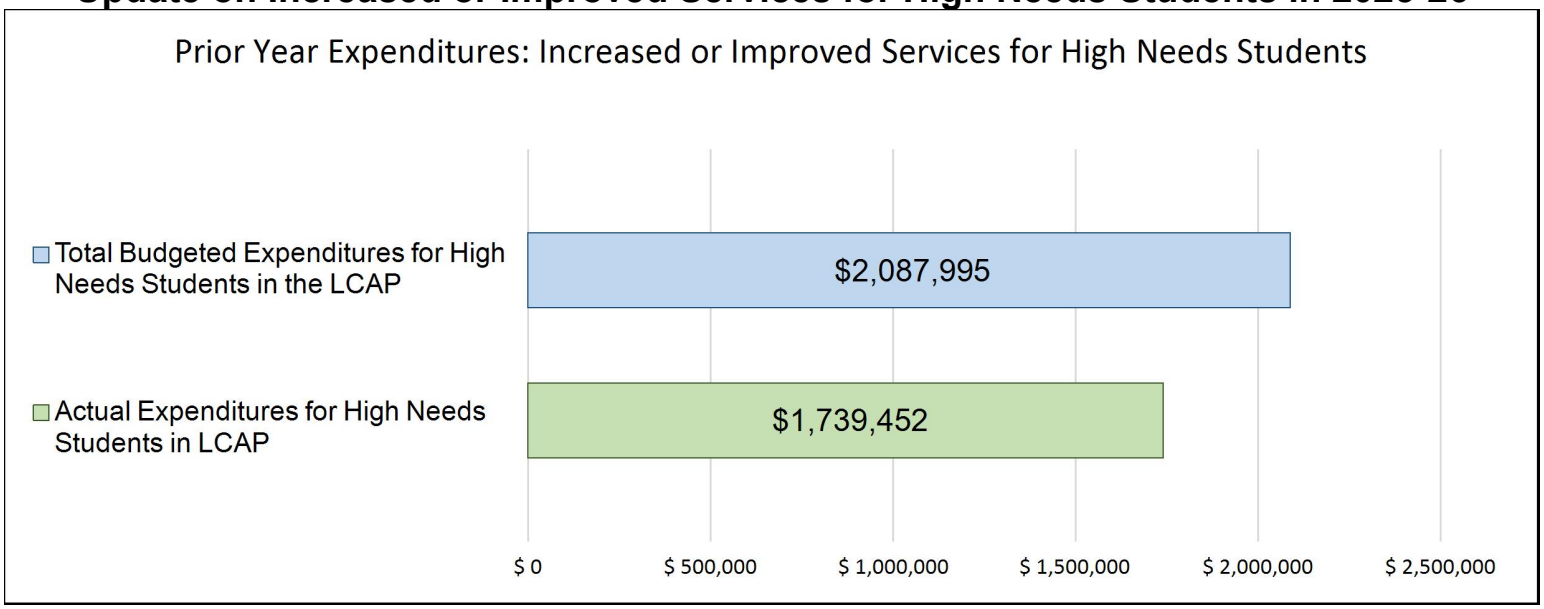
General operating expenses for CCLA.

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

In 2026-27, Cali Calmecac Language Academy is projecting it will receive $1,479,419 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 $1,480,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Cali Calmecac Language Academy's LCAP budgeted $2,087,995 for planned actions to increase or improve services for high needs students. Cali Calmecac Language Academy actually spent $1,739,452 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $348,543 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 CCLA's ability to increase or improve services for high needs students.



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 [2026-27]

General Information

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

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. Cali Calmécac Language Academy received a Learning Recovery Block Grant totaling $1,630,462 for the 2023–2026 period. These funds were strategically utilized to strengthen the school's Multi-Tiered System of Supports (MTSS) and social-emotional services by funding key personnel, including an additional school counselor (third counselor), a Dean of Students, and four behavior intervention aides. The grant also supported associated salary and benefit costs, as well as instructional materials, books, and supplies aligned to student support services.

During the second year of implementation, two behavior intervention aide positions became vacant. In response, funds were reallocated to provide increased in-class support through additional instructional aide hours to better meet student needs. Additionally, the Dean of Students position was increased by 0.2 FTE to reflect expanded responsibilities, including the training and supervision of student advisors and yard duty personnel, further strengthening schoolwide systems of support.

For the 2026–2027 school year, the school will receive an additional allocation of Learning Recovery Block Grant funds for a new three-year cycle. In collaboration with district leadership and educational partners, a strategic decision was made to prioritize sustaining critical student support roles by consolidating the available funding (approximately $375,000) into a one-year investment. This approach will allow the school to maintain the third counselor and Dean of Students positions for an additional year, recognizing their significant impact on student well-being and school climate.

Due to funding limitations, the two remaining behavior intervention aide positions will be discontinued for the 2026–2027 school year. However, the school will continue to maintain a strong system of supports across MTSS tiers. Additionally, the pull-out certificated Power English position will be discontinued as part of a shift toward strengthening Tier 1 and Tier 2 academic supports within the classroom. To support this transition, the school will invest in an instructional coach focused on early literacy and foundational skill development in grades TK–3, ensuring more inclusive and effective instructional practices.

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 1,075 pre-kindergarten through eighth-grade students. The student population is 77.1% Latino, 18.6% White, 33.6% English Learners, and 59.8% socioeconomically disadvantaged students. Programs including intensive, small-group reading instruction, paraprofessionals, instructional aides, after-school programs, ELD classes(integrated/designated) 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, offering Integrated Math 1 at

the 8th grade level (advanced math course), 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. The students are given the opportunity for attendance recovery through after-school enrichment opportunities, independent study, and activities, through attendance recovery targeting CA state standards. Our students are allowed to be trained and participate in the school-wide Safe School Ambassador program that we implemented across the school 3 years ago to increase problem-solving, character, and leadership traits among our students. Our students have the opportunity to participate in diverse field trips to experience in real life what they study in their classrooms, whether this is related to nature or self-expression through the arts.

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 and 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 are needed to support the needs of English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities and 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 English learners' needs 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.

2025 DASHBOARD UPDATE

Based on the 2025 California School Dashboard, the Chronic Absenteeism Indicator improved significantly. 14.1% students overall are chronically absent, a decline of 1.1% from last year. No student groups were RED in the area of chronic absenteeism. Except for our long-term English Learners, who increased 6.5%, all other subgroups are found in yellow, and our white population in green. Overall, great improvement. In the area of English Language Arts (ELA), performance was maintained 2.2 points, with our long-term English learners in red again. There was an improvement in the rest of the other subgroups. In the area of math, two student groups, long-term English learners and students with disabilities, are in RED on the Math Academic Indicator. The progress in math is maintained at 1.8 points, having no other subgroups in the red.

Our English Learners are making progress, something to celebrate. Another piece of data to celebrate is that our suspension rate declined 0.8%. It is important to point out that all our students in math and ELA showed improvement, some subgroups in an accelerated mode, like the LTs in math.

As per requirements, the required actions within the 2026-27 LCAP will remain the same based on the results of the 2025 Dashboard, with the addition of LTELs to the already required action for English learners in the area of math and ELA, chronic absenteeism.

In reflecting on 2025–2026 outcomes and planning for 2026–2027, Cali Calmécac Language Academy is prioritizing actions to improve performance on key California School Dashboard indicators, including English Learner Progress Indicator (ELPI), English Language Arts (ELA), Mathematics, and Chronic Absenteeism (State Priorities 1, 2, 4, 5, and 8).

To improve outcomes for English Learners and LTELs (ELPI), the school will strengthen both designated and integrated English Language Development (ELD) through targeted professional development, coaching cycles, and alignment within Professional Learning Teams (PLTs). In partnership with the Literacy Instructional Team, the school will support the selection and implementation of high-quality, standards-aligned core curriculum in English and Spanish. Instruction will emphasize both written and oral language production to accelerate language acquisition and reclassification rates.

To address ELA and Mathematics performance, the school will focus on strengthening Tier 1 and Tier 2 instruction across all grade levels. An instructional coach will support foundational literacy and mathematics in grades TK–3, while instructional aides in TK–2 will provide targeted intervention and enrichment within the classroom setting. The school is also preparing for the adoption of new state-approved math,

literacy, and social studies curricula, while continuing the use of Board-approved open-source materials to ensure continuity of instruction. A site-based committee will guide curriculum alignment to the dual language program and instructional priorities.

To further support ELA, mathematics, and college and career readiness outcomes, AVID will be expanded to include all 8th-grade students. A newly established AVID committee will serve as the school's guiding coalition, with a coordinator and teacher leaders supporting implementation. Participation in the AVID Summer Institute will build capacity to expand AVID strategies schoolwide, including at the elementary level beginning in 2027–2028. AVID strategies will support academic discourse, organization, and critical thinking, directly impacting student achievement in ELA and mathematics.

To address Chronic Absenteeism, the school will implement a comprehensive tiered system of supports. Tier 1 strategies will include schoolwide efforts to promote a positive school climate and student engagement through the redesign of the grades 6–8 enrichment model, where all students rotate through four enrichment courses in three-week cycles. Tier 2 supports will include targeted outreach, progress monitoring, and re-engagement strategies for students with emerging attendance concerns. The school will maintain its attendance recovery staff position to coordinate these efforts and provide after-school enrichment opportunities designed to re-engage students and improve attendance. Tier 3 interventions will include individualized supports such as Student Study Team (SST) meetings, coordination with counseling services, family engagement meetings, and referrals to the School Attendance Review Board (SARB) as needed to address persistent chronic absenteeism.

Through the continued implementation of MTSS and the work of PLTs, the school will monitor student data, provide targeted interventions, and refine instructional practices. These coordinated efforts are intended to improve ELPI, increase student achievement in ELA and mathematics, and reduce chronic absenteeism by fostering a more engaging, supportive, and academically rigorous learning environment for all students.

Reflections: Technical Assistance

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

2025 Overview
Cali Calmécac Language Academy (CCLA) is no longer eligible for differentiated assistance based on the school's performance on the 2025 California School Dashboard. Our school is making steady progress. Overall, none of our group populations are in RED. We exited from being in the red in two areas for two consecutive years. Only our LTs are showing a need for immediate intervention in math and English. Our attendance and suspension rates have declined, and an improved culture and climate environment is palpable at the school, making it possible for the progress of our students in the area of academics.

2024 Overview
Cali Calmécac Language Academy (CCLA) was previously 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.

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	In 2025, Input from teachers was collected throughout the year during weekly grade-level articulation. This teacher's input gets recorded and shared with the leadership team, MTSS team, culture &b climate team, and admin team through the cyclical PLC work and their agenda with the 4 continuous guiding questions of the PLT work: 1. What do we want students to learn? (Focuses on identifying essential knowledge and skills (standards) students must master) 2. How will we know if they've learned it? (Involves creating and using common, team-developed assessments to gather evidence of student learning), 3. What will we do if they don't learn it? (Establishes systematic interventions and reteaching strategies for students who struggle), 4. What will we do if they already know it? (Outlines extension activities, enrichment, or differentiated tasks for students who demonstrate proficiency quickly). During these PLT weekly meetings, the teams look at Renstar formative assessment data as well as state CAASP data and create a needs assessment by grade level in each of the language of instruction and subject matter. We do have leader reps representing each grade level at our school that take part in our monthly Guiding Coalition meetings, where social-emotional, academic, intervention, and attendance data are analyzed by the team, and decisions are made to move the school forward. One of the decisions that came out of these discussions was our creation of cores at the middle school, as well as the "Eagle Time intervention " added to our master schedule to support interventions and extensions. Another piece of data that our teachers evaluate during

Educational Partner(s)	Process for Engagement
	our guiding coalition team meeting is the results of our "Youth Truth Survey". Our teachers are interested in continued opportunities to collaborate provided by release time, which happens at least twice each semester. 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, as mentioned in this plan. Our special ed department has been involved in PLTs and has been collaborating with all the different PLTs and providing more push-in services, which have proven to be efficient as we have moved our special ed students(English learners and socio-economically disadvantaged) from red to orange in our 2024-2025 CA dashboard data. Our Teachers are interested in parent information nights in literacy and math, supporting parents to help us reinforce the learning of the students at home and understand our strategies and curricula, as well as goals, the identification of developmentally appropriate essential standards across all grade levels, designated and integrated ELD instruction, and monthly student recognitions. Based on the youth truth survey feedback, teachers recognize the need for more hands-on learning opportunities, small group interactive learning opportunities, after-school tutoring, and increased communication with parents. This led to the creation this year of enrichment activities led by our teachers at the end of the day, such as STEM, art, chess, yoga, tutorials, journalism, and weight lifting. 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 community circles, schoolwide implementation. Selected teachers representing grade levels have been participating in the initiative of the pilot process to choose a new adopted CA curriculum for the upcoming 26-27 school year and beyond in math, SLA, ELA, and social studies, K-8th. These teachers engaged in different company training of different curricula and rubrics used to choose the best tool to meet our bilingual students' needs. Our teachers engaged in professional development around the dual language education, which they brought to our school in the form of mini workshops for the entire

Educational Partner(s)	Process for Engagement
	school. There was a group representing the staff attending ATDLE – The Association of Two-Way & Dual Language ... as well as the 2026 San Diego Dual Language Conference and Site Visits for current best instructional practices in dual language schools. Our teachers got involved in artificial intelligence training across our district, and our PLTs and guiding coalition have been working on AI classroom/school culture practices. It is important to note that constant pulse checks and staff rounding throughout the year have helped the admin team to receive helpful feedback from our staff.
Principal/Administrators	Throughout the 2025–26 school year, administrators engaged consistently and systematically with educational partners to ensure that schoolwide priorities, instructional initiatives, and operational decisions were informed by ongoing stakeholder feedback. Administrators met weekly on Tuesdays to review progress toward LCAP goals, monitor implementation of initiatives, and consider feedback provided by teachers, staff, families, students, and leadership teams. As well as the revision and monitoring of academic, socio-emotional, and behavioral data collected from our Renaissance data and formative assessments, sown to grow and aeries data. This engagement allowed administrators to respond in real time to partner input and to align next steps with community expectations. Administrators supported teacher-identified priorities, including the development of a comprehensive scope and sequence aligning ELA and ELD standards in grades K–8. They continued to champion the work of the AVID Leadership PLT, expanded AVID instructional strategies in grades 6–8, and supported staff participation in the AVID Summer Conference in the summer of 2025. These efforts informed the implementation of Socratic Seminars and other rigorous AVID strategies, incorporated throughout the year through targeted professional development. Stakeholder feedback about the need for consistent academic structures and college-bound expectations influenced these decisions.

Educational Partner(s)	Process for Engagement
	In collaboration with teachers and support staff, administrators advanced the implementation of a schoolwide Multi-Tiered System of Supports (MTSS) to strengthen academic, social-emotional, and behavioral supports. Input gathered from teachers, families, and the Guiding Coalition emphasized the need for shared instructional practices and more coherent intervention systems. This feedback led administrators to deepen their focus on collaborative PLT structures as part of Cali Calmécac's transition toward becoming a Professional Learning Community (PLC) school. The work continues with the strengthening of our multi-tiered support and monitoring, and intervention of students through a more intentional and strategic lens. Deeper work is intended to keep developing in the 26-27 school year. Administrators also responded to stakeholder requests related to campus infrastructure and technological improvements. They continued efforts to modernize classroom technology through the installation and staff training of SMART Boards. Phase 2 of SMART Board training was implemented by grade span (TK–2, 3–5, and 6–8), with a corresponding community of practice established for each span. These communities supported teachers in applying interactive and multimodal instructional strategies that enhance engagement for dual language learners, students with varying needs, and students with disabilities. Stakeholder feedback consistently highlighted the need for tools that promote hands-on learning, language development, and differentiated instruction, directly shaping the design of this training model. Administrators used the rounding protocol with the Guiding Coalition to gather targeted feedback on PLT processes and curriculum mapping. This feedback identified areas of need in consistency, pacing, and vertical alignment, which informed ongoing administrative planning and next steps for professional learning. To ensure high-quality instructional materials for future years, administrators launched a structured curriculum pilot process beginning with mathematics. Administrators identified teacher participants for each grade level, facilitated publisher presentations, and guided teacher teams in examining program strengths, questions,

Educational Partner(s)	Process for Engagement
	and areas of need. Teachers were then provided a release day to evaluate materials using a standardized rubric and select the curriculum to pilot. Administrator involvement throughout this process ensured transparency and alignment with stakeholder priorities. Based on its success and partner endorsement, this process was replicated for English Language Arts, Spanish Language Arts, and Social Studies/History. Piloting of adopted companies and their resources is expected to start in the 26-27 school year. Administrators and teachers also engaged in professional learning at ATDLE and the San Diego Dual Language Conference in 2025. These opportunities provided access to current research and best practices in dual immersion education. Teams collaborated to synthesize key learnings, share them with staff, and prepare for site-wide implementation. Stakeholder feedback emphasized the importance of sustaining a strong dual immersion model and continuously refining instructional practices, reinforcing the value of these learning opportunities. Across all initiatives, administrators ensured that educational partners—teachers, classified staff, families, students, district leaders, and community members—were continuously engaged. Feedback gathered from these groups shaped administrative decisions and strengthened the coherence of the schoolwide improvement efforts. This ongoing engagement remains foundational to the implementation and revision of the Local Control and Accountability Plan. The admin team has also been partnering with the ELA SCOE team to get their feedback, guidelines, and support in reinforcing our ELA vertically aligned curriculum, resources, and PD for our teachers to keep supporting and moving up our English learners subgroup, which is in red in ELA and math areas according to CA Dashboard data.
Parents	Throughout the 2025 school year, site administration engaged parents as essential educational partners through focus groups, surveys, leadership councils (ELAC and Governing Council), PTA collaboration, and ongoing communication platforms. Parent feedback emphasized the need for more differentiated instruction, increased

Educational Partner(s)	Process for Engagement
	paraprofessional support, coordinated volunteer opportunities, peer support structures, and clearer guidance on how families can support student success within the dual language program (LCAP Priority 3: Parental Involvement; Priority 1: Basic Services; Priority 2: Implementation of State Standards). In response, the administration expanded after-school enrichment opportunities focused on academics, arts, languages, leadership, and wellness, led by teachers and community partners, to strengthen student engagement, attendance, and social-emotional development (Priorities 5: Student Engagement and 6: School Climate). Parent input directly informed the development of attendance recovery options, including Saturday enrichment, independent study, and enrichment participation. Parents also actively partnered in school improvement through campus beautification projects with students and staff, participating as presenters in Middle School Career Day, and serving in leadership roles within the PTA, whose efforts strengthened school-family partnerships and expanded access to enrichment and field trip opportunities across grade levels (Priorities 3 and 6). Through ELAC and Governing Council, parent leaders reviewed academic and social-emotional data, noting growth over the past three years, including improved CA Dashboard indicators, while identifying the continued need for focused support for English Learners and strengthened math instruction campuswide (Priority 4: Pupil Achievement). This feedback resulted in the implementation of family math and literacy nights to build parent capacity to support learning at home. Parents also expressed concerns related to school safety, bullying prevention, and communication. In response, the administration increased transparency through family reunification protocol trainings, safety videos, visual guides, and coordinated drills, as well as the implementation of schoolwide assemblies, community circles, restorative practices, and anti-racist curricular commitments supported by counselors, advisors, and the dean of students (Priority 6). Ongoing family input collected through YouthTruth and informal surveys continues to guide actions related to communication, student support, and climate, ensuring that parent voice meaningfully informs continuous improvement and shared ownership of school outcomes. Our parent groups were allowed to be part of our Renewal Charter Renewal, where changes were added and decisions taken in moving

Educational Partner(s)	Process for Engagement
	our school forward with clearer expectations from students, families, and staff. This new Charter renewal was brought to the WUSD Board, where it was approved.
Students	During the 2025–26 school year, the administration intentionally engaged students as key educational partners through multiple feedback mechanisms, including quarterly pulse-check surveys, the YouthTruth survey, and analysis of social-emotional learning data from the Sown to Grow dashboard. Student input consistently emphasized the need for more engaging, hands-on, and real-world connected learning experiences (LCAP Priority 2), increased opportunities for peer collaboration and respectful interaction (LCAP Priorities 3 and 5), greater integration of music and the arts (LCAP Priority 2), and expanded opportunities to use Spanish for authentic communication both inside and outside the classroom to strengthen the dual language program (LCAP Priority 1). In response, administrators worked through PLC and grade-level teams to refine instructional practices by increasing project-based learning, diversifying assessment methods, and expanding opportunities for students to demonstrate learning through multiple modalities. To further address student requests for interactive instruction and higher levels of student discourse, the administration provided professional learning for staff on the station rotation instructional model, supporting more dynamic academic environments and increased student questioning and collaboration. Student concerns related to peer treatment and campus climate informed expanded leadership opportunities, including the work of the Student Leadership Team and the ongoing Safe School Ambassador Program, now in its third year, which promotes a safe, respectful, and inclusive school culture (LCAP Priority 5). Students also used the Cali student newspaper as a platform to publish strategies for respectful communication and positive peer interactions. These coordinated actions demonstrate how student voice directly informed administrative decisions and instructional shifts, contributing to improved engagement, school connectedness, and progress toward academic and social-emotional outcomes aligned to LCAP goals. The school also has a powerful Student Leadership Team that helps carry out initiatives as well as shares feedback for improvement.

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

The development and refinement of the 2026–27 Local Control and Accountability Plan (LCAP) for Cali Calmécac Language Academy were directly informed by systematic, ongoing input from educational partners, including teachers, students, parents, and administrators. Feedback was collected through formal structures such as Professional Learning Teams (PLTs), the Guiding Coalition, ELAC, Governing Council, PTA, YouthTruth surveys, quarterly student pulse checks, Sown to Grow social-emotional data, focus groups, and regular leadership meetings. This continuous engagement ensured that stakeholder perspectives meaningfully shaped LCAP goals, actions, and metrics.

LCAP Goal 1: Improve Student Achievement and Close Achievement Gaps
Teacher, parent, and student feedback consistently highlighted the need for stronger instructional coherence, targeted academic interventions, and improved outcomes for English Learners and other student groups. In response, the LCAP prioritizes protected collaboration time through PLCs and PLTs, the expansion of small-group instruction and MTSS supports, and the implementation of Eagle Time and middle school core structures to provide systematic interventions and extensions. Teacher analysis of Renaissance Star data, CAASPP results, and curriculum mapping directly informed the LCAP's focus on curriculum alignment, adoption of new state-aligned instructional materials through structured pilot processes, and increased emphasis on literacy integration across content areas, including science. Parent and ELAC input identifying the need for stronger math instruction led to targeted actions focused on math program review, instructional improvement, and family math nights to support learning at home.

LCAP Goal 2: Strengthen Implementation of State Standards and High-Quality Instruction
Student and teacher feedback emphasized the need for more engaging, hands-on, and real-world connected learning experiences, as well as increased opportunities for collaboration, student discourse, and differentiated instruction. As a result, the LCAP includes actions supporting professional learning in project-based learning, station rotation models, AVID strategies, and SMART Board integration to increase student engagement and questioning. Feedback from dual language conferences, ATDLE participation, and site visits informed LCAP actions focused on strengthening designated and integrated ELD, increasing authentic Spanish language use, and enhancing biliteracy development across grade levels. Student requests for greater integration of the arts and music also influenced expanded enrichment and instructional opportunities reflected in the plan. We will continue the socio-emotional support of our students through our developed program "Safe school ambassador" as well as our data dig of our sown to grow data, and we will start using the MTSS platform related to sown to grow. An instructional coach position is created to support teachers on campus as well as PLCs.

LCAP Goal 3: Increase Family Engagement and Shared Responsibility for Student Success / Improve Student Engagement, Attendance, and School Climate

Parent input gathered through focus groups, leadership councils, PTA, surveys, and community meetings directly shaped LCAP actions designed to build family capacity and partnership. Parents expressed the need for clearer guidance on how to support student learning, resulting in the implementation of literacy and math nights, parent education workshops, and expanded communication regarding curriculum and instructional strategies. Requests for coordinated volunteer opportunities and meaningful involvement led to increased parent participation in classroom support, campus beautification projects, career day workshops, and enrichment programming. The LCAP reflects these priorities by strengthening structures for parent leadership, communication, and shared decision-making, ensuring families remain active partners in student success.

Student, parent, and teacher feedback identified social-emotional learning, school connectedness, safety, and respectful peer interactions as critical areas of need. In response, the LCAP includes actions expanding after-school enrichment, leadership opportunities, and peer mentoring to improve engagement and attendance. Parent concerns regarding bullying and safety preparedness informed actions focused on restorative practices, anti-racist curriculum commitments, safety protocol transparency, reunification training, and coordinated drills. Student voice directly influenced the continuation and strengthening of the Safe School Ambassador Program, student leadership initiatives, assemblies, community circles, and schoolwide recognition practices. Data from YouthTruth and Sown to Grow continue to guide adjustments to school climate actions embedded in the LCAP. The adopted LCAP reflects a shared vision shaped by robust educational partner engagement. Feedback from teachers, students, parents, and administrators directly influenced the selection of goals, actions, and metrics focused on academic achievement, instructional quality, family engagement, and school climate. This collaborative, data-informed process ensures the LCAP remains responsive to community needs and aligned with continuous improvement for all students at Cali Calmécac Language Academy.

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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to ensure that all students at Cali Calmécac Language Academy have equitable access to a rigorous, standards-aligned dual-language immersion program that supports high levels of academic achievement and prepares students as bilingual, biliterate global citizens. A review of state and local data, including the California School Dashboard and Renaissance assessments, reveals mixed academic outcomes, with gains in English Language Arts but continued challenges in mathematics, particularly for English learners, long-term English learners, students with disabilities, low-income students, and Hispanic students. These disparities, combined with the identification of long-term English learners as RED on the Math and ELA Academic Indicator, highlighted the need for a more coherent, data-driven instructional system grounded in a multi-tiered system of supports (MTSS). Educational partner feedback from teachers, administrators, parents, and students consistently emphasized the need for strengthened professional learning communities, targeted small-group instruction, aligned curriculum and assessments, and high-quality professional development focused on differentiation, English Language Development, early literacy, and data-informed instructional practices. Additionally, the ongoing need to ensure access to up-to-date, standards-aligned instructional materials across content areas informed the development of this goal. Collectively, these data points and stakeholder insights informed the LEA’s decision to prioritize Goal 1 as a comprehensive approach to enhancing instructional coherence, reducing achievement gaps, and ensuring that all students receive support to learn at high levels within a rigorous bilingual academic program.

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	75.9 % of teachers are fully credentialed 2022-23 DataQuest	63.8 % of teachers are fully credentialed 2023-24 DataQuest	95% of teachers are fully credentialed	- 1.9%
1.2	Access to Standards-Aligned Instructional Materials	100% of students have access	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 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: 35.34% Low-Income: 23.46% English Learner: 4.95% LTEL: 3.64 % SWD: 14.59 % Hispanic: 28.54% White: 56.14%	% meeting or exceeding standards Overall: 45% Low-Income: 30% English Learner: 30% LTEL: 30% SWD: 20% Hispanic: 35% White: 65%	Overall: + 4.7% Low-Income: +3.85% English Learner: -1.24% LTEL: +3.64% SWD: +10.95% Hispanic: +6.95% White: -4.45%
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: 25.88 % Low-Income: 16.54%	% meeting or exceeding standards Overall: - 0.91% Low-Income: -0.75%	Overall: - 1.6% Low-Income: -0.83% English Learner: +0.18%

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: 5.47% LTEL: 3.58 % SWD: 10.42% Hispanic: 18.86% White: 50%	English Learner: - 1.07% LTEL: - 1.36% SWD: + 8.38% Hispanic: - 1.18% White: -2.76%	LTEL: - 1.18 % SWD: + 4.97 % Hispanic: - 0.84 % White: - 3.29 %
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: 19.72% Low-Income: 14.93% English Learner: 2.13% LTEL: 7.69% SWD: 0% Hispanic: 14.29% White: 33.33%	% meeting or exceeding standards Overall: - 5.39% Low-Income: + 1.09% English Learner: +2.13% LTEL: + 7.69% SWD: 0% Hispanic: - 4.09% White: - 14.67%	Overall: - 5.17% Low-Income: +1.51% English Learner: +2.3 % LTEL: + 7.69% SWD: -5.0% Hispanic: - 1.1 % White: -21.43%
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	2026 Growth Percentile 63.5 % Spanish Early Literacy K-1 51.65 % Spanish Reading 2-5 43 % Spanish Reading 6-8 41 % Reading 3-5 41 % 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	-0.5% Spanish Early Literacy K-1 +6.75 % Spanish Reading 2-5 -5 % Spanish Reading 6-8 +8 % Reading 3-5 +14 % 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 65% Math 6-8	2026 Growth Percentile 40.66 % Math 3-5 52 % Math 6-8	Growth Percentile 60% Math 3-5 60% Math 6-8	-8.3 % % Math 3-5 +4 % Math 6-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025 making progress toward English language proficiency English Learner: 49.08% LTEL: 65.46 %	70.0% making progress toward English language proficiency	-10.82 % English Learners -3.74 % LTEL
1.10	Reclassification Rate	English Learner: 20% LTEL: 26%	English Learner: 26% LTEL: 11%	English Learner: 10.74% LTEL: 20.83 %	25% LTELs 30%	-9.26% English Learners -5.17 % 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	96% building/integrating in SEL 75% building/integrating in ELA 90% building/integrating in Math	95% building/integrating in SEL 95% building/integrating in ELA 95% building/integrating in Math	+1% building/integrating in SEL -20 % building/integrating in ELA -5 % building/integrating in Math
1.12	Access to a Broad Course of Study	100% of students have access	100% of students have access	100% of students have access	100% of students have access	no difference

Goal Analysis [2025-26]

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

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

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

Actions 1.1 and 1.2 were implemented as planned and directly respond to identified needs under State Priorities 1, 2, and 4 to strengthen instructional quality, standards implementation, and student achievement. Dashboard and local assessment data revealed inconsistent academic outcomes and persistent achievement gaps among student groups, highlighting the need for structured collaboration, aligned curriculum, and systematic academic supports. Action 1.1 focuses on strengthening Professional Learning Communities (PLCs) as the primary structure for improving Tier 1 instruction through a Multi-Tiered System of Supports (MTSS). Through high-quality professional development and embedded collaboration time, teachers engage in a learn-by-doing PLC model grounded in the four critical PLC questions. PLCs emphasize essential standards, common formative and summative assessments (FCA/SCAs), assessment calibration, and data-driven

instructional decision-making. Local assessment data in ELA, SLA, and mathematics guide cycles of inquiry and continuous improvement. Release time, including an additional release day, has been provided to ensure teachers have dedicated time to analyze data, refine instruction, and incorporate new instructional resources into unit mapping. Over the past three years (2023–2026), a coalition team participated in professional development focused on effective PLC implementation. This team has built internal leadership capacity by sharing learning through the School Leadership Team, faculty meetings, and ongoing PLT collaboration during the 2025–26 school year. While some PLTs are more advanced than others, all teams are engaged in focused conversations centered on student learning, with increasing clarity and coherence around the PLC process. The school continues to strengthen a unified PLC culture schoolwide through leadership structures and faculty-wide presentations. Action 1.2 complements this work by strengthening consistent, high-quality Tier 1 instruction and targeted interventions within the MTSS framework. Student outcome data underscored the importance of early identification of learning needs and timely, systematic academic supports. Staff feedback also highlighted the need for onboarding and instructional coherence, particularly within the dual-language immersion model, to ensure fidelity of program implementation.
Significant professional learning initiatives support these goals. All teams are participating in a full-day professional development session led by the Director of AI at SCOE, focused on integrating AI tools into unit mapping and PLT work. Additionally, the school adopted the BRISK platform to support instructional planning and responsive teaching practices in an evolving classroom landscape. In mathematics, the school launched a K–5 curriculum pilot aligned to the new California Math Framework in collaboration with P3CC, embracing its emphasis on collaborative learning, conceptual understanding, and discourse-rich instruction. Due to a Williams Act complaint, the school and district also developed and brought forward Board-approved open-source curriculum in SLA/ELA/SS to ensure standards-aligned, accessible instructional materials. To support implementation, teachers were provided additional release time to integrate these resources into their instructional planning. Further strengthening instructional practices, TK–1 teachers were trained by SCOE personnel in the Pyramid Model to support strong foundational practices in early learning environments. Teachers in grades 1–8 received training in the Station Rotation model (Tucker) during the 2025–26 school year to increase differentiation, student engagement, and flexible grouping. As a result of these combined efforts, classrooms are increasingly student-driven, with expanded opportunities for academic discourse, collaboration, and differentiated modalities of instruction. The ongoing challenge remains refining and deepening the cycle of inquiry process, particularly ensuring that PLCs strategically identify and implement targeted instructional adjustments to meet diverse learner needs and accelerate student outcomes.

Action 1.3 provides the core elements of a comprehensive, articulated literacy program spanning PK–8, with a strong emphasis on TK–3 alignment through P3CC. This action includes professional development, targeted intervention, after-school tutoring with transportation, small group instruction through Eagle Time at the elementary level, designated ELA at the middle school level, supplemental online resources, and structured progress monitoring systems. This action supports State Priorities 2 and 4 by addressing identified gaps in literacy achievement and language acquisition, particularly among English learners, long-term English learners, and students with disabilities.

During the 2025–26 school year, implementation of Action 1.3 deepened and expanded. Teachers engaged in sustained professional development focused on the Station Rotation model (Tucker), literacy strategies aligned to Lit Six, writing instruction, speaking and discourse development, rubric design, and the continued implementation of oral running records to monitor reading growth. Professional learning has emphasized small group instruction and the writing process, equipping teachers with strategies to personalize learning and respond to individual student needs within a Multi-Tiered System of Supports (MTSS) framework.

Our early childhood program continues to be a strength. In 2024–25, teachers successfully implemented the PK/TK/K bilingual model using the Desired Results Developmental Profile (DRDP) as both a formative and summative assessment tool. In 2025–26, DRDP data continues

to inform instructional decisions and monitor TK student learning progressions. Additionally, kindergarten classrooms have incorporated a more play-based learning approach through a daily “soft start,” supported by Pyramid Model training provided to TK–1 teachers. These shifts have strengthened oral language development, self-regulation, and early literacy foundations.

In TK–3, the school strengthened its focus on foundational literacy skills. Heggerty phonemic awareness instruction was implemented schoolwide, including the use of pre- and post-assessments to monitor growth. At the third-grade level, the program shifted to a 50/50 language allocation model in 2025–26 to strengthen English language development while maintaining bilingual integrity. During Eagle Time, third-grade students receive targeted foundational skills instruction using SIPPS, reinforcing phonemic awareness and phonics to address identified skill gaps and ensure students are reading proficiently by the end of third grade.

Through P3CC TK–3 alignment work, literacy articulation has become more intentional and coherent across grade levels. Teachers are increasingly using common language around standards, progressions, and instructional practices. As a result of these combined efforts, classrooms are showing increased opportunities for structured discourse, collaborative learning, and differentiated small group instruction.

In preparation for the 2026–27 school year, and with stakeholder and Board approval, the school is implementing key structural improvements to strengthen literacy and student support systems. Power English Learner support will transition to a whole-school model through the hiring of a dedicated instructional coach who will provide embedded coaching, model lessons, and direct teacher support across grade levels. Additionally, the Special Education department will shift to a centralized service delivery model, including a case manager and two learning specialists who will support students across all grade levels. This restructuring is designed to improve coordination of services, ensure consistency in interventions, and provide more inclusive, aligned academic support.

To further strengthen our continuous improvement efforts, the school leadership team has been meeting with the SCOE English Learner Services (ELS) team and participating in the SCOE Continuous Improvement Collaborative. These partnerships are helping to frame critical conversations around data analysis, instructional coherence, and systemic refinement of literacy practices.

Overall, Action 1.3 has been implemented with fidelity and expanded strategically in 2025–26. While progress is evident—particularly in foundational literacy systems, early childhood alignment, and small group instructional practices—continued focus is needed to ensure consistent implementation across grade levels and to accelerate outcomes for historically underserved student groups. 25-26 Literacy night is another proof for the engagement of our students and the committment to literacy at our school.

Action 1.4 ensures the implementation of a comprehensive, standards-aligned mathematics program that includes high-quality curriculum, targeted interventions, teacher release time for collaboration and planning, and family engagement opportunities such as parent math nights.

Successful implementation of this action is evidenced by the establishment of a multi-year contract for TK–5 Envision Math, the purchase of McGraw-Hill 6–8 math curriculum consumables to better support students with disabilities, the continued use of DreamBox in grades K–2 to strengthen foundational numeracy skills, and the expansion of IXL Math across grades 3–8 to provide differentiated practice and progress monitoring. These resources collectively support a coherent TK–8 math pathway and provide multiple access points for students at varying levels of proficiency.

The 2025–26 school year has been a pivotal year of empowerment and capacity-building for our grade-level teams. Teachers and instructional leaders have actively engaged in professional learning aligned to the new California Math Framework, deepening their understanding of equitable, discourse-rich, and conceptually focused mathematics instruction. In collaboration with district partners, our school participated in a math curriculum piloting and adoption phase, accompanied by targeted professional development designed to build teacher content knowledge and instructional expertise. Participation in P3CC Math Symposiums continues to strengthen TK–8 articulation and vertical alignment.

While the new curriculum was implemented as planned in 2024–25, the 2025–26 year has focused on deepening instructional practices aligned to the framework's vision, including increased student discourse, collaborative problem-solving, and conceptual understanding. Classrooms are increasingly reflecting student-centered practices consistent with the framework's emphasis on reasoning and sense-making.

A significant ongoing challenge remains the volume of new curriculum resources and the instructional shifts required for full implementation. Teachers are navigating new materials while simultaneously adopting new pedagogical approaches aligned to the Math Framework. Ensuring effective and sustainable implementation will require continued high-quality professional learning, coaching support, and structured collaboration time in the years ahead.

This action directly responds to findings under State Priority 4 (Pupil Achievement), particularly the RED Math Academic Indicator for long-term English learners. State and local data indicated stagnation and declines in math achievement, necessitating strengthened curriculum alignment, robust intervention systems, and sustained professional development. Through these coordinated efforts, Action 1.4 promotes equitable access to rigorous, standards-aligned math instruction while intentionally integrating language development strategies to support multilingual learners and close identified achievement gaps.

Action 1.4 ensures the implementation of a comprehensive, standards-aligned mathematics program that includes high-quality curriculum, targeted interventions, teacher release time for collaboration and planning, and family engagement opportunities such as parent math nights.

Successful implementation of this action is evidenced by the establishment of a multi-year contract for TK–5 Envision Math, the purchase of McGraw-Hill 6–8 math curriculum consumables to better support students with disabilities, the continued use of DreamBox in grades K–2 to strengthen foundational numeracy skills, and the expansion of IXL Math across grades 3–8 to provide differentiated practice and progress monitoring. These resources collectively support a coherent TK–8 math pathway and provide multiple access points for students at varying levels of proficiency.

The 2025–26 school year has been a pivotal year of empowerment and capacity-building for our grade-level teams. Teachers and instructional leaders have actively engaged in professional learning aligned to the new California Math Framework, deepening their understanding of equitable, discourse-rich, and conceptually focused mathematics instruction. In collaboration with district partners, our school participated in a math curriculum piloting and adoption phase, accompanied by targeted professional development designed to build teacher content knowledge and instructional expertise. Participation in P3CC Math Symposiums continues to strengthen TK–8 articulation and vertical alignment.

While the new curriculum was implemented as planned in 2024–25, the 2025–26 year has focused on deepening instructional practices aligned to the framework's vision, including increased student discourse, collaborative problem-solving, and conceptual understanding. Classrooms are increasingly reflecting student-centered practices consistent with the framework's emphasis on reasoning and sense-making.

A significant ongoing challenge remains the volume of new curriculum resources and the instructional shifts required for full implementation. Teachers are navigating new materials while simultaneously adopting new pedagogical approaches aligned to the Math Framework. Ensuring effective and sustainable implementation will require continued high-quality professional learning, coaching support, and structured collaboration time in the years ahead.

This action directly responds to findings under State Priority 4 (Pupil Achievement), particularly the RED Math Academic Indicator for long-term English learners. State and local data indicated stagnation and declines in math achievement, necessitating strengthened curriculum alignment, robust intervention systems, and sustained professional development. Through these coordinated efforts, Action 1.4 promotes equitable access to rigorous, standards-aligned math instruction while intentionally integrating language development strategies to support multilingual learners and close identified achievement gaps.

Action 1.5 focuses on strengthening both integrated and designated ELA and ELD instruction to ensure that multilingual learners receive consistent, standards-aligned language development support across all grade levels.

During the 2025–26 school year, the school partnered closely with the SCOE ELA/ELD team to evaluate and refine our English language development programming. This collaboration has centered on developing a vertically articulated TK–8 approach to ELA and ELD, strengthening instructional coherence, and identifying opportunities for embedded coaching and capacity-building for teachers. A key focus of this work has been analyzing student outcome data—particularly the negative performance trends for our long-term English learners (LTELs)—to determine more effective and sustainable support structures.

As a result of this analysis and stakeholder input, the school will transition in 2026–27 from a pullout "Power English" intervention model to a whole-school support model through the hiring of a dedicated instructional coach. This shift is designed to build teacher capacity in delivering high-quality integrated and designated ELD instruction within the core classroom setting, ensuring that language development is embedded across content areas rather than isolated. The instructional coach will support lesson design, modeling, co-teaching, and data analysis to strengthen Tier 1 instruction and accelerate language acquisition for English learners, particularly LTELs.

This action reflects a strategic move toward systemic, sustainable improvement in ELA and ELD outcomes by prioritizing instructional coherence, vertical alignment, and inclusive classroom-based language development supports.

Action 1.6 establishes a defined science block within the regular school day, intentionally integrating science instruction with literacy development. This action was implemented as planned with the rollout of a new K–5 science curriculum. Professional development was provided to support teachers in effectively implementing the new materials and integrating reading, writing, and academic discourse into science instruction.

While implementation occurred as intended, a significant challenge has been the cumulative demand placed on educators to adopt and implement multiple new curricula during the 2024–25 and 2025–26 school years. Although professional learning opportunities have supported teachers in building capacity, full integration of new instructional strategies requires sustained practice, collaboration, and time. Continued support through PLCs and structured planning time remains essential to ensure fidelity and coherence in implementation.

This action supports State Priorities 2 and 7 by ensuring student access to a broad, standards-aligned course of study that includes consistent, high-quality science instruction. The adoption of a protected science block addresses prior inconsistencies in instructional time and curriculum implementation, promoting equitable access to science learning opportunities for all students.

At the middle school level (grades 6–8), students participated in enrichment STEM opportunities during the 2025–26 school year, including engagement in various science and engineering fairs. However, CAASPP Science data in 2025–26 indicated a decline in overall performance, highlighting the need for stronger vertical alignment and more intentional standards coverage across grade levels.

In response, ongoing PLT work is focused on identifying priority standards within a vertically articulated TK–8 science framework and developing aligned formative and summative assessments. Increased collaboration between elementary and middle school teachers is strengthening coherence in instructional expectations and preparing students more effectively for upper-grade science demands.

Looking ahead to the 2026–27 school year, the administrative team is exploring a shift in elective offerings toward enrichment and project-based STEM opportunities. This includes planned incorporation of Cultures of Thinking (Project Zero) training to promote inquiry-based learning, critical thinking, and student-driven exploration. These efforts aim to deepen student engagement in science and STEM while strengthening achievement outcomes across grade levels.

Action 1.7 provides structured opportunities for small group instruction to deliver targeted interventions and learning extensions that address students' individual academic needs within the MTSS framework. The primary goal of this action is to strengthen Tier 1 instruction while ensuring responsive Tier 2 supports that accelerate learning for students performing below grade level and extend learning for students demonstrating proficiency.

During the 2025–26 school year, the school strengthened its push-in service model to maximize instructional time and minimize student pullout from core instruction. A new component this year included the strategic push-in of instructional aides in grades TK–2, along with targeted training for these aides in literacy strategies and classroom management. This has increased in-class support during foundational literacy instruction and improved the effectiveness of small group learning.

While Power English continued as a pull-out model for grades 3–5 during 2025–26, the Lecturas intervention shifted to a push-in model delivered by a certificated teacher, increasing alignment with classroom instruction. Additional supports included Math Shadow and Eagle Time across all grade levels, creating protected time for intervention and enrichment. Targeted after-school tutorials and enrichment opportunities were also provided to help students access grade-level standards.

Data notebooks and ongoing cycles of inquiry within PLCs supported flexible grouping practices and ensured that interventions were aligned to specific learning targets. Student groups were adjusted based on formative assessment data, allowing for responsive instruction.

Implementation has not been without challenges. Pull-out interventions can result in students missing core instruction, requiring careful coordination to minimize instructional gaps. Additionally, effectively managing the classroom while facilitating small groups—particularly in classrooms with diverse academic and behavioral needs—remains a challenge. Continued professional development in small group management, differentiation, and strong Tier 1 instructional design is necessary.

This action aligns with State Priorities 4 and 8, responding to data that identified the need for differentiated instructional structures to close achievement gaps and support diverse learners. Ongoing PLT work is focused on strengthening Tier 1 instruction to reduce the number of students requiring intervention, while clarifying Tier 2 systems for students who need additional support.

Looking ahead to the 2026–27 school year, the addition of a dedicated instructional coach will further strengthen in-class intervention and extension practices. The coach will support teachers in designing effective small group instruction, refining Tier 1 practices, and ensuring interventions are strategically embedded within classroom instruction to better support all students.

Action 1.8 provides ongoing professional learning for teachers through P3CC, with a focus on strengthening writing instruction, rubric development, small group practices, oral language development, and mathematics instruction. This professional development supports vertical articulation across grade levels and promotes coherence in instructional strategies, assessment practices, and expectations from TK through 8th grade.

In addition to teacher learning, this action prioritizes family engagement through schoolwide bilingual academic events. A Math Night was successfully held in December 2025, followed by a Literacy Night in January 2026, both implemented as planned. These TK–8 events invited students and families to actively engage in grade-level learning experiences together. During Literacy Night, families received practical strategies to support reading and writing development at home, learned about the school's literacy programs, and participated in interactive activities alongside their children. Students took home literacy kits and resources to extend learning beyond the classroom. Math Night similarly provided hands-on, standards-aligned math activities and tools to help families build numeracy skills at home.

Both events were highly successful and well-attended, with strong support from PTA and other key stakeholders, reflecting a shared commitment to student achievement and home-school partnership.

This action supports State Priorities 1, 2, and 4 by strengthening instructional coherence, early learning alignment, and pupil achievement. Local assessment data continues to underscore the importance of strong foundational literacy and numeracy skills. Through aligned professional learning and meaningful family engagement opportunities, this action promotes consistent instructional practices and shared expectations across grade levels, ensuring students experience a cohesive and supportive academic program from TK–8.

Action 1.9 supports the implementation of the Advancement Via Individual Determination (AVID) program for students in grades 5–8 to promote college and career readiness, academic engagement, and strong organizational habits.

During the 2025–26 school year, this action was successfully implemented with three dedicated AVID sections embedded into the master schedule for grades 6–8. Middle school teachers attended the AVID Summer Conference as planned, strengthening site capacity and reinforcing the trainer-of-trainers model. This model has proven effective, as participating teachers brought strategies back to campus and

supported schoolwide implementation. As a result, AVID methodologies—including focused note-taking, journaling, calendaring, inquiry strategies, and structured academic discourse—are now integrated across middle school content areas.

While AVID implementation is strong at the middle school level, expanding AVID-aligned practices into the elementary grades remains an area of growth. During 2025–26, grade 5 demonstrated initial success in incorporating AVID strategies; however, continued planning and professional development will be necessary to build a more vertically aligned TK–8 AVID pathway.

This action aligns with State Priorities 7 and 8 by promoting access to a broad course of study and strengthening student engagement through the development of organization, inquiry, collaboration, and critical thinking skills. Educational partner input continues to support the expansion of AVID strategies as a means to increase equitable access to rigorous learning experiences and prepare students for high school and postsecondary success.

Looking ahead to the 2026–27 school year, the school is actively seeking a new AVID Coordinator to sustain and deepen implementation. As part of a planned middle school schedule redesign, there is an opportunity to expand AVID experiences beyond standalone sections and embed AVID strategies within enrichment offerings, creating broader access to college- and career-readiness skills for all middle school students.

Action 1.10 provides funding for Visual and Performing Arts (VAPA) programming, including teacher salary apportionment to support music instruction in grades 3–5 and middle school, as well as courses in music technology, theatre, and visual arts.

This action was implemented as planned during the 2025–26 school year, ensuring students had consistent access to high-quality arts instruction. Throughout the year, students actively participated in music and theatre rehearsals, performances, and creative projects that fostered artistic expression, collaboration, and confidence. Middle school students also engaged in music technology and visual arts experiences that expanded their exposure to diverse artistic media and skills.

This action supports State Priorities 7 and 8 by guaranteeing student access to a broad and enriching course of study that promotes creativity, engagement, and cultural expression. Student and parent feedback consistently highlights the value of arts education in increasing motivation, strengthening school connectedness, and supporting students' social-emotional and academic development. By maintaining strong VAPA programming, the school continues to nurture well-rounded learners and create meaningful opportunities for students to discover and develop their talents.
Action 1.11 supports the development of 21st-century learning environments by equipping classrooms with modern technology and providing professional development to ensure effective instructional integration. The goal of this action is to increase student engagement, collaboration, and meaningful application of learning across content areas.

During the 2025–26 school year, this action was implemented as planned with the installation of new SmartBoards in all classrooms. To support effective use, multiple professional development sessions were strategically mapped out throughout the year to build teacher capacity in utilizing Smartboard features and integrating interactive technology into daily instruction.

While implementation has been successful, a challenge has emerged as many teachers are new to Smartboard technology. Fully leveraging the interactive capabilities—such as real-time student collaboration, multimedia integration, and formative assessment tools—will require continued practice, coaching, and ongoing professional learning. Building teacher confidence and fluency with these tools remains a priority.

This action aligns with State Priorities 1 and 8 by improving instructional conditions and promoting student-centered learning environments. Educational partner feedback emphasized the importance of modern instructional tools and sustained professional development to enhance engagement, collaboration, and technology integration. Through continued support and intentional professional learning, the school is working to ensure that technology meaningfully enhances instruction rather than simply replacing traditional tools.

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:
Actual expenditures of $84,853.89 were lower than the budgeted $156,700.00 due to strategic adjustments in professional learning opportunities. While an in-person visit to another dual language school and contracted services with Solution Tree were initially planned, the district (WUSD) continued to provide PLC-aligned support at a broader level, meeting the intended objectives. Additionally, the administrative team participated in a dual language conference in San Diego and accessed multiple no-cost professional learning opportunities through the Santa Clara County Office of Education (SCCOE), ensuring continued capacity building more cost-effectively.

Action 1.2: Actual expenditures of $51,510.00 were minimally lower than the budgeted $85,000.00 due to some changes in the piloting journey with our SLA/ELA curriculum, since new accepted companies have not been published yet by the state.

Action 1.3:
Actual expenditures of $113,577.64 exceeded the budgeted amounts of $ 73,900.00 due to unanticipated needs related to instructional materials and compliance requirements. In response to a Williams Act concern, the school allocated over $30,000 to restore access to prior Spanish and English benchmark curriculum materials. Additional supplemental resources, including digital platforms such as Edpuzzle, were purchased to support instructional delivery. The school also covered prior-year conference costs and invested in curriculum piloting for both literacy and mathematics as part of the ongoing adoption process, resulting in higher overall expenditures.

Action 1.5:
Actual expenditures of $522,842.06 were lower than the budgeted $1,013,951.00 due to adjustments in professional development priorities. Teachers participated in a dual language conference in San Diego in place of attending CABE, aligning with site needs. Additionally, the planned BeGLAD training was deferred due to higher-than-anticipated costs, and supplemental ELA/ELD materials were not purchased as the school prepares to engage in a comprehensive review and piloting process in the upcoming school year.

Action 1.6:
Actual expenditures of $4,231.25 were lower than the budgeted $$39,482.00 as science professional development was deprioritized during the year in order to focus resources on identified areas of need, including literacy, language development, and mathematics.

Action 1.7: Our actual expenditures of $0.00 differed from the planned expenditures of $ $324,837.00 since we moved to a push-in model of interventions. Any materials needed for the teachers' classrooms were covered by the PTA fundraising allocation of funds.

Action 1.8: Actual expenditures of $7,487.90 were minimally different from the ones planned of $20,000.00 since we ended up having an in-house PD and our P3CC leaders led the work, which saved us some $$.

Action 1.11:
Actual expenditures of $70,680.78 exceeded budgeted amounts of $ 66,759.00 as the school, in coordination with the district, invested in a subscription to an AI instructional platform (Brisk) to support teaching and learning, representing an expansion of planned technology resources.

Overall Reflection:
Variances between budgeted and actual expenditures reflect the school’s responsiveness to emerging needs, compliance requirements, and alignment with district initiatives. Adjustments were made to prioritize high-impact strategies, including curriculum piloting, instructional resources, and targeted professional learning. These decisions ensured that resources were used strategically to support student outcomes in literacy, language development, and mathematics while maintaining coherence with site and district goals.

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 these actions work in coordination to provide a comprehensive literacy and mathematics program. This integrated approach includes high-quality professional development, differentiated supports for diverse learners, and structured collaboration through Professional Learning Communities (PLCs) and cycles of inquiry to guide instructional decision-making.

Actions 1.1 and 1.2 focus on strengthening the Multi-Tiered System of Supports (MTSS) through ongoing professional development and PLC collaboration to improve instructional practices and ensure high levels of student learning. Action 1.3 supports a comprehensive literacy program, including articulation across grade levels through P3CC TK–3 alignment, professional development, targeted interventions, after-school tutoring, transportation, small group instruction, and supplemental digital resources. Action 1.4 provides the foundation for a comprehensive mathematics program through curriculum, intervention supports, release time for teacher collaboration, and family engagement opportunities such as parent math nights. Action 1.7 expands opportunities for small group instruction to deliver targeted intervention and enrichment, while Action 1.8 supports professional learning in writing, rubric development, small group instruction, and oral language development through P3CC.

The effectiveness of these actions is measured through local and state assessments in ELA/SLA and mathematics. End-of-year 2026 local data demonstrates positive growth across grade spans. In English Language Arts (ELA), reading performance increased by 8% in grades 3–5 and 14% in grades 6–8 compared to baseline data. In Spanish Language Arts (SLA), Early Literacy (K–1) proficiency increased to 63.5% in 2026, up from 49% in 2025, and grades 2–5 demonstrated a 6.75% increase from baseline. In mathematics, grades 6–8 showed a 4% increase in end-of-year performance compared to baseline data.

State assessment data also indicate overall growth in ELA of 4.7%, with notable gains among key student groups, including low-income students (+3.85%), Long-Term English Learners (+3.64%), students with disabilities (+10.95%), and Hispanic/Latino students (+6.95%). In mathematics, English learners and students with disabilities demonstrated the greatest gains, with students with disabilities showing an increase of 4.97%. These outcomes demonstrate that the coordinated implementation of these actions is positively impacting student achievement.

Action 1.5 provides an English Language Development (ELD) program, including professional development, assessments, and instruction. Effectiveness is measured by student performance on the English Language Proficiency Assessments for California (ELPAC). Based on the 2024 Dashboard, the percentage of English learners making annual progress declined from 59.9% in 2023 to 45.0% in 2024, indicating the need for strengthened implementation. As a result, this action will be refined to focus more explicitly on classroom implementation of designated and integrated ELD strategies, increased monitoring of student progress, and alignment through PLCs. (This section will be updated upon receipt of 2026 ELPAC results.)

Action 1.6 provides a dedicated science instructional block with an emphasis on literacy integration. Effectiveness is measured by California Science Test (CAST) results. From 2024 to 2025, the percentage of students meeting or exceeding standards increased across student groups, including low-income students (+1.51%), English learners (+2.3%), and Long-Term English Learners (+7.69%). This action will continue in 2026–2027, with an emphasis on strengthening instructional practices through professional development aligned to the newly adopted Amplify Science curriculum. Additional supports will include STEAM enrichment opportunities at the middle school level and through the Expanded Learning Opportunities Program (ELOP), including attendance recovery programming.

Action 1.9 supports the implementation of the Advancement Via Individual Determination (AVID) program for students in grades 5–8. Effectiveness is measured through local assessment data in ELA and mathematics. End-of-year 2026 data demonstrates continued growth across grade spans, including increases in ELA, SLA, and mathematics as previously noted. These results indicate that AVID strategies—such as academic discourse, organization, and critical thinking—are contributing to improved student outcomes.

This action will continue in 2026–2027 with targeted enhancements. All 8th-grade students will be enrolled in AVID to support college and career readiness and a successful transition to high school. Additionally, an AVID committee will be established as a guiding coalition, including two site-based AVID coordinators and teacher leaders. These coordinators will attend the AVID Summer Institute to strengthen implementation and expand AVID practices schoolwide. As part of a long-term vision, the school will begin building an elementary AVID foundation to become an AVID elementary school by 2027–2028.

Action 1.10 provides funding for Visual and Performing Arts (VAPA) programming, including music instruction in grades 3–5 and middle school, as well as music technology, theatre, and art. This action was implemented as planned and continues to support high levels of student engagement. While attendance is not a formal metric within Goal 1, the school maintained a high attendance rate of 96%, suggesting that engaging programs such as VAPA contribute positively to student connection and participation. During the 2025–2026 school year, students also participated in a grant-funded visual arts project involving the creation of a recycled materials mural and the design of Día de los Muertos-themed school apparel.

Action 1.11 supports the development of 21st-century learning environments through the integration of instructional technology. Professional development on Smartboard use was provided throughout the year, including differentiated training sessions tailored to grade spans and content areas. As teachers continue to build proficiency in the use of interactive technology, increased student engagement and achievement in ELA/SLA and mathematics are anticipated. To ensure effective implementation, staff feedback has been collected, and participation in training will be required before the allocation of additional Smartboards in the 2026–2027 school year.

For the 2026–2027 school year, the school will implement strategic refinements to both its instructional and social-emotional MTSS systems. These include increasing inclusive practices for students with disabilities through a push-in service model, restructuring staffing to include one case manager and two learning specialists, and expanding the use of instructional aides in TK–2 classrooms. Additionally, a new instructional coach will support foundational literacy and mathematics, and dedicated time for PLT collaboration will be embedded within the instructional day. These adjustments are designed to strengthen Tier 1 and Tier 2 instruction, improve coherence across programs, and enhance outcomes for all students.

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 1.1 An additional release day was added to support the professional development to get familiarized and add to unit mapping the open source curriculum approved by the WUSD Board due to the Williams Act complaint this school year.
Action 1.3 ELA/SLA resources had to be redesigned and more $$ to be added to the budget code in order to cope with expenses for the new core curriculum pilot in ELA/SLA and Williams Act complaint for the Benchmark curriculum.
Action 1.7 was revised to reflect instructional support within the class by adding the salary/benefits of instructional aides. As well as the tutoring being part of the enrichment after-school opportunities for attendance recovery
Action 1.9 AVID: We are going to send two extra teachers to the Summer AVID Conference who commit to being coordinators of the AVID program for the elementary level.
Action 1.11 was revised to add the new AI Tool BRISK

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	$399,295.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$29,546.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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.	$174,480.00	No
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	$156,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 has been enhanced in 2025-26 with the opening of an integrated Math 1 section in 8th grade, which will continue the upcoming 26-27 school year. Math shadow will change for interventions happening within the class through the station rotation model/small group. This action meets the requirement to address the RED status of the Math Academic Indicator for English learners and LTELs.		
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. During 26-27 Cali will collaborate with literacy team at Scoe in PD, coaching and curriculum alignment.	$942,052.00	Yes
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.	$136,000.00	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	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. This action will be slightly modified since all out Tier 1 & 2 supports will be happening within the class and we are moving to a push-in model with learning specialists within the school as well as an instructional coach position added as we are dissolving the Power English pull-out model for the 26-27 school year. We will be offering instructional support to students after school through enrichment programs.		
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. (Expenditures included in Action 1.1)		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.	$103,891.63	No
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.	$221,831.03	No

Action #	Title	Description	Total Funds	Contributing
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.	$14,900.00	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 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on the most recent California School Dashboard results, Cali Calmécac Language Academy has demonstrated measurable progress in key indicators related to student engagement and school climate. Chronic absenteeism decreased by 1.1%, and suspension rates declined by 0.8%. These improvements reflect the school's intentional focus on strengthening culture and climate, student engagement, and coordinated MTSS implementation.

Despite this progress, areas of need remain. Chronic absenteeism continues to impact 14.1% of students, with Long-Term English Learners (LTELs) identified in the Red performance level, increasing by 6.5% from the prior year. Suspension data also indicate that LTELs and White students remain in the Red, with the White student group increasing by 0.8%. These trends require continued targeted interventions and monitoring.

For the 2026–2027 school year, the following measurable outcomes have been established:

Reduce overall chronic absenteeism from 14.1% to 11% or lower
Reduce LTEL chronic absenteeism by at least 5 percentage points
Reduce the overall suspension rate by an additional 1%
Reduce suspension rates for LTEL and White student groups by at least 2 percentage points
Increase student-reported sense of belonging (YouthTruth) by 5%
Action 2.1 – MTSS (Social-Emotional)

The school will strengthen its Multi-Tiered System of Supports (MTSS) with a focus on social-emotional learning by aligning interventions, refining processes, and providing ongoing professional development to all staff. This work will be implemented through PLC structures and supported by the revised CCLA bylaws and procedures, which outline clear systems for addressing attendance, behavior, and social-

emotional needs. The Culture and Climate Team will continue to lead implementation, including structured intervention plans and family engagement processes.

Metrics:

100% of staff trained in MTSS and SEL practices
90% of identified students receive Tier 2 supports within 2 weeks of identification
Reduction in repeat SST referrals by 10%
Increase in students successfully exiting Tier 2 supports by 10%
Reduction in behavior referrals by 10%
Action 2.2 – SART/SARB Attendance

The school will strengthen attendance systems through the implementation of SART/SARB processes, targeted outreach, and ongoing monitoring of student attendance data. The attendance recovery staff position will be maintained to coordinate interventions and provide after-school enrichment opportunities through ELOP to re-engage students. A tiered approach will be used to address attendance, including prevention, early intervention, and intensive supports for students with chronic absenteeism.

Metrics:

Reduce overall chronic absenteeism to 11% or lower
Reduce LTEL chronic absenteeism by 5 percentage points
80% of chronically absent students participate in at least one attendance intervention or ELOP activity
50% of participating students improve attendance by 5% or more
Maintain overall attendance rate at 96% or higher
Action 2.3 – Campus Improvement

The school will continue to enhance campus climate and student engagement through facility improvements and schoolwide initiatives that promote belonging. The PTA Campus Beautification Committee will lead efforts to improve the physical environment, while student leadership opportunities and enrichment programs will support a positive and inclusive school culture.

Metrics:

Completion of at least 3 campus improvement projects
Increase student-reported sense of belonging by 5% (YouthTruth or local survey)
Increase participation in student leadership and engagement opportunities by 10%
Goal 2 Development and Rationale:

Goal 2 was developed based on analysis of California School Dashboard data, local attendance and behavior data, YouthTruth survey results, and educational partner feedback. Under State Priorities 5 (Pupil Engagement) and 6 (School Climate), data identified persistent

challenges in chronic absenteeism and suspension rates, particularly among English learners, low-income students, Hispanic/Latino students, and students with disabilities.

YouthTruth survey results indicated a need to strengthen student belonging, relationships with trusted adults, and overall engagement. Educational partner feedback emphasized the importance of consistent behavior systems, restorative practices, improved campus conditions, and a more coherent MTSS framework integrating both academic and social-emotional supports.

In response, Goal 2 prioritizes the development of a safe, inclusive, and engaging learning environment with clearly defined actions and measurable outcomes. Through these aligned efforts, the school aims to improve attendance, reduce disciplinary disparities, and strengthen student well-being and engagement.

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	100% in good repair	no difference
2.2	Attendance Rate	93.4%	92.4%	96.06%	98%	+ 2.66%
2.3	Chronic Absenteeism Rate	23.5%	15.2%	14.1%	10% or less	-9.3%
2.4	Suspension Rate	3.5%	4.8%	4%	3% or less	-0.5%
2.5	Expulsion Rate	0%	0%	<1%	0%	+<1%
2.6	Middle School Dropout Rate	0%	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."	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	Student YouthTruth Survey 3-5 Students: 39.5% yes, very often "Do you feel like an important part of your school?* 6-8 Students: 37% strongly agree or agree "I really feel	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	Student YouthTruth Survey 3-5 Students: + 4.5% yes, very often "Do you feel like an important part of your school?* 6-8 Students: +4% strongly agree or agree "I really feel

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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."	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."	like a part of my school's community." 3-5 Students: 45% yes, very often "When you are upset, is there an adult from school you can talk to?" 6-8 Students: 40% 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."	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."	like a part of my school's community." 3-5 Students: +3% yes, very often "When you are upset, is there an adult from school you can talk to?" 6-8 Students: +6% 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."
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?"	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."	Student and Family YouthTruth Surveys 3-5 Families: 87% strongly agree or agree "My child's learning environment is safe." 6-8 Families: 87% strongly agree or agree "My child's learning environment is safe."	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	Student and Family YouthTruth Surveys TK-5 Families: +21% strongly agree or agree "My child's learning environment is safe." 6-8 Families: -24% strongly agree or agree "My child's learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-8 Students: 45% strongly agree or agree "I feel safe during school."	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."	3-5 Students: 67% yes, very often "Do you feel safe at school?" 6-8 Students: 48% strongly agree or agree "I feel safe during school."	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."	environment is safe." 3-5 Students: -7% yes, very often "Do you feel safe at school?" 6-8 Students: +3% strongly agree or agree "I feel safe during school."

Goal Analysis [2025-26]

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

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

Action 2.1 – MTSS: Social/Emotional Well-Being and School Culture/Climate
Action 2.1 has been effective in improving school culture, strengthening social-emotional supports, and reducing disciplinary outcomes. The implementation of a comprehensive, schoolwide MTSS framework contributed to a 0.8% decrease in the suspension rate, reflecting positive changes in campus climate and student behavior. Key strategies included training site leaders, student advisors, and counselors in restorative practices; implementation of the Safe Schools Ambassador Program in grades 3–8 and "Safe Buddies" in 1-2; and consistent use of daily check-in data to identify and respond to student needs proactively. Student leadership initiatives, including weekly announcements, videos, and assemblies, increased student voice and engagement, while reading buddies and peer mentorship activities strengthened relationships across grade levels and supported language development and socialization. The core days assemblies at each trimester helped out with relationships and reinforcement of expectations through community circles. The training of our yard duty personnel and instructional aides in school expectations, restorative practices, and response to intervention strategies this 25-26 year has helped reinforce the desired culture on campus.

The SEL curriculum was implemented across all grade levels, with Sown to Grow providing structured opportunities for student reflection, teacher-student interaction, and monitoring of overall school well-being. Additionally, community circles were introduced in middle school classrooms to further strengthen relationships, communication, and restorative practices, with plans to expand these practices into elementary classrooms. Counselors and student advisors also provided targeted classroom-based instruction on topics such as bullying prevention, respectful language use, and positive peer interactions.

While achieving consistent implementation across all classrooms remained a challenge, the schoolwide focus of this action established a strong foundation for sustainability. The MTSS team strengthened its processes by creating student profiles aligned to tiered interventions and meeting weekly to analyze data and monitor progress. Significant collaborative work was also completed with a broad group of stakeholders to review and revise Charter Bylaws, reinforcing MTSS structures and guidelines. Looking ahead to the 2026–27 school year, the LEA plans to implement a comprehensive MTSS data platform to centralize student data, improve progress monitoring, and support timely, data-informed interventions. Future enhancements also include exploring partnerships, such as The Magnolia Project, to provide middle school students with real-world, career-connected learning experiences. Additionally, professional development will be offered for staff in conscious discipline and social-emotional instructional practices, as requested by teachers.

Action 2.2 – Student Attendance Review Team (SART) / SARB
Action 2.2 demonstrated effectiveness in strengthening systems to address attendance and chronic absenteeism. Although the overall attendance rate declined by 1.1%, this reflects steady progress given the increased complexity of student needs and improved identification of attendance barriers through more robust data systems. The SART/SARB process was implemented with fidelity, supported by the hiring of a Wellness Attendance Clerk who conducted daily follow-up calls, coordinated make-up work, analyzed attendance patterns, and maintained consistent communication with families.

Attendance recovery efforts through Saturday School, led by the Dean of Students, provided enrichment and restorative activities and will be expanded in future years. School counselors played a critical role in supporting students and families, reinforcing a multi-tiered approach to attendance intervention. A key strength of this action was the implementation of Attendance Plus through ParentSquare during the 2025–26 school year, which enabled daily monitoring and color-coded tiering of students based on attendance risk, allowing staff to apply timely and targeted interventions. Challenges remain in ensuring families receive sufficient wraparound supports following SART meetings; however, systems such as home visits, parent meetings, and targeted after-school enrichment are expected to further strengthen outcomes. An attendance awareness campaign launched in the second semester will continue into the 2026–27 school year to reinforce positive attendance habits. Enrichment workshops after school for attendance recovery during 25-26 were all a success.

Action 2.3 – Campus Improvements
Action 2.3 was effective in enhancing the physical environment to support school climate, safety, and student engagement. Planned improvements to the sound systems in the multipurpose room and gymnasium were completed without challenges, supporting schoolwide assemblies and community-building events. The Campus Beautification Parent Committee was established as planned and guided multiple improvements, including landscaping enhancements, increased greenery, and visual upgrades throughout the campus. Additional improvements included expanded SmartBoard implementation with accompanying teacher training, increased lunch options for middle school students through a mobile lunch truck, and the installation of a new Cali Calmécac logo display at the front of the school.

Looking ahead to the 2026–27 school year, the LEA plans to further improve campus safety and functionality by exploring a larger digital billboard, implementing a computerized video-based entry system at the main gate, adding shaded outdoor structures, and introducing visitor management technology to streamline check-in and campus security procedures.

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

Action 2.3 – Campus Improvement:
Actual expenditures exceeded the budgeted amount due to additional investments in campus safety and communication systems. Specifically, approximately $4,000 in additional funds were allocated to purchase walkie-talkie radios for staff. This adjustment was informed by safety drills conducted during the 2025–2026 school year, where debriefs identified the need to expand staff access to communication devices to ensure a more effective and coordinated response during emergencies, including reunification procedures. These enhancements strengthen overall campus safety and preparedness. For 26-27, we are planning to implement a visitor management technology to streamline check-in and campus security procedures, which will increase our expenses. We are searching for a way to have more shaded areas on campus. The need for air conditioning in the gym is another area of concern.

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

Action 2.1 – MTSS: Social/Emotional Well-Being and School Culture/Climate
Action 2.1 has been effective in improving school culture, strengthening social-emotional supports, and reducing disciplinary outcomes. The implementation of a comprehensive, schoolwide MTSS framework contributed to a 0.8% decrease in the suspension rate, reflecting positive changes in campus climate and student behavior. Key strategies included training site leaders, student advisors, and counselors in restorative practices; implementation of the Safe Schools Ambassador Program in grades 3–8 and "Safe Buddies" in 1-2; and consistent use of daily check-in data to identify and respond to student needs proactively. Student leadership initiatives, including weekly announcements, videos, and assemblies, increased student voice and engagement, while reading buddies and peer mentorship activities strengthened relationships across grade levels and supported language development and socialization. The core days asemblies at each trimester helped out with relationshipd and reinforcement of expectations through community circles. The training of our yard duty personnel and instructional aides in school expectations, restorative practives and response to intervention startegies this 25-26 year has helped out to reinformce the desire culture on campus.

The SEL curriculum was implemented across all grade levels, with Sown to Grow providing structured opportunities for student reflection, teacher-student interaction, and monitoring of overall school well-being. Additionally, community circles were introduced in middle school classrooms to further strengthen relationships, communication, and restorative practices, with plans to expand these practices into elementary classrooms. Counselors and student advisors also provided targeted classroom-based instruction on topics such as bullying prevention, respectful language use, and positive peer interactions.

While achieving consistent implementation across all classrooms remained a challenge, the schoolwide focus of this action established a strong foundation for sustainability. The MTSS team strengthened its processes by creating student profiles aligned to tiered interventions and meeting weekly to analyze data and monitor progress. Significant collaborative work was also completed with a broad group of stakeholders to review and revise Charter Bylaws, reinforcing MTSS structures and guidelines. Looking ahead to the 2026–27 school year, the LEA plans to implement a comprehensive MTSS data platform to centralize student data, improve progress monitoring, and support timely, data-informed interventions. Future enhancements also include exploring partnerships, such as The Magnolia Project, to provide middle school students with real-world, career-connected learning experiences. Additionally, professional development will be offered for staff in conscious discipline and social-emotional instructional practices, as requested by teachers.

Action 2.2 – Student Attendance Review Team (SART) / SARB
Action 2.2 demonstrated effectiveness in strengthening systems to address attendance and chronic absenteeism. Although the overall attendance rate declined by 1.1%, this reflects steady progress given the increased complexity of student needs and improved identification of attendance barriers through more robust data systems. The SART/SARB process was implemented with fidelity, supported by the hiring of a Wellness Attendance Clerk who conducted daily follow-up calls, coordinated make-up work, analyzed attendance patterns, and maintained consistent communication with families.

Attendance recovery efforts through Saturday School, led by the Dean of Students, provided enrichment and restorative activities and will be expanded in future years. School counselors played a critical role in supporting students and families, reinforcing a multi-tiered approach to attendance intervention. A key strength of this action was the implementation of Attendance Plus through ParentSquare during the 2025–26 school year, which enabled daily monitoring and color-coded tiering of students based on attendance risk, allowing staff to apply timely and targeted interventions. Challenges remain in ensuring families receive sufficient wraparound supports following SART meetings; however, systems such as home visits, parent meetings, and targeted after-school enrichment are expected to further strengthen outcomes. An attendance awareness campaign launched in the second semester will continue into the 2026–27 school year to reinforce positive attendance habits. Enrichment workshops after school for attendance recovery during 25-26 was all a success.

Action 2.3 – Campus Improvements
Action 2.3 was effective in enhancing the physical environment to support school climate, safety, and student engagement. Planned improvements to the sound systems in the multipurpose room and gymnasium were completed without challenges, supporting schoolwide assemblies and community-building events. The Campus Beautification Parent Committee was established as planned and guided multiple improvements, including landscaping enhancements, increased greenery, and visual upgrades throughout the campus. Additional improvements included expanded SmartBoard implementation with accompanying teacher training, increased lunch options for middle school students through a mobile lunch truck, and the installation of a new Cali Calmécac logo display at the front of the school.

Looking ahead to the 2026–27 school year, the LEA plans to further improve campus safety and functionality by exploring a larger digital billboard, implementing a computerized video-based entry system at the main gate, adding shaded outdoor structures, and introducing visitor management technology to streamline check-in and campus security procedures.

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. Also, we added two more teacher in charge this year to make sure that the admin team was covered and supported. We also had to add a couple of more IEP days, which increased our funds to cover for rober subs for the day.
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. Also new materials were added to kinder classes for sel-regulation since we are having some students with challenges on self-regulation.

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, and monthly thematic portfolios with amazing resources created by our counselors. 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 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 and Safe Buddies 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. Our teachers will be trained in preparation for 26-27 school year in how to apply different modalities for learning by the director of the special ed department. WE are bringing in a whole MTSS/Academic data platform to inform our progress for next 26-27 school year.	$781,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	SART/SARB	CCLA Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) will systematize the SART/SARB process through weekly 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. The hiring of a second attendance clerk in 24-25 made possible the recovery of ADA through a whole program system for enrichment after school on campus and Saturday School activities. We will see stronger benefits in 26-27 school year from all the work done during theis 25-26 school year.	$2,000.00	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, improvements to the sound system in the multi-purpose room and gym were made, which have been supporting schoolwide rallies and other team-building activities to support the social and emotional needs of students. In the 2025–26 school year, we established 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 digital management system. Looking ahead to the 2026–27 school year, the LEA plans to further improve campus safety and functionality by exploring a larger digital billboard, implementing a computerized video-based entry system at the main gate, adding shaded outdoor structures, and introducing visitor management technology to streamline check-in and campus security procedures.	$70,600.00	No

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)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CCLA data indicate decreases in Long-Term English Learners' student attendance, besides an overall improvement of attendance data across groups.

- 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, as well as collaboration for campus improvements.
- 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. In our third year of implementation of this plan, we can firmly support with clear positive data supported by Youth Truth data that strong family-school engagement, support, and relationships have strengthened.

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."	Family YouthTruth Survey TK-5 Families: 43% strongly agree or agree "I feel empowered to play a meaningful role in decision-	Family YouthTruth Survey TK-5 Families: 51% strongly agree or agree "I feel empowered to play a meaningful role in decision-	Family YouthTruth Survey TK-5 Families: 65% strongly agree or agree "I feel empowered to play a meaningful role in decision-	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."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-8 Families: 43% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school."	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."	making at my school." 6-8 Families: 51% strongly agree or agree "I feel empowered to play a meaningful role in decision-making at my school."	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."	6-8 Families: + 8 % strongly agree or 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: 60% strongly agree or agree "I feel represented by parent/family groups at my school." 6-8 Families: 60% 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."	Family YouthTruth Survey TK-5 Families: 57% strongly agree or agree "I feel engaged with my school."	Family YouthTruth Survey TK-5 Families: 71% 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: + 17 % 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
		6-8 Families: 57% strongly agree or agree "I feel engaged with my school."	6-8 Families: 55% strongly agree or agree "I feel engaged with my school."	6-8 Families: 71% 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: + 14 % strongly agree or agree "I feel engaged with my school."

Goal Analysis [2025-26]

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

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

Action 3.1 – Parent Education

Action 3.1 contributed to increased family engagement, as evidenced by local measures such as the YouthTruth Family Survey and increased participation in school-based activities that support student learning. Parent education opportunities were intentionally designed to address key areas, including social media awareness, understanding the ELPAC assessment, and strategies to support literacy and mathematics at home.

Families demonstrated consistent participation in ELAC, Governing Council, and PTA meetings, reflecting progress toward meaningful engagement in support of student achievement and attendance. During the 2025–2026 school year, two Family Literacy and Math Nights were successfully implemented, along with a variety of ongoing family engagement events such as Read-A-Thon, Read on Sonoma, Día de los Muertos celebrations, posadas, movie nights, and bingo nights. These opportunities fostered strong school-family connections and supported a culture of engagement. Overall, this action strengthened foundational systems for family education and is expected to continue contributing to improved student outcomes and attendance.

Action 3.2 – Parent Leadership

Action 3.2 was effective in increasing meaningful parent participation in decision-making processes, directly supporting State Priority 3 and contributing to improved school connectedness and student engagement. Parents are actively engaged in leadership roles through the Governing Council, ELAC, DELAC, PTA, and regular “Coffee with the Principal” meetings.

During the 2025–2026 school year, families also participated in Career Day activities, particularly at the middle school level, strengthening connections between school and real-world experiences. Additionally, parents and school leaders provided input through surveys regarding key programmatic decisions, including the transition from pull-out Power English services to the implementation of an instructional coach model.

Revisions to the CCLA charter bylaws during the 2024–2025 school year further strengthened MTSS structures and clarified family engagement processes, contributing to improved alignment between school systems and family support. These efforts continue to support positive outcomes in student engagement and attendance.

Action 3.3 – Educational Partner Engagement

Action 3.3 strengthened school-family-community partnerships and increased family connectedness to the school, as reflected in local engagement data and participation rates. A variety of events, including Open House, school dances, student showcases, and Living History Day, provided meaningful opportunities for families to engage in the school community.

Living History Day, which included student-led historical presentations and Native American tribal dance performances, highlighted culturally responsive practices and authentic learning experiences. Additionally, PTA and parent groups led a schoolwide Read-A-Thon during the 2025–2026 school year, promoting literacy, family involvement, and a strong sense of community.

These efforts contributed to a positive school culture and reinforced the critical role of family engagement in improving student attendance, engagement, and overall success.

Summary Crosswalk to State Priority 3 (Parental Involvement) with Measurable Outcomes

Collectively, Actions 3.1–3.3 address State Priority 3 by increasing parent participation in education, leadership, and schoolwide activities; strengthening shared decision-making structures; and fostering meaningful partnerships that support student engagement and attendance. While progress is evident, the school will continue to expand access and deepen meaningful participation for all families.

Based on current data, including YouthTruth survey results and local participation metrics, the school has established the following measurable goals for the 2026–2027 school year:

Parent Engagement & Participation Targets
Increase the percentage of families who feel empowered to participate in decision-making from 51% to at least 60%
Increase the percentage of families who feel engaged with the school from 71% to at least 78%
Increase the percentage of families who feel informed about school decisions from 60% to at least 70%
Increase the percentage of families who feel included in planning school activities from 58% to at least 68%
Increase the percentage of families who feel represented by parent groups from 60% to at least 70%
Participation in School Events & Leadership
Increase parent participation in ELAC, PTA, and Governing Council meetings by 10%
Ensure representation of English learner families in ELAC/DELAC at 90% participation rate of eligible families
Increase attendance at family engagement events (e.g., Family Nights, Read-A-Thon, cultural events) by 15%
Parent Education & Capacity Building
Provide at least 4 targeted parent education workshops (ELPAC, literacy, math, digital safety, etc.)
Achieve at least 75% positive feedback from participating families on workshop usefulness
Increase participation in family literacy/math nights by 10%

Alignment to Actions
Action 3.1 (Parent Education):
Focus on increasing family knowledge and capacity to support student learning, measured through workshop participation rates, feedback surveys, and increased engagement in academic support activities at home.
Action 3.2 (Parent Leadership):
Expand opportunities for shared decision-making and leadership participation, measured through increased representation and participation rates in leadership groups and surveys reflecting parent voice.
Action 3.3 (Educational Partner Engagement):
Strengthen school-family-community partnerships through inclusive events and engagement opportunities, measured by participation data and improved survey results related to belonging and connection.
Continuous Improvement Focus

While current YouthTruth data indicates positive trends in family engagement, the school will prioritize increasing inclusivity and ensuring all families—particularly underrepresented groups—have equitable access to leadership opportunities, information, and school events. Efforts will include improved communication systems, targeted outreach, and alignment with MTSS to ensure family engagement supports both academic and social-emotional outcomes.

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 3.1: (Parent Education)There was a difference in our planned budget for parent education classes, since some of these happened through our DELAC meetings throughout the year, and we, the schools, provided the internal workshops for it without having to pay any company for this.

Action 3.2:(Parent Leadership) We ended up not expending what we had planned of $2,500 since our needs were met by PTA funds this year at the different events such as coffee with the principal, governing council, Charter review committee, etc...

Action 3.3:(Partner engagement): We ended up not expending what we had planned of $20,643 since our needs were met by PTA funds this year in such events as "Dia de los muertos", "Pozolada," etc...

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

The implementation of Actions 3.1 (Parent Education), 3.2 (Parent Leadership), and 3.3 (Educational Partner Engagement) has been effective in increasing family engagement and strengthening school-family partnerships, contributing to progress toward Goal 3. Local data, including YouthTruth survey results and participation records, indicate improved levels of family involvement in school activities, decision-making processes, and educational opportunities.

Family engagement efforts expanded through targeted parent education workshops, family literacy and math nights, and a variety of community-building events such as Read-A-Thon, cultural celebrations, and schoolwide activities. These opportunities resulted in consistent participation across ELAC, PTA, Governing Council, and other school events, demonstrating increased access and engagement. Additionally, leadership opportunities for families were strengthened through active participation in advisory groups and input on key school decisions, reflecting progress in shared decision-making practices.

YouthTruth data further supports the effectiveness of these actions, with 71% of families reporting feeling engaged with the school and 60% reporting feeling informed about school decisions. A majority of families also reported feeling included in planning school activities (58%) and represented by parent groups (60%). While these results demonstrate positive trends, they also indicate areas for continued growth, particularly in increasing the percentage of families who feel empowered to play a meaningful role in decision-making (currently 51%).

Overall, these actions have been effective in building foundational systems for family engagement and increasing opportunities for participation. However, continued efforts are needed to ensure more consistent and equitable access for all families, deepen meaningful involvement in decision-making, and further strengthen communication systems. Future actions will focus on increasing participation rates, expanding leadership opportunities, and improving outreach to underrepresented groups to sustain and accelerate progress toward the goal.

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

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.	$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$25,143.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,479,419.00	$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
12.990%	0.000%	$0.00	12.990%

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:** Action 2.1 – MTSS: Social/Emotional Well-Being and School Culture/Climate Action 2.1 has been effective in improving school culture, strengthening social-emotional supports, and reducing disciplinary outcomes. The implementation of a comprehensive,	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
	schoolwide MTSS framework contributed to a 0.8% decrease in the suspension rate, reflecting positive changes in campus climate and student behavior. Key strategies included training site leaders, student advisors, and counselors in restorative practices; implementation of the Safe Schools Ambassador Program in grades 3–8 and "Safe Buddies" in 1-2; and consistent use of daily check-in data to identify and respond to student needs proactively. Student leadership initiatives, including weekly announcements, videos, and assemblies, increased student voice and engagement, while reading buddies and peer mentorship activities strengthened relationships across grade levels and supported language development and socialization. The core days assemblies at each trimester helped out with relationships and reinforcement of expectations through community circles. The training of our yard duty personnel and instructional aides in school expectations, restorative practices, and response to intervention strategies this 25-26 year has helped reinforce the desired culture on campus. The SEL curriculum was implemented across all grade levels, with Sown to Grow providing structured opportunities for student reflection, teacher-student interaction, and monitoring of overall school well-being. Additionally, community circles were introduced in middle school classrooms to further strengthen relationships, communication, and restorative practices, with plans to expand these practices	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.	

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
	into elementary classrooms. Counselors and student advisors also provided targeted classroom-based instruction on topics such as bullying prevention, respectful language use, and positive peer interactions. While achieving consistent implementation across all classrooms remained a challenge, the schoolwide focus of this action established a strong foundation for sustainability. The MTSS team strengthened its processes by creating student profiles aligned to tiered interventions and meeting weekly to analyze data and monitor progress. Significant collaborative work was also completed with a broad group of stakeholders to review and revise Charter Bylaws, reinforcing MTSS structures and guidelines. Looking ahead to the 2026–27 school year, the LEA plans to implement a comprehensive MTSS data platform to centralize student data, improve progress monitoring, and support timely, data-informed interventions. Future enhancements also include exploring partnerships, such as The Magnolia Project, to provide middle school students with real-world, career-connected learning experiences. Additionally, professional development will be offered for staff in conscious discipline and social-emotional instructional practices, as requested by teachers. Action 2.2 – Student Attendance Review Team (SART) / SARB Action 2.2 demonstrated effectiveness in strengthening systems to address attendance		

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
	and chronic absenteeism. Although the overall attendance rate declined by 1.1%, this reflects steady progress given the increased complexity of student needs and improved identification of attendance barriers through more robust data systems. The SART/SARB process was implemented with fidelity, supported by the hiring of a Wellness Attendance Clerk who conducted daily follow-up calls, coordinated make-up work, analyzed attendance patterns, and maintained consistent communication with families. Attendance recovery efforts through Saturday School, led by the Dean of Students, provided enrichment and restorative activities and will be expanded in future years. School counselors played a critical role in supporting students and families, reinforcing a multi-tiered approach to attendance intervention. A key strength of this action was the implementation of Attendance Plus through ParentSquare during the 2025–26 school year, which enabled daily monitoring and color-coded tiering of students based on attendance risk, allowing staff to apply timely and targeted interventions. Challenges remain in ensuring families receive sufficient wraparound supports following SART meetings; however, systems such as home visits, parent meetings, and targeted after-school enrichment are expected to further strengthen outcomes. An attendance awareness campaign launched in the second semester will continue into the 2026–27 school year to reinforce positive attendance habits. Enrichment workshops		

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
	after school for attendance recovery during 25-26 were all a success. Action 2.3 – Campus Improvements Action 2.3 was effective in enhancing the physical environment to support school climate, safety, and student engagement. Planned improvements to the sound systems in the multipurpose room and gymnasium were completed without challenges, supporting schoolwide assemblies and community-building events. The Campus Beautification Parent Committee was established as planned and guided multiple improvements, including landscaping enhancements, increased greenery, and visual upgrades throughout the campus. Additional improvements included expanded SmartBoard implementation with accompanying teacher training, increased lunch options for middle school students through a mobile lunch truck, and the installation of a new Cali Calmécac logo display at the front of the school. Looking ahead to the 2026–27 school year, the LEA plans to further improve campus safety and functionality by exploring a larger digital billboard, implementing a computerized video-based entry system at the main gate, adding shaded outdoor structures, and introducing visitor management technology to streamline check-in and campus security procedures. **Scope:**		

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
	Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**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 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.	CCLA staff is prioritizing the strengthening of both designated and integrated English Language Development (ELD) through aligned Professional Learning Community (PLC) work and P3CC articulation across grade levels. Ongoing professional development focused on evidence-based ELD strategies within core content areas remains a key area of focus. The intentional implementation of designated and integrated ELD is designed to support English learners' language acquisition, leading to improved ELPAC performance, including for Long-Term English Learners (LTELs), and increased academic achievement across all content areas. During the 2025–2026 school year, CCLA partnered with the SCOE County Office of Education (SCOE) English Learner Services (ELS) Literacy Team to develop a comprehensive plan for 2026–2027. This collaboration will support curriculum articulation through PLT structures, targeted professional development, and ongoing coaching for teachers. In addition, the implementation of an instructional coach, along	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
	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%). In our latest CA Dashboard data collected in 2025, shows that 46.6% of English Learners are making progress. In 2025, 17.5% of ELs decreased at least one ELPI level. 35.8% of ELs mantained ELPI levels 1, 2L, 2H,3L, 3H. 46.6% of ELs progressed at least 1 ELPI Level. **Scope:** Limited to Unduplicated Student Group(s)	with the reinforcement of strategies such as GLAD (BeGLAD) and the use of station rotation models, will further strengthen instructional practices and provide differentiated support for English learners. Evidence of student growth will be monitored through identified metrics, including ELPAC outcomes and local assessment data.	

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.

From the $1,479,419 projected as supplemental/and/or concentration money, a portion of concentrated funds will be allocated towards our goal 2, Action 2.1 in our Lcap MTSS Social-Emotional: 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.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,388,956.00	1,479,419.00	12.990%	0.000%	12.990%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,806,865.66	$1,097,321.00	$0.00	$167,052.00	$3,071,238.66	$2,123,320.66	$947,918.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	PLCs	All	No			Specific Schools: CCLA		$160,000.00	$239,295.00		$399,295.00			$399,295.00	
1	1.2	MTSS - Academics Support System for new teachers joining CCLA/District	All	No			Specific Schools: CCLA		$4,546.00	$25,000.00		$29,546.00			$29,546.00	
1	1.3	Literacy Program	All	No			Specific Schools: CCLA		$0.00	$174,480.00		$174,480.00			$174,480.00	
1	1.4	Math Program	All	No			Specific Schools: CCLA		$5,000.00	$151,000.00		$156,000.00			$156,000.00	
1	1.5	English Language Development (ELD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: CCLA		$897,052.00	$45,000.00	$730,000.00	$45,000.00		$167,052.00	$942,052.00	
1	1.6	Science Block	All	No			Specific Schools: CCLA		$0.00	$136,000.00		$136,000.00			$136,000.00	
1	1.7	Small Group Instruction	All	No			Specific Schools: CCLA		$0.00	$3,000.00		$3,000.00			$3,000.00	
1	1.8	P3CC Literacy and Math TK-3 Articulation	All	No			Specific Schools: CCLA									
1	1.9	Advancement Via Individual Determination (AVID)	All	No			Specific Schools: CCLA		$92,891.63	$11,000.00	$92,891.63	$11,000.00			$103,891.63	
1	1.10	Visual and Performing Arts (VAPA)	All	No			Specific Schools: CCLA		$208,831.03	$13,000.00	$208,831.03	$13,000.00			$221,831.03	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	21st Century Learning Environment	All	No			Specific Schools: CCLA		$0.00	$14,900.00		$14,900.00			$14,900.00	
2	2.1	MTSS - Social/Emotional Well-Being and School Culture/Climate	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCLA		$755,000.00	$26,500.00	$750,000.00	$31,500.00			$781,500.00	
2	2.2	SART/SARB	All	No			Specific Schools: CCLA		$0.00	$2,000.00		$2,000.00			$2,000.00	
2	2.3	Campus Improvements	All	No			Specific Schools: CCLA		$0.00	$70,600.00		$70,600.00			$70,600.00	
3	3.1	Parent Education	All	No			Specific Schools: CCLA		$0.00	$8,500.00		$8,500.00			$8,500.00	
3	3.2	Parent Leadership	All	No			Specific Schools: CCLA		$0.00	$2,500.00		$2,500.00			$2,500.00	
3	3.3	Educational Partner Engagement	All	No			Specific Schools: CCLA		$0.00	$25,143.00	$25,143.00				$25,143.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,388,956.00	1,479,419.00	12.990%	0.000%	12.990%	$1,480,000.00	0.000%	12.995 %	**Total:**	$1,480,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$730,000.00
								Schoolwide Total:	$750,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	English Language Development (ELD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: CCLA	$730,000.00	
2	**2.1**	MTSS - Social/Emotional Well-Being and School Culture/Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCLA	$750,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,194,391.00	$3,509,189.12

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	$156,700.00	$106,067.36
1	**1.2**	MTSS - Academics Support System for new teachers joining CCLA/District	No	$85,000.00	$64,387.50
1	**1.3**	Literacy Program	No	$73,900.00	$141,971.81
1	**1.4**	Math Program	No	$152,000.00	$143,996.50
1	**1.5**	English Language Development (ELD)	Yes	$1,013,951.00	$653,552.58
1	**1.6**	Science Block	No	$39,482.00	$5,289.06
1	**1.7**	Small Group Instruction	No	$324,837.00	$25,000.00
1	**1.8**	P3CC Literacy and Math TK-3 Articulation	No	$20,000.00	$9,359.88
1	**1.9**	Advancement Via Individual Determination (AVID)	No	$71,908.00	$67,879.39
1	**1.10**	Visual and Performing Arts (VAPA)	No	$163,944.00	$151,337.00
1	**1.11**	21st Century Learning Environment	No	$66,759.00	$88,350.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	MTSS - Social/Emotional Well-Being and School Culture/Climate	Yes	$1,256,191.00	$1,216,610.11
2	**2.2**	SART/SARB	No	$689,575.00	$713,050.74
2	**2.3**	Campus Improvements	No	$52,500.00	$71,778.65
3	**3.1**	Parent Education	No	$4,500.00	$25,000.00
3	**3.2**	Parent Leadership	No	$2,500.00	$25,000.00
3	**3.3**	Educational Partner Engagement	No	$20,644.00	$557.56

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,451,624.00	$2,087,995.00	$1,739,452.17	$348,542.83	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	$889,304.00	$522,842.06		
2	**2.1**	MTSS - Social/Emotional Well-Being and School Culture/Climate	Yes	$1,198,691.00	$1,216,610.11		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$10,868,895.00	$1,451,624.00	0.000%	13.356%	$1,739,452.17	0.000%	16.004%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024