Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	iEmpire Academy
CDS code:	36-67876-0121343
LEA contact information:	Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in

Projected General Fund Revenue for the	**Amount**
Total LCFF funds	$ 6,345,822
LCFF supplemental & concentration grants	$ 1,780,238
All other state funds	$ 2,430,684
All local funds	$ 95,750
All federal funds	$ 2,485,873
Total Projected Revenue	$ 11,358,129

Total Budgeted Expenditures for the	**Amount**
Total Budgeted General Fund Expenditures	$ 10,050,197
Total Budgeted Expenditures in the LCAP	$ 3,603,450
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 3,603,450
Expenditures not in the LCAP	$ 6,446,747

Expenditures for High Needs Students in the	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 3,603,450
Actual Expenditures for High Needs Students in LCAP	$ 3,603,450

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educationa

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP includes all LCFF funds for the 2026-27 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.
No response required.	

No response required.	

l agency must respond to the prompt.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iEmpire Academy

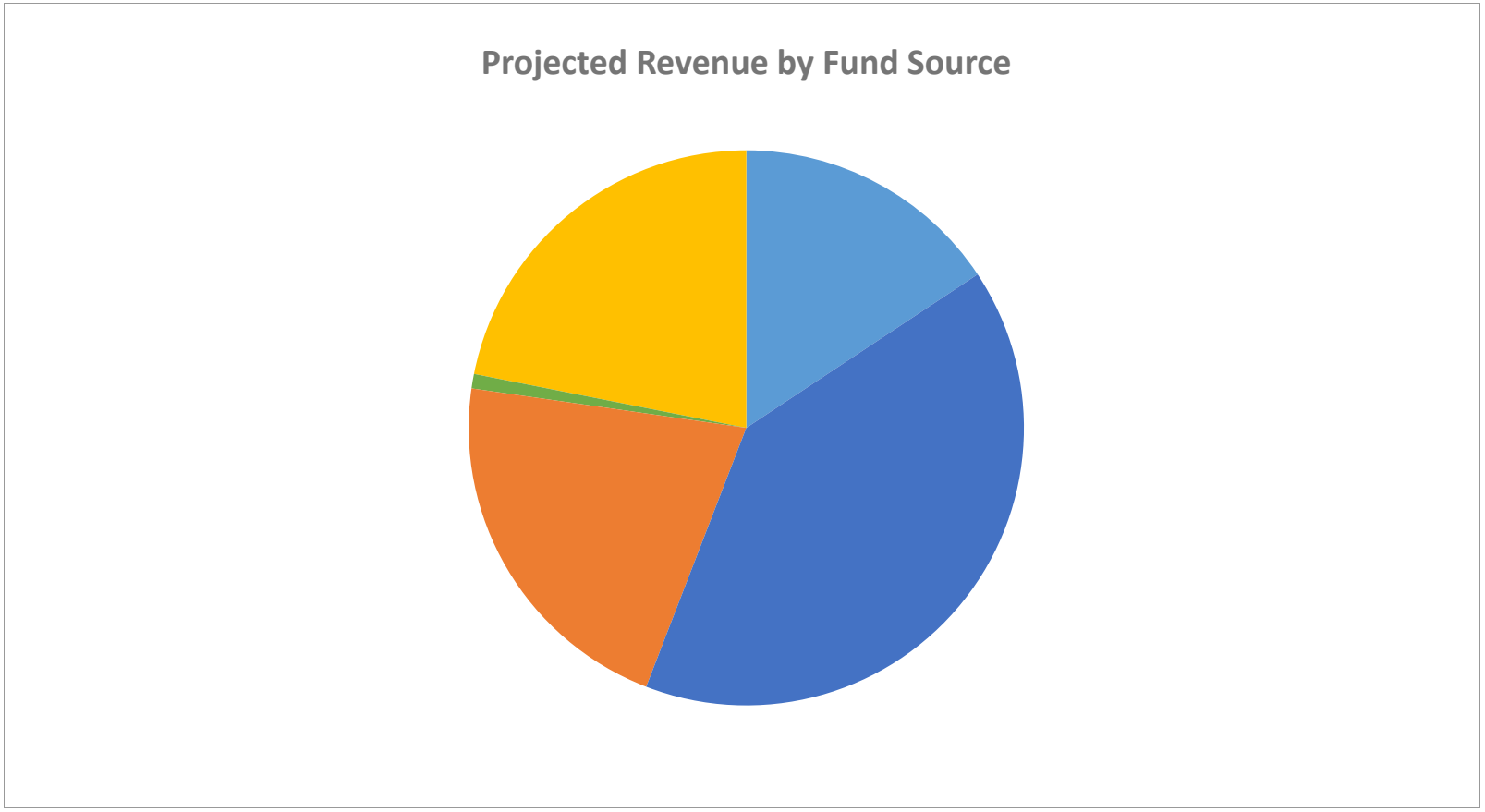
CDS Code: 36-67876-0121343

School Year: 2026-27

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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).

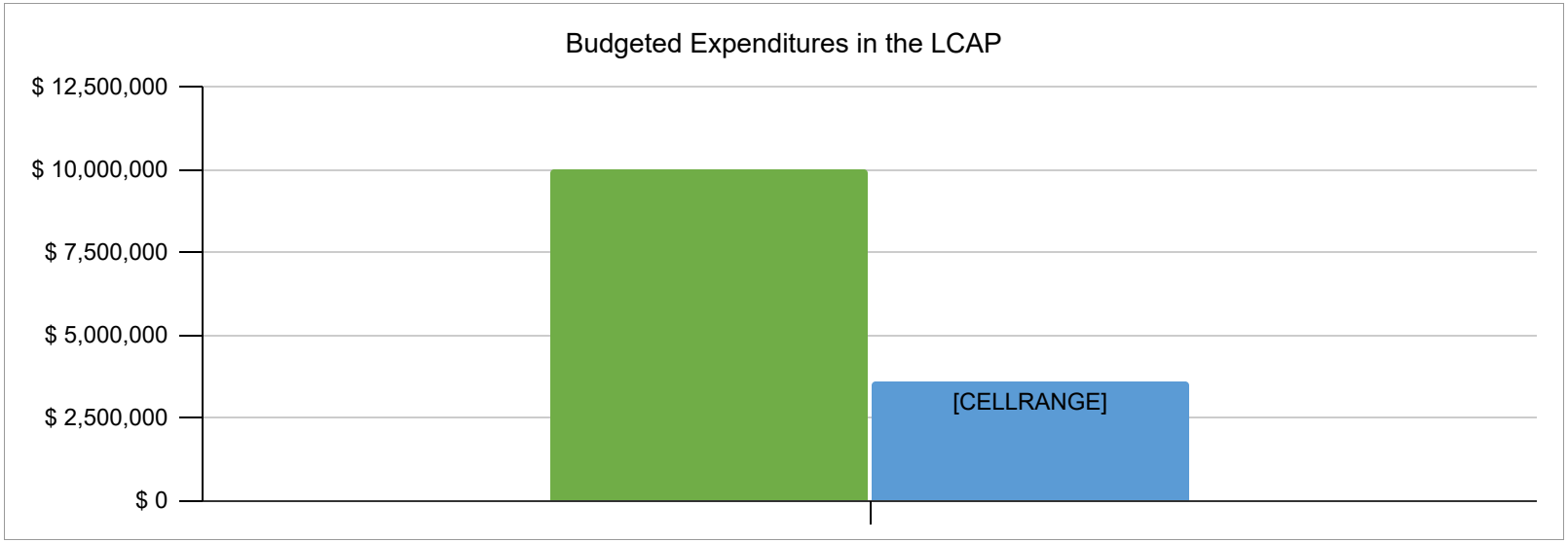
Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue iEmpire 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 iEmpire Academy is $11,358,129.00, of which $6,345,822.00 is Local Control Funding Formula (LCFF), $2,430,684.00 is other state funds, $95,750.00 is local funds, and $2,485,873.00 is federal funds. Of the $6,345,822.00 in LCFF Funds, $1,780,238.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school 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 iEmpire Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

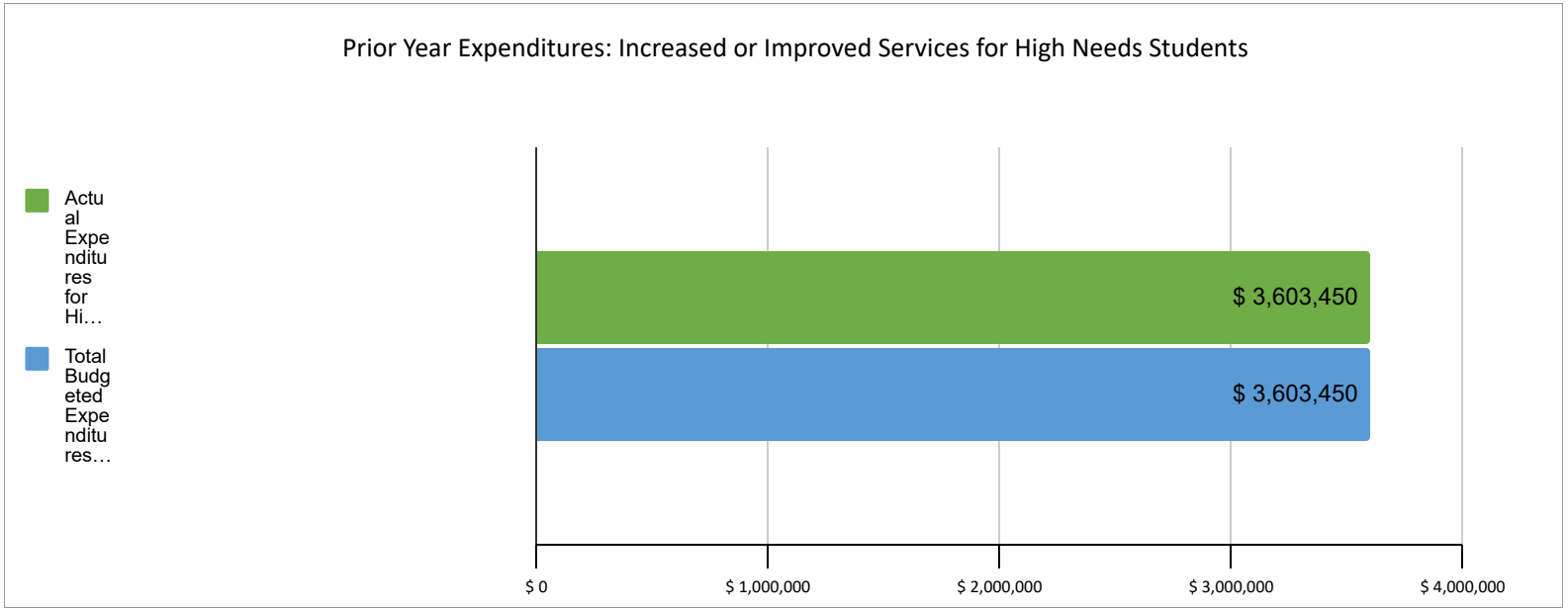
The text description of the above chart is as follows: iEmpire Academy plans to spend $10,050,197.00 for the 2026-27 school year. Of that amount, $3,603,450.00 is tied to actions/services in the LCAP and $6,446,747.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2026-27 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.

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

In 2026-27, iEmpire Academy is projecting it will receive $1,780,238.00 based on the enrollment of foster youth, English learner, and low-income students. iEmpire Academy must describe how it intends to increase or improve services for high needs students in the LCAP. iEmpire Academy plans to spend $3,603,450.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what iEmpire Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what iEmpire 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, iEmpire Academy's LCAP budgeted $3,603,450.00 for planned actions to increase or improve services for high needs students. iEmpire Academy actually spent $3,603,450.00 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iEmpire Academy	Jacqueline Jefferson Superintendent	j.woodsjefferson@realjourney.org (909) 327-2534

Plan Summary [LCAP 2026]

General Information

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

REAL Journey Academies is a charter network organization, established in 2009, that manages charter schools in the Inland Empire. The organization's primary mission is to increase the number of minority or economically disadvantaged students who receive an effective education in the Inland Empire. To that end, campuses were established in areas of Moreno Valley, San Bernardino, Highland and Fontana that have historically underserved populations. The REAL Journey Academies seeks to create active and involved citizens by focusing on academic achievement, character development, and service to the community. Our vision is that REAL Journey Academy schools will transform our communities by raising expectations for achievement, offering a higher level of opportunity, and educating the next generation of local leaders.

iEmpire Academy located at 2050 E. Pacific Street in San Bernardino, California and began serving students in the Fall of 2014. iEmpire Academy, offers grades TK- 5th with an enrollment of over 400 students. Per CA Dashboard Data, iEmpire serves students that include 78.21% Hispanic, 15.01% African-American, 2.18% White, 4.8% Two or More Races, Filipino 0.5%, Pacific Islander 0%, Asian 0.7%, and American Indian/Alaska Native 0.2%. Student sub-groups include Socioeconomically Disadvantaged 95%, English Learners 17.2%, Students with Disabilities 11%, Foster Youth 0.5%, and Homeless 2.6%. Per our internal SIS system as of 2.24.26, iEmpire serves 413 students that include 74.9% Hispanic, 16.5% African-American, 2.18% White, 3.15% Two or More Races, Filipino 0.48%, Pacific Islander 0%, Asian 0.97%, and American Indian/Alaska Native 0.2%. Student sub-groups include English Learners 20.10%, Students with Disabilities 13.08%, Foster Youth 0.5%, and Homeless 3.6%. Features of iEmpire Academy include a dedicated, close-knit teaching staff, a full-time mental health social worker, assemblies that recognize student achievement and character development aligned to our eAttributes, and a school house system aimed is to promote a positive school culture and to create opportunities for students to become active and involved citizens focused on transforming their community.

Reflections: Annual Performance

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

iEmpire Academy conducted a comprehensive needs assessment to inform the development of our LCAP. This process includes analysis of student performance data, various educational stakeholder feedback data, and site-level input to identify strengths, areas of growth, and key priorities aimed to advance student outcomes across all areas.

Academic Performance Summary

The California School Dashboard provides a comprehensive view of iEmpire Academy's progress across key indicators and reflects a year of significant growth alongside continued areas for focus. Notably, the Dashboard data demonstrates substantial gains in both English Language Arts and Mathematics, with increases of over 20 points in each area and strong student growth levels classified as *Accelerated* in ELA and *Exceptional* in Mathematics. Additionally, English Learner Progress is identified in the *Green* performance level, indicating meaningful advancement toward language proficiency. At the same time, overall performance levels in ELA, Mathematics, and Chronic Absenteeism remain in the *Yellow* range, and Science is identified as an area of need. An analysis of equity indicators reveals variation in outcomes across student groups, with the majority of groups performing in the *Yellow* range, at least one group in *Orange*, and no groups yet reaching *Green* or *Blue* performance levels in academic indicators. These patterns reinforce the need for continued targeted supports, particularly for students with disabilities, English learners, and other historically underserved populations. These outcomes highlight both the effectiveness of implemented strategies and the ongoing need to address disparities, improve attendance, and ensure equitable outcomes for all students. This reflection provides an opportunity to build on our successes while refining actions and services to better support sustained student achievement and engagement. Key data details include:

iEmpire students demonstrated a combined increase of 21 points on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts,bringing our distance from standard metric to 41.1 points below standard. In mathematics, our students demonstrated an increase of 20.8.3 points, bringing our distance from standard metric to 43.3 points below standard. As a result of the year to year academic growth gains in both English language Arts and mathematics, iEmpire maintained yellow band status on the California Dashboard for said categories for academic performance. Although no student groups were identified in the red (lowest performance category) on the California Dashboard, our African American students (ELA only) and Students with Disabilities (both ELA and Math) will continue to be a strong area of focus for targeted support moving forward as they were the only student groups who performed in the orange band on the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts Mathematics). Additionally, English Learner Progress improved by 4.2 percentage points, bringing the total to 48.3% of English learners making progress toward English language proficiency, resulting in a Green performance level and reflecting meaningful advancement for this student group.

Academic Engagement:

iEmpire students demonstrated an overall 3.4% decline in chronic absenteeism with a year over year decrease to 32.8% per the California Dashboard. Similar to academic performance, no student groups were noted in the read band. With that said, additional supports and interventions are needed for our various student groups in the orange band including African American who had a 5.2% decline in chronic absenteeism (29.7% chronically absent overall), English Learners who had a 1.7% decline in chronic absenteeism (34.2% chronically absent overall), Student with Disabilities who had a 6.2% decline in chronic absenteeism 33.8% chronically absent overall), and Socioeconomically Disadvantaged who had a 1.6% decline in chronic absenteeism (33.7% chronically absent overall).

During the current school year through three quarters of implementation, iEmpire Academy has continued to see a decline in chronic absenteeism, currently at 20.34%, alongside an overall increase in student attendance rates to 93.24%. This improvement is largely attributed to the implementation of targeted strategies, including monthly attendance incentives and frequent communication of attendance data with students, families, and staff. These efforts have been intentionally designed to foster a sense of shared ownership and collective responsibility for improving attendance outcomes across the school community.

Conditions and Climate:

iEmpire demonstrated an overall decrease of school wide suspensions year over year by 2.6% resulting in a performance level of green on the California Dashboard for the 24-25 school year. School wide, 2.4% of students enrolled were suspended in the 24-25 school year which was 0.5% less than the state average. No student groups at iEmpire were found in the red or orange performance band however our Students with Disabilities student sub group had a 6.3% year over year suspension decrease to a total of 4.6% (0.4% less than the state average).

With that said,during the current school year through three quarters of implementation, iEmpire Academy has experienced a slight increase in suspension rates of approximately 0.5% compared to the previous school year. This increase is largely attributed to the absence of a school social worker during the first half of the year, which impacted the school's capacity to consistently provide Tier 1 and Tier 2 behavioral supports. Since that time, a social worker has been hired and services have been restored, strengthening systems of support for students and reestablishing proactive interventions aimed at addressing student behavior and maintaining a positive school climate.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
IEA School Staff	The engagement process used to involve school staff in the development of the LCAP included opportunities for staff (certificated and classified) to meet in teams to reflect and provide feedback on previous goals and actions in place to meet said goals following both Winter and Spring Break.
IEA Families	The engagement process used to involve families in the development of the LCAP updates included opportunities for parents to provide feedback on the goals in place during the 25-26 school year that were adopted for the 24-27 LCAP. These opportunities included school site council meetings held after school, in addition to morning coffee with the principal meetings. Each of which, were held throughout different periods of the school year (i.e. Fall, Winter, Spring). In addition, families also provided feedback during our annual mid-year family survey which provided us data aligned to our previous LCAP goals in addition to areas of perceived deficits.
IEA Students	The engagement process used to involve students in the development of the LCAP included opportunities for students to provide feedback on the goals in place during the 25-26 school year, in addition to feedback on progress of the goals that were adopted for the 24-27 LCAP.

Insert or delete rows, as necessary.

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

The adopted LCAP was influenced by the feedback collected by various educational partners including students, staff, and families through multiple measures including face-to-face/virtual meetings, and survey data that took place throughout the school year. Based on data collected by families (which also align to needs identified in our data from the California Dashboard, we need to continue to focus on engaging students, parents, staff and community members to promote the social, emotional and physical needs of students 85% favorable response in this area on our family survey administered in the 25/26 school year) with an emphasis on supports aimed at continuing to find ways to reduce student behaviors that result in suspensions. In addition, all stakeholders expressed the need to continue to strengthen the amount of resources and support provided to combat chronic absenteeism in addition to frequent communication with stakeholders on attendance data progress throughout the school year as a way to foster collective ownership of the data due to the impact frequent absences have on student success in school in order to continue to enhance the achieved momentum in this area we have seen thus far during the school year. Lastly, stakeholders also expressed a desire to ensure our students are being provided access to foundational life skills early on in their educational career so they are better prepared for middle school, high school, and beyond. Focus skills highlighted were career and college readiness, financial literacy, and character education. As a result of the feedback we collected from our educational partners, we created new and/or revised previous LCAP goals, metrics, and/or actions as part of the adoption of our 24/25 school year LCAP and have since launched our Entrepreneurship Across the Curriculum (EAC) initiative/program pilot in several classrooms across the school in order to collect feedback data from students and teachers prior to a school wide implementation launch in the 25-26 school year.

Goal

Goal #	Description	Type of Goal
1	Based on student instructional level, provide scaffolded supports, differentiated instruction to encompass remediation and acceleration, aimed at fostering increased grade level mastery as evidenced by 60% or more of our students meeting proficient or advanced on statewide ELA CAASPP assessments.	Focus

State Priorities addressed by this goal.

#2 - Implementation of the academic content and performance standards adopted by the State Board.

#7 - Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Programs and services developed and provided to unduplicated pupils.

Measuring and Reporting Results

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

Metric #1	CAASPP English-Language Arts	19% met or exceeded grade level mastery on the ELA CAASPP during the 23/24 school year.	32% met or exceeded grade level mastery on the ELA CAASPP during the 24/25 school year.	__% met or exceeded grade level mastery on the ELA CAASPP during the 25/26 school year* ***TBD based on CAASPP results for 25/65 SY. ELA CAASPP projections per local district assessment indicate a CAASPP proficiency projection of 22.4% of students meeting or exceeding grade level mastery.**	55% of students will meet or exceed grade level mastery on the English Language Arts CAASPP assessment during the 26/27 school year.	Current projected difference from baseline is a __% increase per state assessment data.
		17.3% of students identified as African American (per California Dashboard data) met or exceeded grade level mastery on the English-Language Arts CAASPP assessments during the 23/24 school year.	24% of African American students met or exceeded grade level mastery on the ELA CAASPP during the 24/25 school year.	___% of African American students met or exceeded grade level mastery on the ELA CAASPP during the 25/26 school year* ***TBD based on CAASPP results for 25/26 SY. ELA CAASPP projections per local district assessment data indicate a CAASPP proficiency projection of 20% of African American students meeting or exceeding grade level mastery.**	46% of students identified as African American (per CA Dashboard data) will meet or exceed grade level mastery as demonstrated on the English-Language CAASPP assessments during the 26/27 school year.	Current projected difference from baseline is a __% increase per state assessment data.
		90% of testing grade eligible students participated in ELA interim assessments during the 23/24 school year.	92.9% of testing grade eligible students participated in ELA interim assessments during the 24/25 school year.		100% of testing grade eligible students will participate in ELA interim assessments during the 26/27 school year.	Current projected difference from baseline is a ___% increase per state assessment data from the Smarter Balance California Educator Reporting System (CERS).

				90.4% of testing grade eligible students participated in ELA interim assessments during the 25/26 school year*. ***as of the end of quarter 3 of the 25-26 school year.**		

Metric #2	NWEA English-Language Arts Assessment (Growth)	32% of students met projected growth on our EOY NWEA assessments in English Language Arts during the 23/24 school Year.	38% of students met projected growth on our EOY NWEA assessments in English Language Arts during the 24/25 school Year.	36% of students met projected growth on our EOY NWEA assessments in English Language Arts during the 25/26 school Year.	85% of students will meet their projected NWEA growth targets on our EOY NWEA assessments in English Language Arts during the 26/27 school year.	Current difference from baseline is a 4% increase per local district assessment data.
	NWEA English-Language Arts Assessment Growth (African-American students group focus)	40.9% of students identified as African American met or exceeded grade level growth targets on the NWEA reading assessment during the 23/24 school year.	50% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA reading assessment during the 24/25 school year.	____% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA reading assessment during the 25/26 school year*. ***EOY data point not available at the time of LCAP updates.**	76% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA reading assessment during the 26/27 school year.	Current projected difference from baseline is unknown at this time.
	NWEA English-Language Arts Assessment (Attainment)	24% of students met grade level attainment on our EOY NWEA assessments in English Language Arts during the 23/24 school year.	32% of students met grade level attainment on our EOY NWEA assessments in English Language Arts during the 24/25 school year.	22.4% of students met grade level attainment on our EOY NWEA assessments in English Language Arts during the 25/26 school year.	60% of students met grade level attainment on our EOY NWEA assessments in English Language Arts during the 26/27 school year.	Current difference from baseline is a 1.6% decrease per local district assessment data.
	NWEA English-Language Arts Assessment Attainment (African-American students group focus)	17% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA reading assessment during the 23/24 school year.	16.7% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA reading assessment during the 24/25 school year.	__% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA	57% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA reading assessment during the 26/27 school year.	Current projected difference from baseline is unknown at this time.

				reading assessment during the 25/26 school year*. ***EOY data point not available at the time of LCAP updates.**		

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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

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

Action 1.1: Writing Curriculum Adoption

During the 25-26 school year, no substantive differences were implemented for our action step to implement a writing curriculum adoption. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Implementation of a structured supplemented writing curriculum known as Step Up to Writing contributed to overall gains in ELA performance, particularly reflected in the increase in CAASPP proficiency from 19% to 32% in Year 1. The emphasis on writing supported students' ability to engage with constructed response tasks and text-based analysis.

Challenges: Current challenges with refined implementation include the absence of ongoing training opportunities for the program for newly onboarded staff members that were not on staff during the initial implementation training. Next steps include coordinating increased opportunities for follow up training and coaching aimed at improving teaching and learning associated with writing using Step Up to Writing.

Action 1.2: Universal Literacy Access

During the 25-26 school year, no substantive differences were implemented for our action step to provide universal literacy access. Some highlights of our implementation as they relate to achieving our goal include:

Successes: All students had access to grade-level texts and literacy resources including print and digital literacy resources materials that they can access at home and at school including (i.e. via Clever platform, Unite for Literacy, etc.) which supports increased participation in rigorous instruction and contributes to initial gains in both CAASPP and NWEA growth metrics.

Challenges: Challenges continue to include having limited student access to physical print (i.e. library) outside classroom specific libraries and our school wide book vending machine and books that are provided to students at our monthly family literacy nights. Next steps are to increase the number of print books available in each classroom in order to ensure classroom libraries are full of high interest, age appropriate books.

Action 1.3: Revamp Instructional Day

During the 25-26 school year, no substantive differences were implemented for our action step to revamp our instructional day. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Adjustments to the instructional day created additional time for literacy instruction and intervention, contributing to improved growth in Year 1 and increased opportunities for targeted support. This focus was further strengthened through our departmentalization in grades 2nd 0 5th where students received daily literacy instruction in their eHumanities block in addition to data driven teacher and support staff led small group instruction literacy instruction coupled with independent student intervention via Read 180 during our eKnowledge Enhancement instructional block.

Challenges: Challenges have included staffing turnover coupled with long term teacher absences that have impacted the consistency of effective instruction in the classrooms (most notably in our eKnowledge Enhancement block in every grade level 2nd - 5th). Next steps include continuing to monitor the effectiveness of teacher instruction and fidelity to the instructional schedule and make adjustments as needed in order to best meet the differentiated needs of our students both at the grade level and the class specific level.

Action 1.4: Teaching Training/Professional Development

During the 25-26 school year, no substantive differences were implemented for our action step to implement teacher training/professional development. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Ongoing teacher professional development and training takes place throughout the year including 5 full days throughout the school year in addition to a week long Summer Symposium in July prior to the start of the school year.Professional development supports teachers in administering assessments and utilizing instructional strategies aligned to standards, contributing to improved CAASPP outcomes and increased assessment participation rates.

Challenges: Current challenges is identifying the availability of allocated time needed to provide differentiated professional development at the frequency that is needed for the continuous individualized development for each of our teachers while also balancing the time allocated for grade level planning. Next steps are to continue to identify additional professional development opportunities for teachers that are tailored to the individualized growth needs of the staff during allocated training days once a month on Thursdays, in addition to exploring outside resources that may be available to staff outside of scheduled professional development days.

Action 1.5: Student Grouping

During the 25-26 school year, no substantive differences were implemented for our action step to implement strategic student grouping. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Teachers and administrators meet at minimum monthly to analyze and monitor student data in order to determine and evaluate the effectiveness of student progress and/or regrouping students to ensure they are assigned to a grade level cohort where they will receive the most targeted data driven small group instruction based on their individualized needs as possible.

Challenges: No challenges at this time. Next steps are to continue to progress monitor the effectiveness of student class groupings and continue to review student data with grade level teams and make adjustments to cohort rosters as needed aimed at fostering improved student success in English-Language Arts.

Action 1.6: Teacher Tutoring

During the 25-26 school year, no substantive differences were implemented for our action step to implement teacher tutoring. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Implementation of bi-weekly after school teacher tutoring for students in need of extra support in ELA with the support of a classroom teacher and/or school administrator. During this time, students not only have the opportunity to recoup lost learning due to student absences, they also get an opportunity to receive targeted ELA instruction aimed at better preparing them for tackling the CAASPP assessment.

Challenges: Inconsistent student attendance and/or families pulling students early from tutoring has impacted the success of the initiative for some students. Next steps include the implementation of incentives for tutoring attendance in order to spark increased student interest and consistent participation in afterschool tutoring.

Action 1.7: CAASPP Interim Assessments

During the 25-26 school year, no substantive differences were implemented for our action step to implement the utilization of CAASPP interim assessments. Some highlights of our implementation as they relate to achieving our goal include:

Successes: The academic and site admin team meets at least monthly with teachers and/or administrators to evaluate ELA data to make informed instructional decisions. Allows us to measure progress and pivot if/when needed. School staff participate in ongoing professional development on SBAC ELA interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth, and handscoring.

Challenges: A challenge has been building school wide calibration and consistency amongst our new and novice teachers to score student writing aligned to CAASPP writing rubrics. In addition, teachers have demonstrated a vast range of proficiency in their ability to analyze interim assessment data, and use it to effectively drive instruction. Next steps include continued ongoing training and support needed around scoring interim assessment data, and using it to drive instruction and providing extensive training to our teacher leadership teams in order to create grade level “experts” who can facilitate data analysis and instructional planning sessions at their grade level.

Action 1.8: Grade Level Data Analysis

During the 25-26 school year, no substantive differences were implemented for our action step to implement consistent opportunities for grade level student data analysis. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Teachers meet in grade level PLC data meetings weekly to analyze student data, work samples, and common assessment data in order to increase student achievement in English-Language Arts.

Challenges: No challenges at this time. Next steps are to continue to progress monitor the effectiveness of grade level meetings including but not limited to admin attending monthly in order to align to our school wide goals aimed to improve teaching and learning in ELA.

Action 1.9: ELD Curriculum & Instruction

During the 25-26 school year, no substantive differences were implemented for our action step to implement a targeted ELD curriculum with instructional coaching support. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Implementation Ellevation program for targeted EL goal tracking and progress monitoring. Org wide professional development on integrated ELD instruction and ongoing coaching and ELD observations support effective ELD instruction.

Challenges: A challenge includes new staff and/or novice teachers are still developing their knowledge around how to best utilize student data in order to support the diverse needs of our EL students. Next steps include continuing ongoing training, coaching, and observational feedback for teachers in order to best support teachers with refining ELD instruction.

Action 1.10: Testing Incentives

During the 25-26 school year, no substantive differences were implemented for our action step to implement testing incentives. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Implementation of incentives for testing pep rallies and day of testing expectations for students have led to increased student ownership and buy-in of testing culture and expectations of student performance and effort on state and district level NWEA assessments for ELA.

Challenges: No challenges at this time however next steps include continuing to progress monitor the impact and effectiveness of testing incentive implementation based on student interview feedback on what incentives that they want to see offered, and analysis of student assessment data.

Action 1.11: Purchasing NWEA Measures of Academic Progress Software and Professional Development

During the 25-26 school year, no substantive differences were implemented for our action step to purchasing NWEA Measures of Academic Progress Software and Professional Development. Some highlights of our implementation as they relate to achieving our goal include:

Successes: With the purchase and acquisition of NWEA Measures of Academic Progress, teachers have the ability to access student ELA achievement data to track and monitor student growth during beginning of the year assessments, middle of the year assessment and end of the year assessments in ELA. At this time teachers use this data to create and drive instruction for small group instruction, tutoring needs, and to develop level intervention groups during our eKnowledge Enhancement classes. Overall, all the program allows us to better prepare for and monitor student progress towards grade level mastery.

Challenges: A challenge would be that newer staff and/or novice teachers are still developing their knowledge around how to best utilize the various reports found in the NWEA platform to drive their ELA planning instruction. Next steps include incorporating frequent and in-depth professional development around how to best utilize NWEA reports for all teachers through the use of the ATLAS protocol and/or other data analysis 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: Target Reading Curriculum
Budgeted Expenditures: $165,000
Estimated Actual Expenditures:$130,302
Material Difference:$34,698
Explanation: The material difference is due to lower student enrollment.

Action 2: Universal Literacy Access
Budgeted Expenditures: $83,000

Estimated Actual Expenditures:$ 78,259
Material Difference:$4,741
Explanation: There is no material difference.

Action 3 : Revamp Instructional Learning Day
Budgeted Expenditures: $0
Estimated Actual Expenditures:$0
Material Difference:$0
Explanation: There is no material difference.

Action 4 : Professional Development
Budgeted Expenditures: $172,450
Estimated Actual Expenditures:$159,800
Material Difference:$12,650
Explanation: There is no material difference.

Action 5 : Student Grouping
Budgeted Expenditures: $0
Estimated Actual Expenditures:$30,702
Material Difference:$30,702
Explanation:The material difference is due to professional development needs and training.

Action 6 : Teacher Tutoring
Budgeted Expenditures: $164,000
Estimated Actual Expenditures:$120,740
Material Difference:$43,260
Explanation:There is a material difference as the school will increae the tutoring offerings by 25% during the 26-27 school year.

Action 7: CAASPP Interim Assessments
Budgeted Expenditures: $0
Estimated Actual Expenditures:$25,679
Material Difference:$25,679
Explanation: The material difference is due to required professional development.

Action 8: Grade Level Data Analysis
Budgeted Expenditures: $78,000
Estimated Actual Expenditures:$ 66,023
Material Difference:$11,977
Explanation: There is no material difference.

Action 9 : ELD Curriculum & Instruction
Budgeted Expenditures: $147,000
Estimated Actual Expenditures:$132,000
Material Difference:$15,000
Explanation: The material difference is due to a slight decrease of EL students.

Action 10 : Testing Incentives
Budgeted Expenditures: $24,000
Estimated Actual Expenditures:$31,888
Material Difference:$7,888
Explanation: There is no material difference.

Action 11:NWEA Software and Professional Development
Budgeted Expenditures: $185,000
Estimated Actual Expenditures:$126,421
Material Difference:$58,579
Explanation:The material difference is due to a reduction of assessment in the online platform.

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

iEmpire Academy has implemented a comprehensive and multi-layered approach to improving English Language Arts outcomes, anchored in strong systems for assessment, data analysis, and targeted instruction. Key actions included the adoption of a structured writing curriculum, expanded access to grade-level literacy materials, and a redesigned instructional day that prioritized dedicated time for both core instruction and intervention. A central component of implementation is our intentional use of NWEA and CAASPP interim assessment data to inform instruction. Staff engaged in ongoing professional development and grade-level data analysis cycles to identify specific student learning needs and adjust instruction accordingly. High participation rates in interim assessments reflect strong systems for progress monitoring and a shared commitment to data-informed practices.

In addition, iEmpire utilizes extensive small group instruction and targeted tutoring via eKnowledge Enhancement, designed to address identified skill gaps in reading and writing. Student grouping structures were strategically developed to provide differentiated support aligned to NWEA-identified deficits, allowing teachers to deliver focused instruction on foundational skills, comprehension, and written expression. Teacher-led tutoring further reinforces these efforts by providing additional time and support for students needing acceleration toward grade-level standards. Collectively, these actions demonstrate a coherent system of support that prioritizes targeted intervention, data-driven decision making, and increased access to rigorous instruction, all aligned toward accelerating student progress on CAASPP and closing identified achievement gaps.

Successes: Implementation efforts have resulted in several areas of progress. iEmpire Academy saw notable gains in CAASPP ELA proficiency in Year 1, reflecting the positive impact of strengthened core instruction and aligned writing practices. Additionally, NWEA growth data demonstrated that targeted supports (particularly small group instruction and tutoring) can accelerate student learning when aligned to specific skill needs. The use of interim assessments and NWEA data has become a strong foundation for instructional planning, with high student participation enabling staff to consistently monitor progress and refine support. Efforts to implement strategic student grouping and differentiated instruction have increased opportunities for students to receive instruction tailored to their individual needs.

Challenges: As implementation has progressed, iEmpire has identified opportunities to further strengthen the impact of these actions. Ensuring consistent and precise use of data to drive daily instructional decisions remains a key focus area. While small group instruction and tutoring structures are firmly in place, continued refinement is needed to maximize their impact by tightly aligning instruction to the most critical skill deficits identified through NWEA. Additionally, iEmpire Academy staff are working hard to deepen the coherence between core instruction, intervention, and assessment practices to ensure that gains in student growth consistently translate into grade-level mastery on CAASPP. Strengthening the consistency of instructional delivery across classrooms and expanding the effectiveness of targeted supports for student groups, including African American students, will be critical next steps.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes to desired outcomes.

Changes to Actions: No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Writing Curriculum Adoption	Adoption of a writing curriculum to support grade level English-Language Arts mastery.	$165,000	Yes
Action #2	Universal Literacy Access	100% of our students will have access to a variety of print and digital literacy resources materials that they can access at home and at school (i.e physical & digital libraries).	$83,000	Yes
Action #3	Revamp Instructional Day	Revise instructional day in order to allocate instructional minutes for students to receive daily grade level English-language arts instruction in addition to the reading intervention block currently in place in order all students are consistently being exposed to grade level ELA content.	[$ 0.00]	Yes
Action #4	Teacher Training/Professional Development	100% of teachers and administrators receive ongoing training and professional development aimed to improve instruction in English Language Arts including but not limited to: RJA adopted curriculum (i.e. Success for All, Success for All Writing Wings program) and sound instructional practices.	$172,450	Yes

Action #5	Student Grouping	100% of teachers will meet monthly to analyze student data in order to regroup students based on their reading levels for both the SFA reading intervention block, in addition to grade level instruction via writing rotations block focused on ensuring ongoing remediation and acceleration opportunities are being provided in order to meet the diverse learning needs of all students.	[$ 0.00]	Yes
Action #6	Teacher Tutoring	95% of identified “hot list” students (those on the fringe of meeting grade level mastery per NWEA data projections and other local measures) attend tutoring sessions with a credentialed teacher two days a week after school.	$164,000	Yes
Action #7	CAASPP Interim Assessments	100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.	[$ 0.00]	Yes
Action #8	Grade Level Data Analysis	100% of teachers will meet in grade level PLC data meetings to analyze student data, work samples, and common assessment data in order to increase student achievement in English-Language Arts.	$78,000	Yes
Action #9	ELD Curriculum & Instruction	100% of teachers will implement daily designated ELD instruction using our adopted ELD program. 100% of English Learners will receive designated ELD daily based on their level of proficiency.	$147,000	Yes
Action #10	Testing Incentives	Incorporate year long testing incentives focused on growth and attainment data in addition to a testing environment criterion.	$24,000	Yes
Action #11	Purchasing NWEA Measures of Academic Progress Software and Professional Development	100% of students will take the NWEA MAP assessment BOY, MOY, and EOY. Teachers will participate in NWEA training to ensure proper proctoring, data analysis and goal setting.	$185,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
Goal #2	Based on student instructional level, provide scaffolded supports, differentiated instruction to encompass remediation and acceleration, aimed at fostering increased grade level mastery as evidenced by 60% or more of our students meeting proficient or advanced on statewide Math CAASPP assessments.	Focus

State Priorities addressed by this goal.

#2 - Implementation of the academic content and performance standards adopted by the State Board.

#7 - Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Programs and services developed and provided to unduplicated pupils.

An explanation of why the LEA has developed this goal.

Due to the fact that over 75% of our students are not currently meeting or exceeding grade level standards in Mathematics, it is crucial for us to institute a goal focused on ensuring all students receive targeted instruction with high academic standards aligned to California Common Core State Standards in Mathematics.

Measuring and Reporting Results

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

Metric #1	CAASPP Mathematics	21.9% met or exceeded grade level mastery on the Mathematics CAASPP during the 23/24 school year	31.8% met or exceeded grade level mastery on the Mathematics CAASPP during the 24/25 school year.	___% met or exceeded grade level mastery on the Mathematics CAASPP during the 25/26 school year* ***TBD based on CAASPP results for 25/26 SY. Math CAASPP projections per local district assessment indicate a CAASPP proficiency projection of ___% of students meeting or exceeding grade**	56% of students will meet or exceed grade level mastery on the Mathematics CAASPP assessment during the 26/27 school year.	Current projected difference from baseline is a ____% increase per state assessment data.
	CAASPP Mathematics (African-American student group focus)	13% of students identified as African American (per California Dashboard data) met or exceeded grade level mastery on the Math CAASPP assessments during the 23/24 school year.	24.3% of African American students met or exceeded grade level mastery on the Mathematics CAASPP during the 24/25 school year	___% of African American students met or exceeded grade level mastery on the Mathematics CAASPP during the 25/26 school year*	47% of students identified as African American (per California Dashboard data) will meet or exceed grade level mastery as demonstrated on the Math CAASPP assessments during the 26/27 school year.	Current projected difference from baseline is a ___% increase per state assessment data.
	CAASPP Interim Assessments	93% of testing grade eligible students participated in Mathematics interim assessments during the 23/24 school year.	92% of testing eligible students participated in Mathematics interim assessments during the 24/25 school year.	***TBD based on CAASPP results for 25/26 SY. ELA CAASPP projections per local district assessment indicate a CAASPP proficiency projection of 15.3% of African American students meeting or exceeding grade level mastery.**	100% of testing grade eligible students will participate in Math interim assessments during the 26/27 school year.	Current projected difference from baseline is unchanged per state assessment data from the Smarter Balance California Educator Reporting System (CERS)*. ***TBD as of the end of quarter 3 of the 25-26 school year**

				92% of testing eligible students participated in Mathematics interim assessments during the 25/26 school year*. ***TBD as of the end of quarter 3 of the 25-26 school year**		

Metric #2	NWEA Mathematics (growth)	44% of students met projected growth on our EOY NWEA assessments in mathematics during the 23/24 school year.	62% of students met projected growth on our EOY NWEA assessments in mathematics during the 24/25 school year.	52.2% of students met projected growth on our EOY NWEA assessments in English Language Arts during the 25/26 school Year.	85% of students will meet their projected NWEA growth targets in Mathematics during the 26/27 school year.	Current difference from baseline is an 8.2% increase per local district assessment data.
	NWEA Math Assessment Growth (African-American students group focus)	55.7% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA mathematics assessment during the 23/24 school year.	59.1% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA mathematics assessment during the 24/25 school year.	___% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA reading assessment during the 25/26 school year*. ***EOY data point not available at the time of LCAP updates.**	72% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA math assessment during the 26/27 school year.	Current projected difference from baseline is unknown at this time.
	NWEA Mathematics (attainment)	29% of students met grade level attainment on our EOY NWEA assessments in mathematics during the 23/24 school year.	30% of students met grade level attainment on our EOY NWEA assessments in mathematics during the 24/25 school year.	26.9% of students met grade level attainment on our EOY NWEA assessments in mathematics during the 25/26 school year.	60% of students will meet grade level attainment on our EOY NWEA assessments in mathematics during the 26/27 school year.	Current difference from baseline is a 3% decrease per local district assessment data.
	NWEA Math Assessment Attainment (African-American students group focus)	15% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the	18% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the	___% of students identified as African American (per California Dashboard data) met or exceeded grade level	50% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the	Current projected difference from baseline is unknown at this time.

		NWEA math assessment during the 23/24 school year.	NWEA math assessment during the 24/25 school year.	attainment on the NWEA math assessment during the 25/26 school year*. ***EOY data point not available at the time of LCAP updates.**	NWEA reading assessment during the 26/27 school year.	
Metric #3	SWUN EOY Benchmark	Approx 42% of students met or exceeded grade level mastery on the Swun volume 3 benchmark) during the 23/24 school year.	Approx 42.9% of students met or exceeded grade level mastery on the Swun volume 3 benchmark) during the 24/25 school year*	Approx 41.8% of students met or exceeded grade level mastery on the Swun volume 3 benchmark) during the 25/26 school year.* ***TBD. Through volume 2 as volume 3 Swun benchmark had not been administered at time of the LCAP update.**	60 % of students will meet or exceed grade level mastery on the Swun volume 3 benchmark) during the 26/27 school year.	Current projected difference from baseline is unknown at this time.

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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: Swun Math Training/Curriculum

During the 25-26 school year, no substantive differences were implemented for our action step to implement Swun Math training and curriculum coaching. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Ongoing teacher professional development and coaching provided throughout the year by our Swun coach which includes co-teaching, demo lessons, topic specific PD's, CAASPP prep, etc.

Challenges: Challenges include influx of staffing throughout the year that took place in between coaching visits resulting in several chunks of time where math instruction was delivered by staff prior to receiving formal training. Next steps include continued collaboration with our Swun coach in planning ongoing training of our staff based on the specific needs identified at the time aimed at improving teaching and learning of students in mathematics.

Action 2.2: Universal Mathematics Support

During the 25-26 school year, no substantive differences were implemented for our action step to implement universal math support. Some highlights of our implementation as they relate to achieving our goal include:

Successes: All students have access to a variety of physical and digital math resources that they can access at home and at school (i.e digital math platform, access to manipulatives).

Challenges: No challenges at this time however next steps include continuing to ensure students and families alike are aware of the available resources to support math at home available to them in addition to progress monitoring of our math resources to ensure any consumables are replaced in a timely manner.

Action 2.3: Grade Level Data Analysis

During the 25-26 school year, no substantive differences were implemented for our action step to implement consistent opportunities for grade level student data analysis. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Teachers meet in grade level PLC data meetings weekly to analyze student data, work samples, and common assessment data in order to increase student achievement in Mathematics.

Challenges: No challenges at this time. Next steps are to continue to monitor the effectiveness of grade level meetings including but not limited to admin attending monthly in order to align to our school wide goals aimed to improve teaching and learning in mathematics.

Action 2.4: CAASPP Interim Assessments

During the 25-26 school year, no substantive differences were implemented for our action step to implement the utilization of CAASPP interim assessments. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Academic team members in collaboration with site admin team meets with teachers to evaluate math data to make informed instructional decisions. This process allows us to measure progress and pivot if/when needed. School staff participate in ongoing professional development on SBAC math interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth, and handscoring.

Challenges: A challenge has been building school wide calibration and consistency amongst our new and novice teachers to score student math responses with CAASPP rubrics aligned to math performance task expectations. In addition, teachers have demonstrated a vast range of proficiency in their ability to analyze interim assessment data, and use it to effectively drive instruction (most notably in our eKnowledge block). Next steps include ongoing training and support needed around scoring interim assessment data, and using it to drive instruction as well as providing extensive training to our teacher leadership teams in order to create grade level "experts" who can facilitate data analysis and instructional planning sessions at their grade level. In addition, increased use of the Tools for Teachers CAASPP prep instruction and utilizing rubrics to best support grade level instructional delivery in mathematics.

Action 2.5: Teacher Tutoring

During the 25-26 school year, no substantive differences were implemented for our action step to implement teacher tutoring. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Implementation of bi-weekly after school teacher tutoring for students in need of extra support in mathematics with the support of a classroom teacher and/or school administrator. During this time, students not only have the opportunity to recoup lost learning due to student absences, they also get an opportunity to receive targeted mathematics instruction aimed at better preparing them for tackling the CAASPP assessment.

Challenges: Inconsistent student attendance and/or families pulling students early from tutoring has impacted the success of the initiative for some students. Next steps include the implementation of incentives for tutoring attendance in order to spark increased student interest and consistent participation in afterschool tutoring.

Action 2.6: Testing Incentives

During the 25-26 school year, no substantive differences were implemented for our action step to implement testing incentives. Some

highlights of our implementation as they relate to achieving our goal include:

Successes: Implementation of incentives for testing pep rallies and day of testing expectations for students have led to increased student ownership and buy-in of testing culture and expectations of student performance and effort on state and district level NWEA assessments for mathematics.

Challenges: No challenges at this time however next steps include continuing to monitor the impact and effectiveness of testing incentive implementation based on student interview feedback on what incentives that they want to see offered, and analysis of student assessment data.

Action 2.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development

During the 25-26 school year, no substantive differences were implemented for our action step to purchasing NWEA Measures of Academic Progress Software and Professional Development. Some highlights of our implementation as they relate to achieving our goal include:

Successes: With the purchase and acquisition of NWEA Measures of Academic Progress, teachers have the ability to access student mathematics achievement data to track and monitor student growth during beginning of the year assessments, middle of the year assessment and end of the year assessments in mathematics. At this time teachers use this data to create and drive instruction for small group instruction, tutoring needs, and to develop level intervention groups during our eKnowledge Enhancement classes. Overall, all the program allows us to better prepare for and monitor student progress towards grade level mastery.

Challenges: A challenge would be that newer staff and/or novice teachers are still developing their knowledge around how to best utilize the various reports found in the NWEA platform to drive their mathematics planning instruction. Next steps include incorporating frequent and in-depth professional development around how to best utilize NWEA reports for all teachers through the use of the ATLAS protocol and/or other data analysis 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: SWUN Training/Curriculum
Budgeted Expenditures: $145,00
Estimated Actual Expenditures:$130,302
Material Difference:$14,698
Explanation:There is no material difference.

Action 2: Universal Mathematics Supports
Budgeted Expenditures: $160,000
Estimated Actual Expenditures:$146,520
Material Difference:$13,480
Explanation:There is no material difference.

Action 3: Grade Level Data Analysis
Budgeted Expenditures: $45,000
Estimated Actual Expenditures:$26,060
Material Difference:$18,940
Explanation:The material difference is due conducting training and analysis within the REAL Journey Academies network which reduced the actual expenditures.

Action 4: CAASPP Interim Assessments
Budgeted Expenditures: $0
Estimated Actual Expenditures:$30,702
Material Difference:$30,702
Explanation:The material difference is due to an increase in professional development.

Action 5: Tutoring
Budgeted Expenditures: $164,000
Estimated Actual Expenditures:$129,300
Material Difference:$34,700
Explanation:The material difference is due to providing the majority of the tutoring during the instructional day which reduced the actual expenditures during the 25-26 school year with the implementation of the eKnowledge block.

Action 6: Testing Incentives
Budgeted Expenditures: $35,000
Estimated Actual Expenditures:$278,400
Material Difference:$243,400
Explanation:The material difference is due to more testing cycles and high student achievement.

Action 7: NWEA Software and Professional Development
Budgeted Expenditures: $185,000
Estimated Actual Expenditures:$143,000
Material Difference:$42,000
Explanation:The material difference is due to a discount provided by the publisher for the 25-26 school year. During the 26-27 school year no discount will be applied.

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

Overall, implementation of our actions steps aligned to our mathematics goal has remained closely aligned to the planned actions, with strong systems established to support both instruction and data-driven decision-making. All core actions including full implementation of the SWUN math curriculum, ongoing professional development and coaching cycles, universal access to instructional resources, and consistent PLC data meetings have been executed with fidelity. Minor adjustments in implementation primarily focused on strengthening the intensity and responsiveness of supports, particularly through expanded small group instruction and targeted tutoring based on real-time NWEA and interim assessment data.

Effectiveness: High participation rates in CAASPP interim assessments (i.e. over 92% across years) reflect strong systems for progress monitoring and instructional alignment. Additionally, the integration of testing incentives and family supports further reinforced a culture of academic focus and student motivation. Implementation has yielded several notable successes. Most significantly, there has been measurable growth in NWEA mathematics outcomes, including a substantial increase in the percentage of students meeting projected growth targets (from 44% to 62%), along with continued gains among African American students. These improvements reflect the effectiveness of targeted instructional strategies, particularly the schoolwide emphasis on small group instruction and differentiated support aligned to identified skill gaps. The strategic use of “hot list” tutoring has allowed staff to provide precise, high-impact intervention, accelerating progress toward grade-level expectations. Collaborative data analysis during PLCs has strengthened instructional alignment and ensured that teaching practices are consistently adjusted to meet student needs.

Challenges: As implementation has progressed, iEmpire has identified opportunities to further strengthen the impact of these actions. Ensuring consistent and precise use of data to drive daily mathematics instructional decisions remains a key focus area. While small group instruction and tutoring structures are firmly in place, continued refinement is needed to maximize their impact by tightly aligning instruction to the most critical skill deficits identified through NWEA. Additionally, iEmpire Academy staff are

working hard to deepen the coherence between core instruction, intervention, and assessment practices to ensure that gains in student growth consistently translate into grade-level mastery on CAASPP. Strengthening the consistency of instructional delivery across classrooms and expanding the effectiveness of targeted supports for student groups, including African American students, will be critical next steps.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes to desired outcomes.

Changes to Actions: No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Swun Math Training/Curriculum	100% of teachers will be trained on curriculum and will receive coaching and implementation days (9) from a professional curriculum specialist. 100% of teachers use the curriculum with fidelity.	$145,000	Yes
Action #2	Universal Mathematics Support	100% of our students will have access to a variety of physical and digital math resources that they can access at home and at school (i.e digital math platform, access to manipulatives). In addition, access to various training and resources to families to help them best support their students at home (i.e. parent training sessions).	$160,000	Yes
Action #3	Grade Level Data Analysis	100% of teachers will meet in grade level PLC data meetings to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics.	$45,000	Yes
Action #4	CAASPP Interim Assessments	100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.	[$ 0.00]	Yes
Action #5	Teacher Tutoring	95% of identified “hot list” students (those on the fringe of meeting grade level mastery per NWEA data projections and other local measures) attend tutoring sessions with a credentialed teacher two days a week after school.	$164,000	Yes
Action #6	Testing Incentives	Incorporate year long testing incentives focused on growth and attainment data in addition to a testing environment criterion.	$35,000	Yes
Action #7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	00% of students will take the NWEA MAP assessment BOY, MOY, and EOY. Teachers will participate in NWEA training to ensure proper proctoring, data analysis and goal setting	$185,000	Yes

Goal

Goal #	Description	Type of Goal
Goal #3	Engage students, parents, staff and community members to promote the social, emotional and physical needs of students with an emphasis on maintaining high levels of engagement for all students that includes appropriate interventions to decrease negative behaviors that result in suspensions by at least 50% for all students with an increased emphasis on students identified per California School Dashboard data as socioeconomically disadvantaged or with an identified disability.	Focus

State Priorities addressed by this goal.

#6 - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

Due to the fact that 3.6% of our students have been suspended at least one day including but not limited to even higher rates with socioeconomically disadvantaged students and those with disabilities, it is our priority to institute a goal focused on ensuring we increase student engagement and foster positive relationships with school personnel. At the same time, we would also like to continue to foster increased parent and family engagement and participation on campus in order to promote the social, emotional, and physical needs of our students.

Measuring and Reporting Results

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

Metric #1	Suspension Percentage	4% of students were suspended during the 23/24 school year.	2.4% of students were suspended during the 24/25 school year.	___% of students were suspended during the 25/26 school year.* ***Note: TBD as the 25/26 school year is incomplete but 4.2% through 3 quarters of the school year.**	Percentage of students suspended in the 26/27 school year not to exceed 2%.	Current projected difference from baseline is unknown at this time.
	Suspension Percentage (students with disabilities focus)	14.5% of total students suspended were students identified with disabilities (per the 23/24SY California Dashboard data)	6.8% of students with disabilities were suspended during the 24/25 school year.	__% of students with disabilities were suspended during the 25/26 school year.* ***Note: TBD as the 25/26 school year is incomplete but 10.9% through 3 quarters of the school year.**	Percentage of students identified with disabilities (per California Dashboard data) suspended compared to all students suspended during the 26/27 school year not to exceed 2%.	Current projected difference from baseline is unknown at this time.
	Suspension Percentage (socioeconomically disadvantaged student focus)	5.4% of identified socioeconomically disadvantaged students (per the 23/24 SY California Dashboard data)	2.2% of students who are socioeconomically disadvantaged were suspended during the 24/25 school year.	___% of students who are socioeconomically disadvantaged were suspended during the 25/26 school year.* ***Note: TBD as the 25/26 school year is incomplete but 4.2% through 3 quarters of the school year.**	Percentage of identified socioeconomically disadvantaged students (per California Dashboard data) suspended in the 26/27 school year not to exceed 20%	Current projected difference from baseline is unknown at this time.

Metric #2	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family Climate surveys.	21% of families participated in our school climate survey during the 23/24 school year.	7% of families participated in our school climate surveys during the 24/25 school year.	6.3% of families participated in our school climate surveys during the 25/26 school year*. ***Number of family participants subject to change as survey window is still open for families to complete.**	75% of our families will participate in our school climate survey during the 26/27 school year.	Current difference from baseline is a 14.7% decrease per local district assessment data.
Metric #3	Increase Parent Participation & Engagement in School Activities & Councils	75% of families participated in at least one school event or activity during the 23/24 school year.	Approx 80% of families participated in at least one school event or activity during the 24/25 school year.	Approx 85% of families participated in at least one school event or activity during the 25/26 school year* ***Note: Final % numbers TBD as 25/26 school year is incomplete at the time of this writing.**	95% of families will participate in at least one school event or activity during the 26/27 school year.	Current difference from baseline is a 10% increase per school sign-in sheet data.
Metric #4	Community Partnerships	Established and/or maintained a total of 10 community partnerships during the 23/24 school year.	Established and/or maintained a total of 10 community partnerships during the 24/25 school year.	Established and/or maintained a total of ___ community partnerships during the 25/26 school year.* ***Note: Final numbers TBD as 25/26 school year is incomplete at the time of this writing.**	Establish and/or maintain a total of 15 or more community partnerships during the 26/27 school year.	Current difference from baseline is unchanged per school data.

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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: SEL Curriculum (classroom)

During the 25-26 school year, no substantive differences were implemented for our action step to implement classroom SEL curriculum. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Teachers continue to implement the SEL curriculum known as Getting Along Together in order to engage in practices aimed at reducing student conflict, building self-confidence, teaching conflict resolution, increasing learning and coping skills, encouraging teamwork, and creating an inclusive school culture and community.

Challenges: A current challenge is ensuring consistency from newly onboarded teachers (including long term substitutes) with implementation of established systems and procedures whenever students are on campus that prioritizes the physical and emotional safety of all students. Additionally, without a school social worker during the first half of the school year on campus, students who displayed undesired tier 2 and 3 behaviors displayed uneven success with tier 1 supports found in our SEL curriculum. Next steps include continued training and coaching of new and returning staff aimed at fostering increased student physical and emotional safety (i.e. GAT practices, student supervision via Safeschools, etc.)

Action 3.2: SEL Curriculum (classified staff)

During the 25-26 school year, no substantive differences were implemented for our action step to implement SEL curriculum training for classified staff. Some highlights of our implementation as they relate to achieving our goal include:

Successes: As a result of training, classified staff reinforced implemented strategies learned from the SEL curriculum known as Getting Along Together, resulting in increased staff ability and confidence aimed at identifying student conflict, teaching conflict resolution, increasing learning and coping skills, encouraging teamwork, and creating an inclusive school culture and community with the impact being seen in all areas on campus during school hours and before/after the instructional day.

Challenges: A current challenge is ensuring consistency with implementation of established systems and procedures by all staff whenever students are on campus that prioritizes the physical and emotional safety of all students which has been a challenge as we train and coach new classified staff who joined our campus after the school year started who had missed initial Summer SEL trainings. Next steps include continued training and coaching of new and returning staff aimed at fostering increased student physical and emotional safety (i.e. GAT practices, student supervision via Safeschools, etc.)

Action 3.3: Staff Training

During the 25-26 school year, no substantive differences were implemented for our action step to implement staff training. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Educational Support Personnel participated in a self paced registered behavior tech training throughout the second half of the school year as a step to ensure are support staff were better equipped than previous years to recognize and address behaviors of students with disabilities before escalation

Challenges: At this time, large-scale staff training aimed at supporting and addressing behaviors of students specifically with disabilities, is an area of continued need especially with the onboarding of new certificated and classified staff including additions to our special education department. Next steps include coordinating increased opportunities for additional RBT training and coaching for all staff aimed at improving staff effectiveness with addressing escalated behaviors from students with disabilities.

Action 3.4: Resource Room

During the 25-26 school year, no substantive differences were implemented for our action step to implement a de-escalation resource space for students. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Every classroom on campus continues to have a designated space for students to de-escalate and apply calming strategies when needed in addition to access to a counseling calming space if students are unable to self de-escalate in their classrooms or need counseling support .

Challenges: Challenges included not having a staffed school social worker the first half of the school year which negatively impacted the availability and overall effectiveness of the counseling calming space. Next steps include continued progress monitoring of the impact and effectiveness of our in class and outside class calming environments using behavioral data and student interview feedback data.

Action 3.5: Multi Tiered Systems of Support

During the 25-26 school year, no substantive differences were implemented for our action step to implement a Multi Tiered Systems of Supports (MTSS). Some highlights of our implementation as they relate to achieving our goal include:

Successes: Consistent use of SEL strategies, positive reinforcement tools such as eBucks (formally scholar dollars) and Class Dojo points, and school wide behavior incentive parties have supported with addressing undesired student behaviors that lead to suspension thus far this school year.

Challenges: Continued challenges exist with some students displaying abrupt unsafe behavior that escalate prior to staff being able to intervene and support students with de-escalation that have resulted in cases of student suspension. This was even more prevalent prior to the hiring of a school social worker during the first half of the school year. Next steps include continuing to provide students with weekly SEL lessons in order to equip students with tools for de-escalation (i.e.calming strategies) in addition to providing 1-1 and group counseling for students when a need is identified by staff and/or families.

Action 3.7: Positive Reinforcement Incentives and Awards

During the 25-26 school year, no substantive differences were implemented for our action step to implement the use of positive reinforcement incentive and awards. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Positive incentives and awards implemented include the use of eBucks (formally scholar dollars) and Class Dojo points where students can use said dollars/points to purchase items from our scholar store.

Challenges: Challenge includes the discrepancies from staff to staff in the frequency of use of eBucks and Dojo points as a result of ongoing staffing changes throughout the school year. Next steps include progress monitoring of the frequency and staff usage of Dojo points and eBuCks in order to identify which staff need additional training support on how to effectively implement established PBIS systems and incentives on campus aimed at fostering and reinforcing positive student behavior.

Action 3.8: Family Engagement Activities

During the 25-26 school year, no substantive differences were implemented for our action step to implement family engagement events. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Each month at least one school wide family event is held on campus that promotes the social, emotional, and/or physical needs of students in addition to building community with our families and community stakeholders.

Challenges: Challenges continue to include uneven attendance of families to scheduled events depending on the topic/agenda of the event. Next steps include implementing family survey feedback on event topics of interest and continuing to increase the frequency of marketing said events in order to foster increased participation and engagement of families for all events.

Action 3.9: School Counselor/Behavior Interventionist

During the 25-26 school year, no substantive differences were implemented for our action step to implement staffing of a school counselor/behavior interventionist . Some highlights of our implementation as they relate to achieving our goal include:

Successes: On site counseling support has been provided by our school site social worker once hired in January which have included facilitating 1-1 and group counseling as a result of needs identified by staff, students, and families including but not limited to anger management, grief and loss coping skills, conflict resolution, etc.

Challenges: Challenges include continued struggles with supporting students with severe tier 3 behaviors due to the absence of staffing for a behavior interventionist.

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 :SEL Curriculum (classroom)
Budgeted Expenditures: $169,000
Estimated Actual Expenditures:$103,659
Material Difference:$65,341
Explanation:The material difference is due vendor discount.

Action 2: SEL Curriculum (classified staff)
Budgeted Expenditures: $52,000
Estimated Actual Expenditures:$12,046
Material Difference:$39,954
Explanation:The material difference is due to a high retention rate of returning staff requiring less training.

Action 3:Staff Training
Budgeted Expenditures: $138,000
Estimated Actual Expenditures:$130,302
Material Difference:$7,698
Explanation:There is no material difference.

Action 4:Resource Room
Budgeted Expenditures: $184,000
Estimated Actual Expenditures:$0
Material Difference:$184,000
Explanation:The material difference is due to implementation which will take place during the 26-27 school year.

Action 5: MTSS
Budgeted Expenditures: $220,000
Estimated Actual Expenditures:$49,800
Material Difference:$170,200
Explanation:The material difference is due to this being phase 1 of implementation. The allocated expendentiures will increase during full implementation which will take place during the 26-27 school year.

Action 6:Alternative & Other Means of Correction
Budgeted Expenditures: $45,000
Estimated Actual Expenditures:$17,630
Material Difference:$27,370
Explanation:The material difference is due to implementation which will take place during the 26-27 school year.

Action 7:PBIS
Budgeted Expenditures: $70,000
Estimated Actual Expenditures:$4,600
Material Difference:$65,400
Explanation:The material difference is due to a change of program. The pilot year will take place during the 26-27 school year.

Action 8: Family Engagement Activities
Budgeted Expenditures: $75,000
Estimated Actual Expenditures:$60,702
Material Difference:$14,298
Explanation:The material difference is due to having community partners who provided additional resources during the 25-26 school year.

Action 9:Behavior Interventionist
Budgeted Expenditures: $120,000
Estimated Actual Expenditures:$69,730
Material Difference:$50,270
Explanation:The material difference is due to thisposition being hourly and not salary during the 25-26 school year.

Action 10: GATE
Budgeted Expenditures: $120,000
Estimated Actual Expenditures:$,53,000
Material Difference:$67,000
Explanation:The material difference is due to this being phase 1 of implementation. The allocated expendentiures will increase during full implementation which will take place during the26-27 school year.

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

Effectiveness: Overall, we have seen strong effectiveness in supporting students' social-emotional and behavioral development (i.e. especially tier 1). The continued implementation of our *Getting Along Together (GAT)* SEL curriculum structures across our campus being utilized by both certificated and classified staff have contributed to a more cohesive approach to conflict resolution, student self-regulation, and the promotion of an inclusive school climate. Classified staff training further strengthened campus-wide consistency, extending SEL practices beyond the classroom into all student environments. Additionally, the establishment of in-class de-escalation calming space provides students with opportunities to apply self-regulation strategies. The implementation of MTSS structures, combined with positive reinforcement systems such as eBucks, Class Dojo points, and schoolwide incentives, supported reductions in undesired behaviors and suspensions for many students.Targeted staff development, including Registered Behavior Technician (RBT) training for educational support personnel, increased staff capacity to recognize and respond to behavioral needs,

particularly for students with disabilities. The addition of a school social worker mid-year further enhanced support through individual and group counseling services. Family engagement efforts also contributed positively, with consistent monthly events fostering stronger connections between the school, families, and the broader community.

Challenges: Despite these successes, some implementation challenges limited the overall impact of these actions. A primary challenge was inconsistent implementation of SEL and PBIS systems across newly hired staff mid year due to ongoing staffing changes and the onboarding of new certificated and classified employees who missed initial trainings. This inconsistency affected the fidelity of strategies such as GAT practices, eBucks, and Class Dojo systems. The absence of a school social worker during the first half of the school year significantly impacted the effectiveness of Tier 2 and Tier 3 supports, as well as the functionality of the counseling calming space. Additionally, the continued lack of a dedicated behavior interventionist limited the school's ability to effectively support students with severe Tier 3 behavioral needs. While Tier 1 supports and positive reinforcement systems were effective for many students, challenges persisted with students exhibiting sudden and unsafe behaviors that escalated before staff could intervene, sometimes resulting in suspensions. Staff training remains an area of need, particularly large-scale, systematic professional development focused on supporting students with disabilities and managing escalated behaviors. Similarly, while family engagement opportunities were consistently offered, participation varied depending on event topics, indicating a need for more targeted outreach and alignment with family interests. Moving forward, key areas of focus include strengthening training and coaching systems for all staff, improving consistency and fidelity of implementation, expanding behavioral support services, and increasing family engagement through responsive planning and communication.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes to desired outcomes.

Changes to Actions: No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SEL Curriculum (classroom)	100% of classrooms utilize our SEL Curriculum Getting Along Together.	$169,000	Yes
Action #2	SEL Curriculum (classified staff)	100% of classified staff trained in our SEL Curriculum Getting Along Together.	$52,000	Yes
Action #3	Staff Training	00% of certificated and classified staff receive training through SELPA to ensure our staff is better equipped to recognize and address behaviors of students with disabilities before they escalate.	$138,000	Yes
Action #4	Resource Room	Provide a space for scholars to de-escalate and utilize their calming strategies.	$184,000	Yes
Action #5	Multi-Level Tiered Systems of Support	Institute a system to appropriately address different levels of behavior before they reach the point of suspension.	$220,000	Yes
Action #6	Alternative Consequences	Develop alternative consequences for behaviors to use in place of suspension.	$45,000	Yes
Action #7	Positive Reinforcement Incentives and Awards	Implement class and school wide incentives and awards to promote and recognize growth/attainment of positive student behavior.	$70,000	Yes
Action #8	Family Engagement Activities	Implement at least one school family event each month that promotes the social, emotional, and/or physical needs of students	$75,000	Yes
Action #9	School Counselor/Behavior Interventionist	Hiring of a school counselor or behavior interventionist to support staff, students, and families with tier 1 social-emotional needs and services including but not limited to: 1. Provide services for students with adverse childhood experience 2. Teach classroom instruction on self-awareness, self-management, social awareness, relationship skills, decision making, and character education through our core values. 3. Utilize early warning systems to identify students who are disconnected, disengaged, reporting need for support, and/or exhibiting at-risk behaviors	$120,000	Yes
Action #10	Gifted and Talented Education Program	Purchase online assessment software. Provide professional development for GATE teachers. Provide enriching services for diverse gifted, talented and advanced learners.	$120,000	Yes

Goal

Goal #	Description	Type of Goal
Goal #4	Engage school staff, students, families, and community leaders to promote increased daily student attendance aimed at reducing chronic absenteeism by 15% for all students with an emphasis on student programs English learners, students with disabilities, foster youth, homeless, and students who are socioeconomically disadvantaged.	Focus

State Priorities addressed by this goal.

#5 - Pupil Engagement: School attendance rates.Chronic absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Average daily attendance	Average daily attendance for the 23/24 school year was 90.66%	Average daily attendance for the 24/25 school year was 90.6%	Average daily attendance for the 25/26 school year was___% ***TBD but currently at 93.23% (as of the end of Q3 of the 25-26 school year**	Average daily attendance for the 26/27 school year meeting or exceeding 96%.	Current difference from baseline is unknown at this time.

Metric #2	Chronic absenteeism	Chronic absenteeism for the 23/24 school year was 37.19%.	Chronic absenteeism for the 24/25 school year was 32.8%.	Chronic absenteeism for the 25/26 school year was ____%.* ***TBD but currently 20.34% (as of the end of Q3 of the 25-26 school year.**	Chronic absenteeism for the 26/27 school year not to exceed 20%	Current difference from baseline is unknown at this time.
	Chronic absenteeism (English Learner Subgroup emphasis)	35.9% of students identified as English Learners (per 23-24 SY California Dashboard data) were chronically absent.	Chronic absenteeism for English Learners for the 24/25 school year was 40.68%.	Chronic absenteeism for English Learners for the 25/26 school year was ___%*. ***TBD but currently 24.1% (as of the end of Q3 of the 25-26 school year).**	Less than 20% of students identified as English Learners (per California Dashboard data) will be chronically absent during the 26/27 school year.	Current difference from baseline is unknown at this time.
	Chronic absenteeism (Students with disabilities emphasis)	40% of students identified with disabilities (per 23-24 SY California Dashboard data) were chronically absent.	Chronic absenteeism for students with disabilities for the 24/25 school year was 28.57%.	Chronic absenteeism for students with disabilities for the 25/26 school year was ___% ***TBD but currently 20.37% (as of the end of Q3 of the 25-26 school year.**	Less than 20% of students identified with disabilities (per California Dashboard data) will be chronically absent during the 26/27 school year.	Current difference from baseline is unknown at this time.

Metric #3	SART Process	SART meetings were scheduled for 90% of students eligible during the 23/24 school year.	SART meetings were scheduled for 95% of students eligible during the 24/25 school year.	SART meetings were scheduled for approx 98% of students eligible during the 25/26 school year* ***Final percentage TBD but % reflects data as of the end of Q3 of the 25-26 school year.**	SART meetings will be scheduled for 100% of students eligible based on established school criteria during the 26/27 school year.	Current difference from baseline is approx 8% increase in scheduled SART meetings.* ***Final percentage TBD but % reflects data as of the end of Q3 of the 25-26 school year.**
Metric #4	SARB Process	SARB meetings were scheduled for 25% of students eligible during the 23/24 school year.	SARB meetings were scheduled for 100% of students eligible during the 24/25 school year.	SARB meetings were scheduled for 100% of students eligible during the 25/26 school year*. ***Final percentages TBD but % reflects data as of the end of Q3 of the 25-26 school year.**	SARB meetings will be scheduled for 100% of students eligible based on established school criteria during the 26/27 school year.	Current difference from baseline is a 75% increase in scheduled SARB meetings,* **Final percentages TBD but % reflects data as of the end of Q3 of the 25-26 school year.**
Metric #5	Home Visits	Baseline data point not available for the 23/24 school year as this is a new metric.	42% of students who fall below average daily attendance of 60% received a home visit during the 24/25 school year.	Approx 66% of students who fall below average daily attendance of 60% received a home visit during the 25/26 school year.* ***Final percentages TBD but % reflects data as of the end of Q3 of the 25-26 school year.**	100% of students who fall below average daily attendance of 60% at the mid-year point of the school year receive a home visit during the 26/27 school year.	Current difference from baseline is an increase of approx. 66% of eligible students received a home visit* ***Final percentages TBD but % reflects data as of the end of Q3 of the 25-26 school year.**

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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 4.1: PBIS Coach

During the 25-26 school year, no substantive differences were implemented for our action step to hire a PBIS coach. Some highlights of our implementation as they relate to achieving our goal include:

Successes: At this time, eAttributes (i.e. formally core values) are embedded in classroom instruction with a focus on one specific eAttribute each month. In addition, PBIS systems school wide are supported with our token economy through the use of eBucks students can use at our eStudent Store. Additionally, teachers were trained by site administration on how to utilize Class Dojo points to drive PBIS initiates in class in addition to communicating student behavior to families via weekly Class Dojo reports.

Challenges: A PBIS coach has not been hired at this time and we were without a school school worker for the first half of the school year which greatly impacted our students with tier 2 and 3 undesired behaviors. Next steps include integrating our newly hired school social worker into our school culture to ensure current PBIS systems are maintained in addition to enhancing them through the support offered through counseling and social work services she puts in place. Lastly, continue proactively trying to identify a PBIS coach to hire for our site.

Action 4.2: Student Transportation

During the 25-26 school year, no substantive differences were implemented for our action step to implement resources of student transportation for students. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Availability of bus vouchers for students have been communicated to families whenever the need has been identified and/or communicated to staff as a barrier for a student's daily school attendance (i.e. identified during SART/SARB process).

Challenges: Identification and adoption of additional transportation options for families outside availability of bus vouchers has been a ongoing challenge. Additionally, families with identified transportation needs have not taken advantage of available bus vouchers for their students due to their student's age and believing their students are too young to safely ride the bus alone. Next steps include further exploration of age appropriate student transportation options available for our students that ensures student safety and fosters increased peace of mind for our families that result in student use of the systems in place.

Action 4.3: Positive Reinforcement Incentives and Awards

During the 25-26 school year, no substantive differences were implemented for our action step to implement positive reinforcement incentives and awards. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Positive incentives and awards implemented include the use of eBucks (formally known as scholar dollars) and Class Dojo points where students can use said dollars/points to purchase items from our eScholar store. Additionally, the school attendance team have held monthly school wide attendance incentive events such as dances, luau's, ice cream socials to incentivize ongoing positive attendance.

Challenges: Challenge includes the discrepancies from staff to staff in the frequency of use of eBucks and Dojo points consistently throughout the school year during staff changes (i.e. due to multiple long term maternity and/or baby bonding leaves). Next steps include continuing to progress monitoring the frequency and staff usage of Dojo points and eBucks weekly in order to identify which staff are over and under using the incentives on campus.

Action 4.4: School Attendance Office

During the 25-26 school year, no substantive differences were implemented for our action step to staffing our school with a school attendance officer to support with comparing chronic absenteeism. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Fully trained office/attendance staff who work collaboratively with site administrators to ensure the accuracy and timely collection of attendance data. Attendance/office team also works diligently to engage families about the importance of daily student attendance through consistent daily communication with families when students are not at school, in addition to supporting the SART/SARB process as well as those in need of home visits aimed at combating chronic absenteeism .

Challenges: Challenges include non-responsiveness from some families and/or lack of success with improving attendance despite the implemented systems we have put in place to combat chronic absenteeism (i.e. student & family incentives, SART/SARB, home visits, etc.) Next steps include continued efforts with connecting families with potential community resources who could support families with any barriers that may exist for regular student attendance in addition to partnering with other local agencies to keep families informed about the legal obligations of ensuring their students are in school.

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: PBIS Coach
Budgeted Expenditures: $130,00
Estimated Actual Expenditures:$0
Material Difference:$130,000
Explanation:The material difference is due to implementation which will take place during the 26-27 school year.

Action 2: Student Transportation
Budgeted Expenditures: $20,000
Estimated Actual Expenditures:$18,900
Material Difference:$1,100
Explanation: No material difference.

Action 3:Culture and Climate Awards & Incentives
Budgeted Expenditures: $65,000
Estimated Actual Expenditures:$3,200
Material Difference:$61,800
Explanation:The material difference is due to a lower participation rate of students who were able to meet criteria requirements. This will increase during the 26-27 school year.

Action 4: Attendance and Student Retention
Budgeted Expenditures: $78,000
Estimated Actual Expenditures:$35,700
Material Difference:$42,300
Explanation:The material difference is due to a greater focus by semester for the 25-26 school year. During the 26-27 school year there will be a shift to a quarterly emphasis to ensure chronic absenteeism rates decrease and student retention increases.

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

The overall implementation of the planned actions have been largely comprehensive, including implementation of key initiatives aimed at promoting regular student attendance and reduced chronic absenteeism for all students with an emphasis on English learners, students with disabilities, foster youth, homeless, and students who are socioeconomically disadvantaged. No substantive differences exist in our planned actions and actual implementation of said action. Current successes and challenges with implementation include the following:

Effectiveness: The implementation of school wide and class specific incentives and awards specific for attendance including but not limited to the use of eBucks and Class Dojo points where students can use said dollars/points to purchase items from our scholar store as well as attendance parties and/or incentive events and assigned staff mentors for students identified as being chronically absent have positively impacted overall student attendance.Fully trained office/attendance staff have also worked collaboratively with site administrators to ensure the accuracy and timely collection of attendance data in addition to engaging families about the importance of daily student attendance with daily absentee calls with families in addition to supporting the SART/SARB process as well as those in need of home visits. In addition, partnering with IEHP navigators during SART and SARB meetings to connect families with potential resources available to help combat barriers that may arise impacting consistent student school attendance.

Challenges: Current challenges continue to include identification and adoption of additional transportation options for families outside availability of bus vouchers as families with identified transportation needs have not taken advantage of available bus vouchers for their students due to their student's age and believing their students are too young to safely ride the bus alone. Next steps include continued exploration of potential age appropriate transportation options available for our students that ensures student safety and fosters increased peace of mind for our families that result in student use of the systems in place.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes to desired outcomes.

Changes to Actions: No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Coach	Hiring of a PBIS Coach to implement monthly classroom lessons on character education (with an emphasis on our core values).	$130,000	Yes
2	Student Transportation	Implement various transportation options for students including but not limited to: public transit bus vouchers, rideshare programs, etc.In addition, implementation of school provided student busing for students with chronic absenteeism	$20,000	Yes
3	Positive Reinforcement Incentives and Awards	Implement class and school wide incentives and awards to promote and recognize growth/attainment of daily attendance	$65,000	Yes
4	School Attendance Office	Hiring a school attendance officer to support with combating chronic absenteeism through the use of home visits, parent workshops, connecting families with resources that eliminate barriers impacting regular school attendance, etc.	$78,000	Yes

Goal

Goal #	Description	Type of Goal
Goal #5	All students will be prepared with the foundational skills needed to be successful in college, career, and life as evidenced by 100% of students participating in grade level appropriate college and career readiness culminating projects/activities/assessments.	Broad

State Priorities addressed by this goal.

#4 - Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that all of our students are equipped with the foundational tools, skills, and knowledge needed for career, college, and life readiness. Through exposure to soft skills such as organization, adaptability, teamwork, collaboration, etc. in addition to a general understanding of potential career and college pathways and financial literacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	100% of students in grades 3rd - 5th grades will demonstrate effective use of AVID strategies.	0% of classes displayed evidence of effective use of AVID instructional strategies (i.e. work samples, classroom observations) during the 23/24 school year.	37.5% of classes displayed evidence of effective use of AVID instructional strategies (i.e. work samples, classroom observations) during the 24/25 school year.	80% of classes displayed evidence of effective use of AVID instructional strategies (i.e. work samples, classroom observations) during the 25/26 school year.	93% of classes will display evidence of effective use of AVID instructional strategies (i.e. work samples, classroom observations) during the 26/27 school year.	Current difference from baseline is 93% increase per local classroom walkthrough data.
Metric #2	100% of students will participate in Financial Literacy Instruction	0% of students received access to age appropriate financial literacy instruction during the 23/24 school year.	99% of students received access to age appropriate financial literacy instruction during the 24/25 school year.	99% of students received access to age appropriate financial literacy instruction during the 25/26 school year.	100% of students will receive access to age appropriate financial literacy instruction during the 26/27 school year.	Current difference from baseline is a 99% increase per local classroom walkthrough data.

Metric #3	100% of students in grades 3rd - 5th grades will successfully complete a College and Career Readiness Program	0% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness during the 23/24 school year.	Approx 75% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness during the 24/25 school year.	93% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness during the 25/26 school year.	100% of classes will display evidence of a classroom culture and climate that promotes and educates students about college and career readiness during the 26/27 school year.	Current difference from baseline is a 93% increase per local classroom walkthrough data.
	College Campus Visits College &	0% of students in grades 3rd - 5th attended a field trip/college tour at a local college/university during the 23/24 school year.	0% of students in grades 3rd - 5th attended a field trip/college tour at a local college/university during the 24/25 school year.	0% of students in grades 3rd - 5th attended a field trip/college tour at a local college/university during the 25/26 school year.	100% of students in grades 3rd - 5th attend a field trip/college tour at a local college/university during the 26/27 school year.	Current difference from baseline is unchanged.
	Career Projects	0% of students completed a college and career project during the 23/24 school year.	50% of students completed a college and career project during the 24/25 school year.	Approx 70% of students completed a college and career project during the 24/25 school year* ***tentative based on student completion of May project.**	100% of students completed a college and career project during the 26/27 school year.	Current difference from baseline is a 70% increase per local classroom walkthrough data and student artifacts. ***tentative based on student completion of May project.**

Metric #4	100% of students in grades 3rd - 5th grades will successfully complete a Young Entrepreneur Program	0% of students in grades 3rd - 5th participated in a Young Entrepreneur Program during the 23/24 school year.	24% of students in grades 3rd - 5th participated in a Young Entrepreneur Program during the 24/25 school year.	Approx 93% of students in grades 3rd - 5th participated in a Young Entrepreneur Program during the 25/26 school year.	100% of students in grades 3rd - 5th participate in a Young Entrepreneur Program during the 26/27 school year.	Current difference from baseline is a 93% increase per local classroom walkthrough data and student artifacts.
Metric #5	100% of students will participate in a Character Education/Core Values Program	0% of students received monthly guidance lessons on character education (with the emphasis on our school core values) during the 26/27 school year.	100% of students will receive monthly lessons on character education (with the emphasis on our school core values) during the 24/25 school year.	100% of students will receive monthly lessons on character education (with the emphasis on our school eAttributes (formally known as core values) during the 25/26 school year.	100% of students will receive monthly lessons on character education (with the emphasis on our school core values) during the 26/27 school year.	Current difference from baseline is a 100% increase per local classroom walkthrough data and student artifacts.

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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 5.1: Career & College Field Trips

During the 25-26 school year, no substantive differences were implemented for our action step to implement career & college field trips for students. Some highlights of our implementation as they relate to achieving our goal include:

Successes: At this time no strengths exist for this area as we are currently in the planning stage for this action step.

Challenges: Current challenges include identifying age appropriate college tours for our 3rd - 5th grade students. Next steps include continuing to research potential career and college field trip opportunities for students at local community colleges, universities, and/or career centers.

Action 5.2: Career Day

During the 25-26 school year, no substantive differences were implemented for our action step to implement a career day on campus for students. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Our community connections staff committee has scheduled our 2nd annual career day for June. Confirmed participation from various community members during our inaugural career day included but was not limited to a radio host, lawyer, police officer, and more.

Challenges: No challenges at this time however next steps include continued progress monitoring of our community connection team initiatives aimed at fostering increased long term community partnerships that could support the success of future career days in subsequent school years.

Action 5.3: Career Research Project

During the 25-26 school year, no substantive differences were implemented for our action step to implement a career research project. Some highlights of our implementation as they relate to achieving our goal include:

Successes: 5th career research project implementation to take place during Q4 following testing in May however students are also regularly exposed to career and college topics weekly in order to foster increased student knowledge and interest in potential future careers. Additionally, as part of our shift to grade level departmentalization, we have moved to identify each class cohort after a college (i.e. Tuskegee, USC, etc.) as a way to further deepen college exposure to our students

Challenges: No challenges at this time however next steps include progress monitoring of the implementation of the career research project during the 4th quarter.

Action 5.4: Avid Strategies Implementation

During the 25-26 school year, no substantive differences were implemented for our action step to implement AVID like strategies into classroom instruction. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Continued refinement with the use of a supplementary writing curriculum known as Step Up to Writing which utilizes on focus on various AVID-like strategies that target structured writing processes, emphasizing pre-writing planning, drafting, revising, and editing to help students organize their thoughts and produce well-developed compositions, particularly targeting students who may need additional support to succeed in higher-level writing tasks. Additionally, teachers across the school have been trained to utilize annotating and specific strategies to support problem solving in ELA (RACE strategy) and Math (CUBES Strategy)

Challenges: Challenges include ensuring ongoing training of new staffing including full time and long term substitute teachers who have joined our campus this school year due to ongoing vacancies as a result of long term staff absences (i.e. multiple staff maternity leaves and/or baby bonding leaves). Next steps include coordinating increased opportunities for follow up training and coaching aimed at improving teaching and learning associated with integrated AVID like writing strategies across subjects.

Action 5.5: Financial Literacy Program Implementation

During the 25-26 school year, no substantive differences were implemented for our action step to implement a financial literacy program. Some highlights of our implementation as they relate to achieving our goal include:

Successes: We rolled out our initial implementation of Fit Money and FreshInc financial literacy and entrepreneurship programs in addition to integrating CAASPP like performance tasks in 3rd-5th grade. Additionally, a heightened focus on classroom walkthrough feedback during financial literacy instruction as well as the creation of an organization-wide Entrepreneurship Across the Curriculum (EAC) committee have been launched to help foster various stakeholder feedback on ways we can refine and improve our first year program for years to come.

Challenges: No challenges at this time however next steps include progress monitoring various stakeholder feedback on the quality of the financial literacy program implementation in order to uncover what refinements are needed to ensure program effectiveness in subsequent years.

Action 5.6: College and Career Classroom Environment Emphasis

During the 25-26 school year, no substantive differences were implemented for our action step to implement a universal classroom environment focused on college and career readiness. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Each class school wide identifies as a “college cohort” and participates in weekly instruction focused on college and career skills with an emphasis on college and career pathways.

Challenges: Challenge includes uneven levels of implementation at various points of the school year with different grade level classes due to a high volume of staffing changes during the school year (i.e. multiple extended staff maternity and/or baby bonding leaves). Next steps include continuing to monitor school wide classroom emphasis on college and career topics during instruction and coaching/training new and long term substitute teachers on topics related to college and career initiatives on campus.

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

Action 1: Career & College Field Trips
Budgeted Expenditures: $150,000
Estimated Actual Expenditures:$0
Material Difference:$150,000
Explanation:The material difference is due to implementation during the 26-27 school year.

Action 2 : Career Day Experience
Budgeted Expenditures: $15,000
Estimated Actual Expenditures:$11,000
Material Difference:$4,000
Explanation:No material difference.

Action 3: Career Research Project and Programs
Budgeted Expenditures: $5,000
Estimated Actual Expenditures:$2,746
Material Difference:$2,254
Explanation:No material difference.

Action 4: AVID Strategies
Budgeted Expenditures: $40,000
Estimated Actual Expenditures:$0

Material Difference:$40,000
Explanation:The material difference is due to implementation during the 26-27 school year.

Action 5:Financial Literacy Program
Budgeted Expenditures: $65,000
Estimated Actual Expenditures:$22,500
Material Difference:$42,500
Explanation:The material difference is due to this being a phase 1 for the GATE program and full implementation will take place during the 26-27 school year.

Action 6:College and Career Classroom Resources
Budgeted Expenditures: $25,000
Estimated Actual Expenditures:$0
Material Difference:$25,000
Explanation:The material difference is due to implementation during the 26-27 school year.

Action 7:Young Entrepreneurs Program
Budgeted Expenditures: $65,000
Estimated Actual Expenditures:$23,000
Material Difference:$42,000
Explanation:The material difference is due to full implementation during the 26-27school year.

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

The overall implementation of the planned actions have been largely comprehensive, including implementation of key initiatives aimed at fostering increased foundational life skills for students in order for them to be successful in college, career,and life. Although no substantive differences exist in our planned actions and actual implementation of said actions, current successes and challenges with implementation include the following:

Effectiveness: Currently teachers have implemented lessons aimed at providing exposure and student engagement with financial literacy topics through the implementation of various curriculum adoptions (i.e. FreshInc and Fit Money) as well as utiilzing financial literacy & entrepreneurship driven performance tasks in writing. Each class school wide has established a classroom climate that promotes college and career awareness as each class identifies as a “college cohort” and participates in weekly instruction focused on college and career skills.

Challenges: Challenges include identifying ways to strengthen the use of stakeholder feedback while refining and implementing a long-term entrepreneurship program that aligns with our local high school internship program while also combating timely training restraints for new staff who have joined the school mid year to ensure program implementation fidelity in ongoing.Next steps involve continued collaboration with stakeholders to design and implement a plan that effectively supports entrepreneurship learning.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes to desired outcomes.

Changes to Actions: No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career & College Field Trips	Students in grades 3rd - 5th attend an in person and/or virtual field trip/college tour at a local college, university, and/or career center.	$150,000	Yes
2	Career Day	We will host a Career Day where we invite community members to discuss their careers and what is required to enter the field. The Career day will be attended by students in grades 3rd - 5th.	$15,000	Yes
3	Career Research Project	All 5th grade students will complete a research project on their chosen career.	$5,000	Yes
4	Avid Strategies Implementation	We will implement AVID instructional strategies in grades 3rd - 5th.	$40,000	Yes
5	Financial Literacy Program Implementation	Implementation of a financial literacy program in grades K - 5th.	$65,000	Yes
6	College and Career Classroom Environment Emphasis	All classrooms to establish a classroom culture and climate that promotes and educates students about college and career readiness.	$25,000	Yes
7	Young Entrepreneur Program Implementation	Adoption of an entrepreneur program for students in grades 3rd - 5th.	$65,000	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,780,238	$227,103

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
38.99%	0%	$0	38.99%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal #1 Action #1	Action: Writing Curriculum Adoption Need: Proficiency in Writing Scope - LEA-wide	To provide additional exposure and opportunities for student to develop writing skills to improve CAASPP scores in ELA	CAASPP Assessment
Goal #1 Action #7	Action: Implementation of CAASPP Interim Assessments Need: Proficiency in English Language Arts Scope - LEA-wide	To provide additional exposure and opportunities for student to develop ELA skills to improve CAASPP scores in ELA	CAASPP Interim Assessment
Goal #1 Action #11	Action: NWEA Assessment Implementation Need: Increase achievement in English Language Arts Scope - LEA-wide	To provide additional exposure and opportunities for student to develop ELA skills to improve CAASPP scores in ELA	NWEA Assessment

Limited Actions

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

Goal #1 Action #9	Action: ELD Core Curriculum & Instruction Need: English Language Development Scope - LEA-wide	To provide additional exposure and opportunities for students to develop language acquisition and english language development skills to increase the total number of students being reclassified and to improve by one level annually.	ELPAC Assessment

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.

[Provide description here]

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	[Provide ratio here]	21 certificated staff providing direct services to a student population of 406 students Staff-to-student ratio of certificated staff providing direct services to students 1:19
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	16 certificated staff providing direct services to a student population of 406 students Staff-to-student ratio of certificated staff providing direct services to students 1:25

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 4,565,584	$ 1,780,238	38.993%	0.000%	38.993%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,603,450	$ -	$ -	$ -	$ 3,603,450.00	$ 972,433	$ 2,631,017

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	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 130,302	$ 34,699	$ 165,000	$ -	$ -	$ -	$ 165,000	0.000%
1	2	Universal Literacy Access	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 83,000	$ 83,000	$ -	$ -	$ -	$ 83,000	0.000%
1	3	Revamp Instructional Day	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	Teacher Training/Professional Development	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 78,181	$ 94,269	$ 172,450	$ -	$ -	$ -	$ 172,450	0.000%
1	5	Student Grouping	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,702	$ (30,702)	$ -	$ -	$ -	$ -	$ -	0.000%
1	6	Teacher Tutoring	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 65,151	$ 98,849	$ 164,000	$ -	$ -	$ -	$ 164,000	0.000%
1	7	CAASPP Interim Assessments	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,702	$ (30,702)	$ -	$ -	$ -	$ -	$ -	0.000%
1	8	Grade Level Data Analysis	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 26,060	$ 51,940	$ 78,000	$ -	$ -	$ -	$ 78,000	0.000%
1	9	ELD Curriculum & Instruction	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 65,151	$ 81,849	$ 147,000	$ -	$ -	$ -	$ 147,000	0.000%
1	10	Testing Incentives	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 24,000	$ 24,000	$ -	$ -	$ -	$ 24,000	0.000%
1	11	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 26,060	$ 158,940	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
2	1	Swun Math Training/Curriculum	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 130,302	$ 14,699	$ 145,000	$ -	$ -	$ -	$ 145,000	0.000%
2	2	Universal Mathematics Support	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 26,982	$ 133,018	$ 160,000	$ -	$ -	$ -	$ 160,000	0.000%
2	3	Grade Level Data Analysis	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 26,060	$ 18,940	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	4	CAASPP Interim Assessments	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,702	$ (30,702)	$ -	$ -	$ -	$ -	$ -	0.000%
2	5	Teacher Tutoring	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 65,151	$ 98,849	$ 164,000	$ -	$ -	$ -	$ 164,000	0.000%
2	6	Testing Incentives	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
2	7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 26,060	$ 158,940	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
3	1	SEL Curriculum (classroom)	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 26,060	$ 142,940	$ 169,000	$ -	$ -	$ -	$ 169,000	0.000%
3	2	SEL Curriculum (classified staff)	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 11,046	$ 40,954	$ 52,000	$ -	$ -	$ -	$ 52,000	0.000%
3	3	Staff Training	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 130,302	$ 7,699	$ 138,000	$ -	$ -	$ -	$ 138,000	0.000%
3	4	Resource Room	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 184,000	$ 184,000	$ -	$ -	$ -	$ 184,000	0.000%
3	5	Multi-Level Tiered Systems of Support	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 220,000	$ 220,000	$ -	$ -	$ -	$ 220,000	0.000%
3	6	Alternative Consequences	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
3	7	Positive Reinforcement Incentives and Awards	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 70,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	8	Family Engagement Activities	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,702	$ 44,298	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
3	9	School Counselor/Behavior Interventionist	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 120,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
3	10	Gifted and Talented Education Program	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 120,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
4	1	PBIS Coach	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 130,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
4	2	Student Transportation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	3	Positive Reinforcement Incentives and Awards	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 65,000	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
4	4	School Attendance Office	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 16,756	$ 61,244	$ 78,000	$ -	$ -	$ -	$ 78,000	0.000%
5	1	Career & College Field Trips	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
5	2	Career Day	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
5	3	Career Research Project	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
5	4	Avid Strategies Implementation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
5	5	Financial Literacy Program Implementation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 65,000	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
5	6	College and Career Classroom Environment Emphasis	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
5	7	Young Entrepreneur Program Implementation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 65,000	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%

2026-2027 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
$ 4,565,584	$ 1,780,238	38.993%	0.000%	38.993%	$ 3,603,450	0.000%	78.926%	**Total:**	$ 3,603,450
								LEA-wide Total:	$ 3,603,450
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Implement Targeted Reading Curriculum	Yes	LEA-wide	All	iEmpire	$ 165,000	0.000%
1	2	Universal Literacy Access	Yes	LEA-wide	All	iEmpire	$ 83,000	0.000%
1	3	Revamp Instructional Day	Yes	LEA-wide	All	iEmpire	$ -	0.000%
1	4	Teacher Training/Professional Developmen	Yes	LEA-wide	All	iEmpire	$ 172,450	0.000%
1	5	Student Grouping	Yes	LEA-wide	All	iEmpire	$ -	0.000%
1	6	Teacher Tutoring	Yes	LEA-wide	All	iEmpire	$ 164,000	0.000%
1	7	CAASPP Interim Assessments	Yes	LEA-wide	All	iEmpire	$ -	0.000%
1	8	Grade Level Data Analysis	Yes	LEA-wide	All	iEmpire	$ 78,000	0.000%
1	9	ELD Curriculum & Instruction	Yes	LEA-wide	All	iEmpire	$ 147,000	0.000%
1	10	Testing Incentives	Yes	LEA-wide	All	iEmpire	$ 24,000	0.000%
1	11	Purchasing NWEA Measures of Academic	Yes	LEA-wide	All	iEmpire	$ 185,000	0.000%
2	1	Swun Math Training/Curriculum	Yes	LEA-wide	All	iEmpire	$ 145,000	0.000%
2	2	Universal Mathematics Support	Yes	LEA-wide	All	iEmpire	$ 160,000	0.000%
2	3	Grade Level Data Analysis	Yes	LEA-wide	All	iEmpire	$ 45,000	0.000%
2	4	CAASPP Interim Assessments	Yes	LEA-wide	All	iEmpire	$ -	0.000%
2	5	Teacher Tutoring	Yes	LEA-wide	All	iEmpire	$ 164,000	0.000%
2	6	Testing Incentives	Yes	LEA-wide	All	iEmpire	$ 35,000	0.000%
2	7	Purchasing NWEA Measures of Academic	Yes	LEA-wide	All	iEmpire	$ 185,000	0.000%
3	1	SEL Curriculum (classroom)	Yes	LEA-wide	All	iEmpire	$ 169,000	0.000%
3	2	SEL Curriculum (classified staff)	Yes	LEA-wide	All	iEmpire	$ 52,000	0.000%
3	3	Staff Training	Yes	LEA-wide	All	iEmpire	$ 138,000	0.000%
3	4	Resource Room	Yes	LEA-wide	All	iEmpire	$ 184,000	0.000%
3	5	Multi-Level Tiered Systems of Support	Yes	LEA-wide	All	iEmpire	$ 220,000	0.000%
3	6	Alternative Consequences	Yes	LEA-wide	All	iEmpire	$ 45,000	0.000%
3	7	Positive Reinforcement Incentives and Awa	Yes	LEA-wide	All	iEmpire	$ 70,000	0.000%
3	8	Family Engagement Activities	Yes	LEA-wide	All	iEmpire	$ 75,000	0.000%
3	9	School Counselor/Behavior Interventionist	Yes	LEA-wide	All	iEmpire	$ 120,000	0.000%
3	10	Gifted and Talented Education Program	Yes	LEA-wide	All	iEmpire	$ 120,000	0.000%
4	1	PBIS Coach	Yes	LEA-wide	All	iEmpire	$ 130,000	0.000%
4	2	Student Transportation	Yes	LEA-wide	All	iEmpire	$ 20,000	0.000%
4	3	Positive Reinforcement Incentives and Awa	Yes	LEA-wide	All	iEmpire	$ 65,000	0.000%
4	4	School Attendance Office	Yes	LEA-wide	All	iEmpire	$ 78,000	0.000%
5	1	Career & College Field Trips	Yes	LEA-wide	All	iEmpire	$ 150,000	0.000%
5	2	Career Day	Yes	LEA-wide	All	iEmpire	$ 15,000	0.000%
5	3	Career Research Project	Yes	LEA-wide	All	iEmpire	$ 5,000	0.000%
5	4	Avid Strategies Implementation	Yes	LEA-wide	All	iEmpire	$ 40,000	0.000%
5	5	Financial Literacy Program Implementation	Yes	LEA-wide	All	iEmpire	$ 65,000	0.000%
5	6	College and Career Classroom Environmer	Yes	LEA-wide	All	iEmpire	$ 25,000	0.000%

5	7	Young Entrepreneur Program Implementati	Yes	LEA-wide	All	iEmpire	$ 65,000	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,603,450.00	$ 2,404,612.97

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	Implement Targeted Reading Curriculum	Yes	$ 165,000	$ 130,302
1	2	Universal Literacy Access	Yes	$ 83,000	$ 78,259
1	3	Revamp Instructional Day	Yes	$ -	$ -
1	4	Teacher Training/Professional Development	Yes	$ 172,450	$ 159,800
1	5	Student Grouping	Yes	$ -	$ 30,702
1	6	Teacher Tutoring	Yes	$ 164,000	$ 120,740
1	7	CAASPP Interim Assessments	Yes	$ -	$ 25,679
1	8	Grade Level Data Analysis	Yes	$ 78,000	$ 66,023
1	9	ELD Curriculum & Instruction	Yes	$ 147,000	$ 132,000
1	10	Testing Incentives	Yes	$ 24,000	$ 31,888
1	11	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 185,000	$ 126,421
2	1	Swun Math Training/Curriculum	Yes	$ 145,000	$ 130,302
2	2	Universal Mathematics Support	Yes	$ 160,000	$ 146,520
2	3	Grade Level Data Analysis	Yes	$ 45,000	$ 26,060
2	4	CAASPP Interim Assessments	Yes	$ -	$ 30,702
2	5	Teacher Tutoring	Yes	$ 164,000	$ 129,300
2	6	Testing Incentives	Yes	$ 35,000	$ 278,400
2	7	Purchasing NWEA Measures of Academic	Yes	$ 185,000	$ 143,000
3	1	SEL Curriculum (classroom)	Yes	$ 169,000	$ 103,659
3	2	SEL Curriculum (classified staff)	Yes	$ 52,000	$ 12,046

3	3	Staff Training	Yes	$ 138,000	$ 130,302
3	4	Resource Room	Yes	$ 184,000	$ -
3	5	Multi-Level Tiered Systems of Support	Yes	$ 220,000	$ 49,800
3	6	Alternative Consequences	Yes	$ 45,000	$ 17,630
3	7	Positive Reinforcement Incentives and	Yes	$ 70,000	$ 4,600
3	8	Family Engagement Activities	Yes	$ 75,000	$ 60,702
3	9	School Counselor/Behavior Interventionist	Yes	$ 120,000	$ 69,730
3	10	Gifted and Talented Education Program	Yes	$ 120,000	$ 53,000
4	1	PBIS Coach	Yes	$ 130,000	$ -
4	2	Student Transportation	Yes	$ 20,000	$ 18,900
4	3	Positive Reinforcement Incentives and	Yes	$ 65,000	$ 3,200
4	4	School Attendance Office	Yes	$ 78,000	$ 35,700
5	1	Career & College Field Trips	Yes	$ 150,000	$ -
5	2	Career Day	Yes	$ 15,000	$ 11,000
5	3	Career Research Project	Yes	$ 5,000	$ 2,746
5	4	Avid Strategies Implementation	Yes	$ 40,000	$ -
5	5	Financial Literacy Program Implementation	Yes	$ 65,000	$ 22,500
5	6	College and Career Classroom Environment	Yes	$ 25,000	$ -
5	7	Young Entrepreneur Program Implementation	Yes	$ 65,000	$ 23,000

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,757,349	$ 3,603,450	$ 1,810,686	$ 1,792,764	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement Targeted Reading Curriculum	Yes	$ 165,000	$ 152,141	0.000%	0.000%
1	2	Universal Literacy Access	Yes	$ 83,000	$ 83,000	0.000%	0.000%
1	3	Revamp Instructional Day	Yes	$ -	$ -	0.000%	
1	4	Teacher Training/Professional Development	Yes	$ 172,450	$ 73,323	0.000%	0.000%
1	5	Student Grouping	Yes	$ -	$ 25,679	0.000%	0.000%
1	6	Teacher Tutoring	Yes	$ 164,000	$ 164,000	0.000%	0.000%
1	7	CAASPP Interim Assessments	Yes	$ -	$ 25,679	0.000%	0.000%
1	8	Grade Level Data Analysis	Yes	$ 78,000	$ 78,000	0.000%	0.000%
1	9	ELD Curriculum & Instruction	Yes	$ 147,000	$ 56,923	0.000%	0.000%
1	10	Testing Incentives	Yes	$ 24,000	$ -	0.000%	
1	11	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 185,000	$ 28,789	0.000%	0.000%
2	1	Swun Math Training/Curriculum	Yes	$ 145,000	$ 108,846	0.000%	0.000%
2	2	Universal Mathematics Support	Yes	$ 160,000	$ 160,000	0.000%	0.000%
2	3	Grade Level Data Analysis	Yes	$ 45,000	$ 21,769	0.000%	0.000%
2	4	CAASPP Interim Assessments	Yes	$ -	$ 21,769	0.000%	0.000%
2	5	Teacher Tutoring	Yes	$ 164,000	$ 164,000	0.000%	0.000%
2	6	Testing Incentives	Yes	$ 35,000	$ -	0.000%	
2	7	Purchasing NWEA Measures of Academic	Yes	$ 185,000	$ 28,789	0.000%	0.000%
3	1	SEL Curriculum (classroom)	Yes	$ 169,000	$ 21,769	0.000%	0.000%
3	2	SEL Curriculum (classified staff)	Yes	$ 52,000	$ 6,322	0.000%	0.000%
3	3	Staff Training	Yes	$ 138,000	$ 138,000	0.000%	0.000%
3	4	Resource Room	Yes	$ 184,000	$ 184,000	0.000%	0.000%
3	5	Multi-Level Tiered Systems of Support	Yes	$ 220,000	$ 220,000	0.000%	0.000%
3	6	Alternative Consequences	Yes	$ 45,000	$ -	0.000%	
3	7	Positive Reinforcement Incentives and Awards	Yes	$ 70,000	$ 6,247	0.000%	0.000%
3	8	Family Engagement Activities	Yes	$ 75,000	$ 33,755	0.000%	0.000%
3	9	School Counselor/Behavior Interventionist	Yes	$ 120,000	$ -	0.000%	
3	10	Gifted and Talented Education Program	Yes	$ 120,000	$ 1,380	0.000%	0.000%
4	1	PBIS Coach	Yes	$ 130,000	$ -	0.000%	
4	2	Student Transportation	Yes	$ 20,000	$ -	0.000%	
4	3	Positive Reinforcement Incentives and Awards	Yes	$ 65,000	$ 282	0.000%	0.000%
4	4	School Attendance Office	Yes	$ 78,000	$ 6,223	0.000%	0.000%
5	1	Career & College Field Trips	Yes	$ 150,000	$ -	0.000%	
5	2	Career Day	Yes	$ 15,000	$ -	0.000%	
5	3	Career Research Project	Yes	$ 5,000	$ -	0.000%	
5	4	Avid Strategies Implementation	Yes	$ 40,000	$ -	0.000%	
5	5	Financial Literacy Program Implementation	Yes	$ 65,000	$ -	0.000%	
5	6	College and Career Classroom Environment	Yes	$ 25,000	$ -	0.000%	
5	7	Young Entrepreneur Program Implementation	Yes	$ 65,000	$ -	0.000%	

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,114,167	$ 1,757,349	0.000%	42.715%	$ 1,810,686	0.000%	44.011%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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