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

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: ‘Title Page’, ‘Instructions’, ‘Data Input’, ‘Narrative Responses’, ‘Template’, and 'Accessibility'. The local educational agency (LEA) will enter its data in the ‘Data Input’ tab and then respond to the available prompts in the ‘Narrative Responses’ tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the ‘Template’ pages of the Budget Overview for Parents with the information. The tabs ‘Title Page’, ‘Instructions’, ‘Data Input’, and ‘Narrative Responses’ are “inward facing” and are intended for use by LEA personnel. The information contained in the ‘Template’ tab will be “outward facing”, or the information that will be available to the LEA’s parents and educational partners. To start, ensure that you are on the ‘Data Input’ worksheet by clicking on the ‘Data Input’ in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)
The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.
Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (r**ow 12): This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (r**ow 13): This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (r**ow 4): If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	San Jose Charter School
CDS code:	19 65094 6023527
LEA contact information:	Ms. Erin Shiroma erin.shiroma@sjcharter.com
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount**
Total LCFF funds	$ 15,884,172
LCFF supplemental & concentration grants	$ 1,757,218
All other state funds	$ 5,377,156
All local funds	$ 1,146,044
All federal funds	$ 1,616,013
Total Projected Revenue	$ 24,023,385

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 24,023,386
Total Budgeted Expenditures in the LCAP	$ 2,078,946
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,078,946
Expenditures not in the LCAP	$ 21,944,440

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,618,013
Actual Expenditures for High Needs Students in LCAP	$ 1,618,013

LCFF Budget Overview for Parents Narrative Responses Sheet

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)	General fund expenses not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: San Jose Charter School

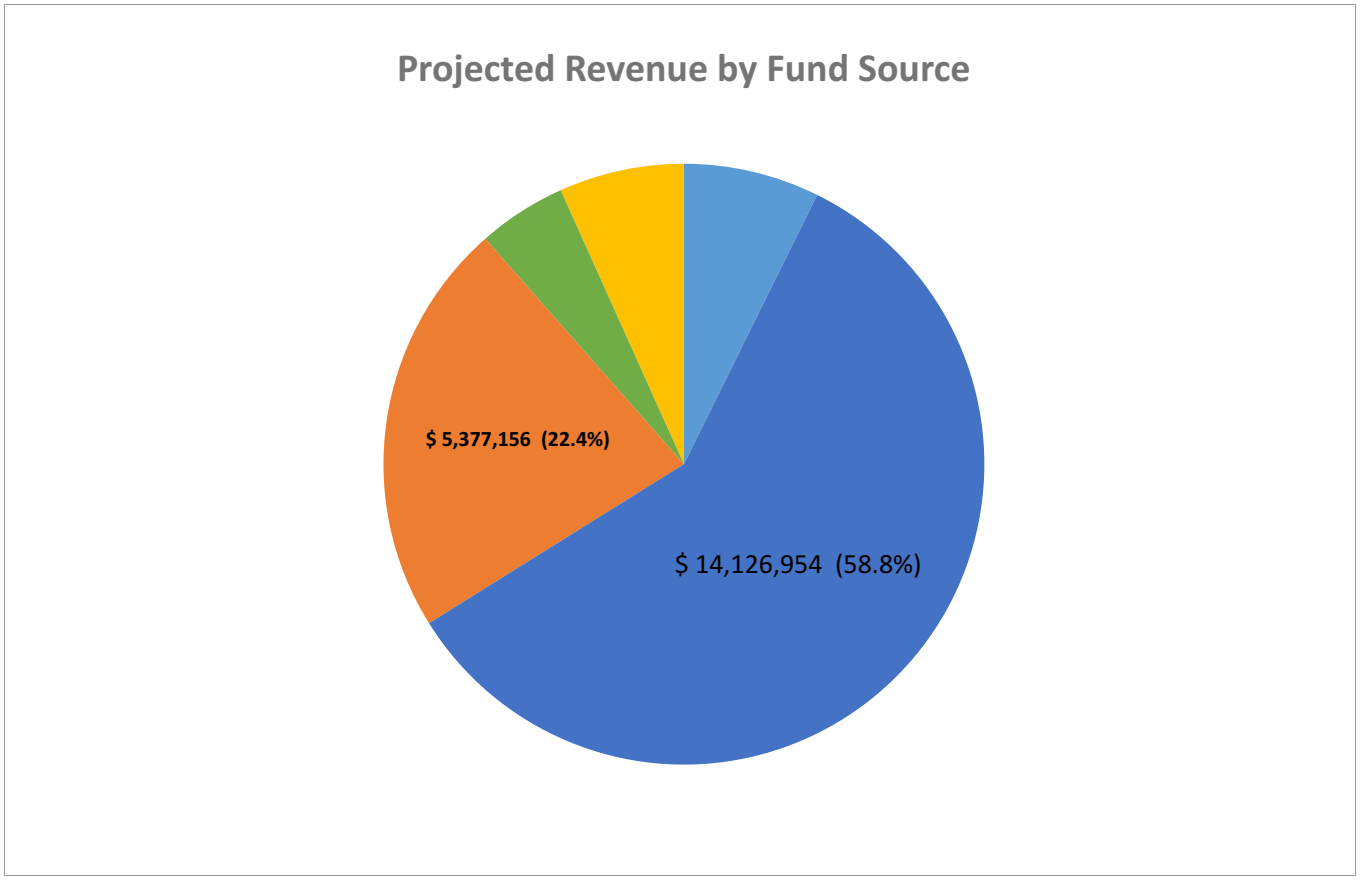
CDS Code: 19 65094 6023527

School Year: 2026-27

LEA contact information: Ms. Erin Shiroma erin.shiroma@sjcharter.com

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).

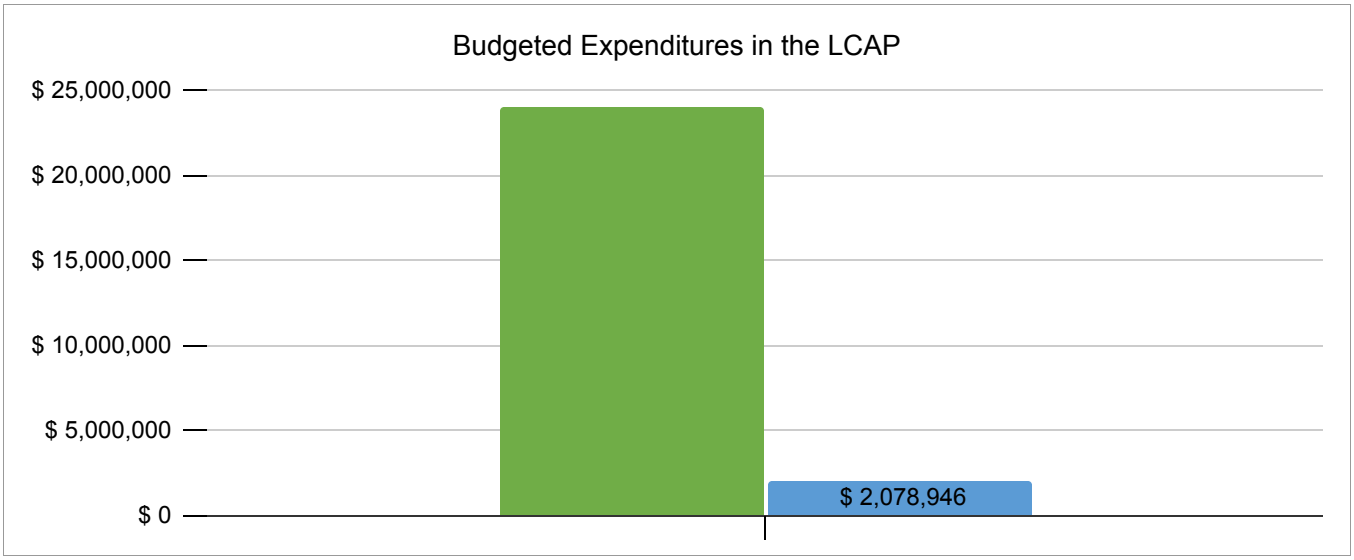
Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue San Jose Charter School 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 San Jose Charter School is $24,023,385.00, of which $15,884,172.00 is Local Control Funding Formula (LCFF), $5,377,156.00 is other state funds, $1,146,044.00 is local funds, and $1,616,013.00 is federal funds. Of the $15,884,172.00 in LCFF Funds, $1,757,218.00 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 San Jose Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

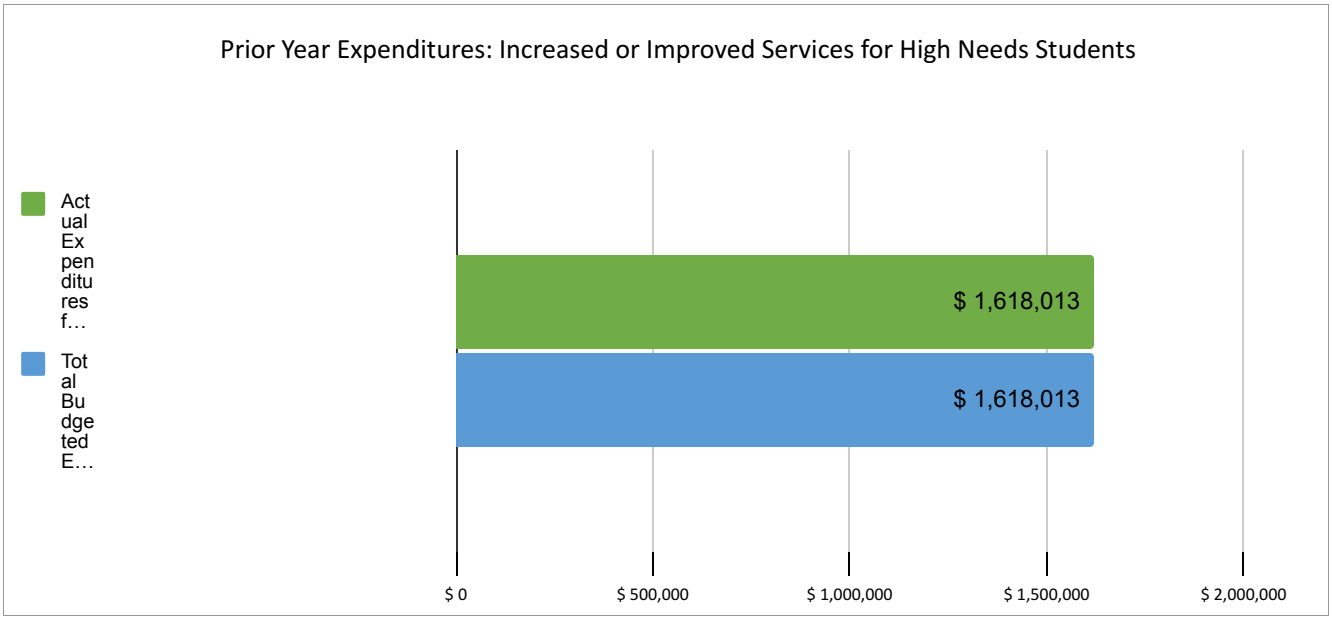
The text description of the above chart is as follows: San Jose Charter School plans to spend $24,023,386.00 for the 2026-27 school year. Of that amount, $2,078,946.00 is tied to actions/services in the LCAP and $21,944,440.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenses not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.

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

In 2026-27, San Jose Charter School is projecting it will receive $1,757,218.00 based on the enrollment of foster youth, English learner, and low-income students. San Jose Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Jose Charter School plans to spend $2,078,946.00 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 San Jose Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Jose Charter School 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, San Jose Charter School's LCAP budgeted $1,618,013.00 for planned actions to increase or improve services for high needs students. San Jose Charter School actually spent $1,618,013.00 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
San Jose Charter Academy	Erin Shiroma Superintendent-Principal	erin.shiroma@sjcharter.com 626.856.1693 x4001

Plan Summary 2026-2027

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.

San Jose Charter Academy, a school of choice, the 142nd charter school in California, has long been an advocate for working with families for the healthy development of children. Since our establishment in 1998, we've been dedicated to ensuring our partnership with parents and the community with three hallmark principles: trust, safety, and opportunity.

Unique in school design and organizational structure, our school offers students and parents an educational opportunity where the school day is enhanced with fine arts and physical activity, taught by teachers who are specifically qualified and credentialed. This intentional design, therefore, extends the school day for our students 90 minutes longer than the average American school day. All first through eighth-grade students attend school for 7.5 hours and Transitional Kindergarten (TK) and kindergarten students attend 6.5 hours daily.

Our 1256 students know themselves as SJCA Shark?s? and as they progress each year, take on an identity of a new shark. Each grade level is referred to as a "house."?? ? Each "house," named after a specific Shark, creates a strong sense of grade level identity and belonging, broader than their own classroom, yet smaller than one class amongst many others. Grade levels are clustered to address developmental needs, referred to as "academies," Primary (K-2), Elementary (3-5), and Junior Academy (6-8). This design supports students, families, and teachers, bringing cohesion and collaboration amongst stakeholders: "a community within a community."

Teacher collaboration is an essential component at SJCA: individual teams optimize their strengths and with the steering of the teams' leadership. This is achieved through the structural design of the teachers' professional day. Teams meet daily ?while students attend physical education or fine arts classes. ?They are able to analyze student outcomes, discuss ?behaviors that promote or detract from their success, and collectively identify intervention and enrichment strategies for students.
??As our teams collaborate, we maintain the following learning goals that were established at our school's inception in 1998:
--Behold a spirit for pursuing learning;
--Be highly literate and intellectually curious;
--Communicate effectively;
--Think critically and consider an opposing argument;
--Solve conflict constructively;
--Maintain a core set of values including wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity;
--Exercise perseverance, leadership, and compassion in caring for yourself and others and the world we share;
--Be economically self-sufficient in the 21st century's global marketplace

There have been significant pivotal practices, increased expectations and transformational events in the last five years. Some initiatives that have had a significant impact include Franklin Covey's Leader In Me program, California's statewide Multi-Tiered System of Supports (MTSS) initiative, and educational equity, involving all TK-8th grade students. Federal and state COVID-19 related recovery funds have allowed us to expand our student support services by incorporating a team of Utility Teachers who support students in various ways. We have also been able to increase access to school-based counselors and for those who benefit from more intensive support, have created community partnerships with mental health organizations to support our students and staff with individualized methods.

SJCA has been long-recognized as offering a stellar learning environment for our learners, and even in the depths of a pandemic, we continued to serve our students and families with instruction and resources that were of high value. Years prior, SJCA had already been establishing roots into programs and initiatives that now hold importance in supporting all student learning and family needs. As we have developed these programs, it is the purposeful convergence and alignment of all of these initiatives that give flight to what SJCA truly envisions for its community: better together, stronger together, rising together, soaring together.

Since receiving the Blue Ribbon honors in 2009, 2016 and 2023, SJCA has been able to share our best practices by hosting school tours, serving on advisory community and partner advisory boards such as Foothill Family, Scholastic Literacy Pro, and are sought out as a mentor school in various California associations. SJCA takes pride in being awarded as a California Distinguished School in 2004, 2008, and 2012, 2018, and 2025, Title 1 Achieving school award for many years, as well as other state program recognitions. While we are truly honored, SJCA continues to have a growth mindset of a school in continuous improvement.

SJCA has made strong connections and partnerships within our community. Parents are very supportive of our efforts and continue to show their appreciation through their volunteerism and participation in a variety of school activities. We have formed strong partnerships with the city of West Covina and local service clubs. Our dedicated and knowledgeable staff, supportive parents, and involved community members all work collaboratively for the sole purpose of providing a world-class education to all San Jose Charter Academy students.
We are dedicated to the vision that "San Jose Charter Academy inspires students to create, innovate and imagine limitless possibilities: To dream. To do. To change".

Reflections: Annual Performance

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

The 2025 California School Dashboard reflects strong overall performance for San Jose Charter Academy, with the school earning the highest rating (Blue) in four of five state indicators. This reflects sustained progress across academics, engagement, and school climate.

In English Language Arts, SJCA students performed 53.8 points above standard, an increase of 5.7 points from the prior year. In Mathematics, students performed 34.7 points above standard with a gain of 15.1 points, a result the school attributes to intentional investment in math-specific staffing and intervention structures including math coordinators and utility teachers. Chronic absenteeism was rated Blue at 1.5%, and local data shows a 52% reduction in chronic absenteeism over the 2024-25 cycle through proactive monitoring and attendance incentives. The suspension rate remained at 0.5%, also rated Blue.

All local indicators met standard. Teachers are 100% appropriately assigned, instructional materials and facilities meet standard, academic standards are fully implemented across ELA, ELD, Math, and Science, and all students including unduplicated pupils and those with exceptional needs have full access to a broad course of study. The MRA Family and Community Engagement score grew to 83, reflecting continued progress in school-family partnership.

The one area requiring focused attention is English Learner Progress, which received an Orange rating. Currently 50% of English learners are making progress toward language proficiency, representing a decline of 11.8 points. SJCA has identified the need to evaluate current ELD materials and instructional strategies, and this priority is reflected in the Goal 3 actions for 2026-27.

Overall, the Dashboard and local data together confirm that SJCA is a high-performing school with a strong foundation, clear momentum in math, and a specific, well-defined area for growth in English learner support.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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

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

San Jose Charter Academy engaged a broad range of educational partners throughout the 2025–26 school year to inform the Annual Update to the 2024–2027 LCAP. Engagement was structured across multiple channels to ensure that teachers, administrators, other school personnel, parents, and students each had meaningful opportunities to contribute.
Professional and Administrative Partners. SJCA consulted with Dr. Scott Turner, Executive Director of the East San Gabriel Valley SELPA, whose input informed programming decisions related to students with disabilities, including special education professional development priorities and intervention strategies. Administrative and instructional leadership teams met regularly through structured Lead Huddles, during which leaders reviewed goal-level data, identified effective practices, and proposed action-level updates for the coming year.

Teachers and School Personnel. Teachers and classified staff participated in formal all-staff huddle sessions structured around each LCAP goal, identifying tools and strategies they were using to support each goal and how those approaches could be sustained or deepened. Staff feedback was also gathered through the ParentSquare tool and through the 2025–26 Measurable Results Assessment (MRA), which provided structured data on staff satisfaction, collective efficacy, and instructional confidence. These results directly informed the Goal 2 changes for the coming year.

Parents and Caregivers. Parent engagement was multi-modal and ongoing. DELAC meetings were held in fall and winter, where families of English learners reviewed program data and provided input on EL service delivery and communication. School Site Council met regularly to review school performance data and LCAP-aligned resource priorities. Parent focus groups convened throughout the year to gather targeted input on specific goal areas. The Shark University Parent AI Workshop served as both a family learning event and a structured listening opportunity on Goal 1 technology integration. Two formal parent surveys were administered, the Spring 2026 LCAP Stakeholder Survey and the Parent AI Feedback Survey, with results distributed via ParentSquare. Survey findings directly shaped the Annual Update: parent request for tutoring and one-on-one support strengthened the case for intervention expansion under Goal 3; anti-bullying programs and counselor access emerged as the top wellness priorities under Goal 5; and the consistent preference for ParentSquare confirmed its role as the primary engagement platform under Goal 4.

Students. Student input was gathered through focus group conversations across the school year and through the MRA, which surveyed students at both the elementary and junior academy levels. Key student findings that influenced the Annual Update include the identification of student goal-setting as a growth area, which elevated self-monitoring practices as a priority under Goal 3, and the Trusted Relationships data, which identified the need for stronger trusted-adult connections particularly at the junior academy level under Goal 5.

Synthesis and Application. Feedback from all educational partners was synthesized by school leadership alongside academic performance data and the LCAP Padlet. Areas of convergence across stakeholder groups, including shared concern about math support for students with disabilities, strong interest in parent education on AI tools, and consistent calls for stronger anti-bullying and belonging structures, were given priority weight in shaping the Annual Update and the planned changes for 2026–27. This inclusive, multi-voice process ensures that the LCAP reflects both what the school has accomplished and what its community has asked it to prioritize next.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	San Jose Charter Academy will increase staff and student technological proficiency through access, professional development, instructional support and sound infrastructure.	Broad Goal

State priorities addressed by this goal.

1, 5

An explanation of why the LEA has developed this goal.

Increasing staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure is a strategic goal that aligns with the needs of a modern educational environment. It prepares students for future success, enhances learning and teaching, promotes equity, improves efficiency, ensures adaptability, fosters innovation, and develops global competence. This goal positions San Jose Charter Academy to provide high-quality, future-ready education that meets the demands of the 21st century.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase the percentage of staff who perceive themselves to be proficient in the integration of Artificial Intelligence, i.e., optimizing generative AI to optimize the learning environment.	To be determined during Fall 2024	20%	46.2%	50% of teachers integrate AI tools for staff and/or student use	
2	Number of professional development sessions attended by staff and the perceived effectiveness of these sessions	5 sessions with 80% perceived effectiveness	7 sessions with 80% perceived effectiveness	9 sessions with 80% perceived effectiveness	15 sessions with 80% perceived effectiveness	

3	Number of project-based learning activities integrating technology-based tools and resources with collaborative outcomes using Magic School AI.	To be determined during Fall 2024	8 project-based learning activities across grades	14 project-based learning activities across grade levels	50% increase year-over-year	
4	Use International Society for Technology in Education (ISTE) standards) or school-created assessments to evaluate student skills.	To be determined during Fall 2024	The assessment has been developed to implement for fall 2025.	The assessment has been developed to implement for fall 2026.	Increase 25% year over year from baseline.	
5	Percentage of parents reporting confidence in school's AI integration approach	Spring 2025 Parent Survey: 77% of parents are ready to support AI integration with proper guidance	Spring 2025 Parent Survey: 77% of parents are ready to support AI integration with proper guidance	Spring 2026 Parent Survey: 78% of parents are ready to support AI integration with proper guidanc	85%	

Goal Analysis for 2025-2026

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.

Goal 1 implementation was active and broadly successful in 2025–26. The primary planned actions: staff professional development (Action 1, $20K budgeted) and iPad replacement (Action 4, $16K budgeted) — were implemented as intended, with staff PD substantially exceeding its target volume.
The most significant implementation success was the depth and breadth of MagicSchool AI integration across grade levels and content areas. Teachers used the platform for real-time writing feedback, assignment differentiation, rubric generation, custom student chatbots, and IEP development. By May 2026, teacher team submissions documented widespread, independently-initiated AI integration beyond what was originally scoped — including use of Google Slides, iMovies, Canva, and ChatGPT image generation alongside MagicSchool AI.
Staff participated in 15 or more documented professional development sessions against a Year 1 target of 5, including the CITE Technology Conference (November 2025), CSTEM Symposium (March 2026), multiple Aeries platform trainings, Arts Matter iPads and stop-motion animation training (October 2025), and Padlet professional learning. 29 new iPad mount arms were purchased to support student stop-motion animation work.
One substantive implementation challenge was platform reliability. Achieve3000 experienced downtime that disrupted student access. Separately, parent feedback identified that school-issued devices lacked the same parental controls as home devices, leading to students accessing YouTube and gaming sites after hours. These concerns were documented in the Spring 2025 parent survey and represent areas for technical remediation in 2026–27.

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 (student laptops) exceeded its budget by $15,320.64 (9.8%), reflecting higher-than-anticipated unit pricing/quantities at the time of procurement. Action 5 (Parent AI Education & Communication) came in $5,491 (54.9%) under budget, as the program's first-year rollout relied on existing staff and lower-cost materials than originally scoped. Action 2 (Staff PD) was modestly under at $3,466. Remaining technology actions were implemented at or near budget.

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

The actions supporting Goal 1 were highly effective in Year 1. Professional development activities substantially exceeded the target of 5 sessions, with 15 or more documented PD opportunities completed across the year. The classroom integration of MagicSchool AI expanded broadly and independently, with teachers across grade levels applying AI tools for writing feedback, differentiation, rubric development, and IEP support well beyond what was originally scoped. The PBL metric established a baseline of 5 documented activities using MagicSchool AI, and the student digital skills assessment documented one formal enrichment activity using the CompTIA Spark Lunar Cruise Line curriculum. Hardware actions supported a Kindergarten device refresh and the purchase of 29 iPad mount arms for stop-motion animation. The MRA Student-Led Practices score of 80 (Effective) reflects that technology integration is contributing to student agency in learning. The primary area of limited progress is student digital literacy assessment, where only one formal assessment activity was documented. Expanding this metric is a priority for the coming year.

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

Based on 2025–26 implementation, the following changes are recommended for 2026–27 planning:
Formalize a student digital literacy assessment process, either using ISTE standards or a school-developed benchmark, to generate measurable data for Metric 4.
Address device management at home by developing a parent guide to school device settings and scheduling a Shark University session on safe device use at home, directly responding to the 31 parent survey respondents who identified internet safety education as a need.
Expand Shark University AI programming to include the parent AI workshop series documented in the AI Feedback Survey, where 60% expressed interest in attending parent education sessions on AI tools.
Establish a process to document Achieve3000 and Lexia downtime incidents and communicate proactively with families when disruptions occur, addressing the reliability concerns raised in open-ended survey responses.
Explore student-facing AI literacy instruction as a formal component of classroom practice, building on teacher use to create student agency with AI tools in grade-appropriate contexts.

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	Digital Citizenship, Safety, and Cybersecurity Infrastructure	As online platforms, AI tools, and school-issued devices become central to daily instruction, robust content filtering, network security, and real-time monitoring are essential to protecting students and maintaining a focused learning environment. This action contributes to improving services by ensuring all students, including those who rely most heavily on school-provided devices for academic support, have safe and educationally purposeful access to technology.	$40,000.00	Yes
2	Provide professional development opportunities for staff.	Effective technology integration depends on educators who are confident and skilled in using digital tools for instruction, assessment, and differentiation. This action contributes to improving services by equipping staff with the professional learning needed to leverage technology meaningfully across content areas, directly benefiting students through more effective, personalized, and technology-supported classroom experiences.	$30,000.00	Yes
3	Maintain a secure and updated technology ecosystem	This action directly contributes to increasing services by providing students with reliable, current technology that supports grade-level academic standards and digital literacy development. The updated devices will eliminate technical barriers that impede learning, ensure compatibility with current educational software and online resources, and provide consistent access to personalized learning platforms. Provide laptop computers and cases for all 6th, 7th, and 8th grade students.This action contributes to increasing services by addressing the digital divide and ensuring all middle school students have equal access to technology for both in-school and at-home learning. Many of our most vulnerable students do not have access to their own devices at home, creating barriers to completing assignments, accessing online resources, and developing essential digital literacy skills.	$285,481.00	Yes
4	Parent AI Education and Communication Program	By building parent understanding and confidence in AI integration, this program creates a supportive home-school partnership that enhances the educational benefits of AI tools for all students, particularly unduplicated students whose families may have varying levels of familiarity with AI technology, ensuring equitable access to support for AI-enhanced learning at home.	$5,000.00	Yes

Goal

Goal #	Description	Type of Goal
2	San Jose Charter Academy will attract and retain top talent through effective recruitment strategies, maintaining an attractive compensation package, developing our employees through purposeful and intentional professional development, and adapting/adopting strategies that create a supportive work climate.	Broad Goal

State priorities addressed by this goal.

1, 2, 6

An explanation of why the LEA has developed this goal.

SJCA believes our greatest assets for an optimal student learning environment are our teachers and support staff. We must attract and retain top talent to fulfill our vision of providing a superior education. Initial first teaching is critical for ensuring student progress, achieved when teachers are encouraged to innovate and refine their craft through various professional development and training opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of activities or events that promote a positive and supportive work environment	2023-2024 School Year: 32 events	2024-2025 School Year: 38 events	2025-2026 School Year: 43 events	2026-2027 School Year: 45 events	
2	Increase the number of PD opportunities available to staff	2024-2025 School Year: 47 opportunities	2024-2025 School Year: 58 opportunities	2024-2025 School Year: 67 opportunities	2026-2027 School Year: 70 opportunities	

3	Percentage of fully credentialed and appropriately assigned teachers	100%	100%	100%	100%	

Goal Analysis for 2025-2026

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.

Goal 2 implementation proceeded with strong PD activity and meaningful staff support programming, though overall event volume against the multi-year targets reflects a first-year foundation rather than full achievement.
Action 1 (Staff PD, $35K budgeted) was the most active component. Eighteen documented PD opportunities were provided in 2025–26, spanning literacy (SFA visits x3, Achieve3000 visits x3, GLAD, Marzano Resources), math (Carnegie Learning TNI Institute in Scottsdale, NextGen Math), science (Discovery Science visits x4), SEL and behavior (PBIS Conference, SELPA, CASP, Dyslexia Awareness, Differential Diagnosis, CAPTAIN EBP Conference), and wellness (IHT Heart Rate Monitors). This volume reflects an intentional and cross-disciplinary PD portfolio.
Staff support events (Metric 1, target 32 over three years) documented 9 activities in 2025–26, including the Staff Bowling Event, Sound Bath, Winter Fest, Top Golf Event, and Lead Meeting celebration activities. These were implemented as planned. No substantive deviations from planned actions were noted.
A significant success this year was the integration of MagicSchool AI into instructional planning workflows. The Standards Unpacker tool supported proficiency scale development, and the Writing Feedback tool reduced teacher workload for revision feedback — both directly aligned with the goal of building instructional quality.
One challenge identified through parent feedback is the desire for more frequent and substantive communication about student progress and instructional strategies. While teachers are perceived as skilled, families want better access to information about what is being taught and how to support learning at home.

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 (Staff PD) was $21,153 (30.8%) under, as several planned sessions were delivered through no- or low-cost vendor and conference options. Lead/coordinator stipends (Action 2) and on-site PD (Action 4) were expended exactly as planned.

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

Actions supporting Goal 2 were effective in building a strong professional learning culture, though overall event counts reflect first-year momentum rather than full target achievement. Eighteen professional development opportunities were documented against a multi-year target of 47, and 9 staff support events were held against a target of 32. The MRA provides the most meaningful effectiveness data for this goal: the Supportive Environment for Staff score is 84 (Effective), Staff Voice is 85 (Effective), and Collective Efficacy is 83 (Effective). Staff satisfaction is high, with 90.8% satisfied in their role and 94.25% finding their work purposeful. Instructional Efficacy improved from 72 to 78 (+6) in the MRA, reflecting the impact of targeted PD on teacher confidence and practice. Two gaps remain: only 48% of staff report meaningful influence on school decisions, and fewer than half report high comfort discussing difficulties. These findings suggest that while programming is effective, structural opportunities for staff voice and psychological safety need to be more deliberately built into the work culture.

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.

Establish a formalized schedule of at least 10–12 staff support activities for 2026–27 to sustain pace toward the 32-event target, including wellness events, social activities, and professional recognition.
Clarify and document the Resource Library: compile the materials into an accessible format for staff, confirm the $2K investment was made, and establish a curation process for ongoing additions.
Develop a structured home-school communication protocol that gives families regular updates on what is being taught in math and ELA, with suggested strategies for supporting homework. This directly responds to the parent survey feedback requesting more communication about instructional methods.
Continue credentialing monitoring: ensure the percentage of fully credentialed and appropriately assigned teachers is documented and reported for the Annual Update, as Metric 3 had no data entered in 2025–26.
Expand MagicSchool AI use to writing feedback at additional grade levels, given the demonstrated efficiency gains reported by 5th grade.

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	Provide professional development opportunities for staff.	A skilled, well-supported staff is the foundation of student achievement. This action contributes to improving services by providing educators and school personnel with ongoing professional learning opportunities that strengthen instructional practice, deepen content knowledge, and build the capacity to meet the diverse needs of all students, including unduplicated pupils who benefit most from high-quality, responsive teaching.	$40,000.00	Yes
2	Lead Teacher, Grade/Subject Level, Primary/Elementary Coordinator Stipends	Instructional leadership at the grade and subject level is essential to curriculum alignment, consistency, and continuous improvement. This action contributes to improving services by compensating teachers who take on expanded leadership responsibilities, including coordinating instruction, supporting colleagues, and driving data-informed decisions. Investing in teacher leadership strengthens the overall instructional program and directly benefits students through more cohesive and well-coordinated classroom experiences.	$159,675.00	Yes
3	Expand Online Resources Access for Staff	Create a resource library and online access for staff on such topics as standards-based grading, management, instructional equity, social emotional wellness.	$5,000.00	Yes
4	Provide on-site professional development using designated staff	Professional is one of the cornerstones of our SJCA program. Providing teachers with weekly professional development is essential in strengthening their instructional knowledge and efficacy.	$37,924.00	Yes
5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Offering competitive compensation and benefits directly addresses the extended work hours, helping to attract and retain highly qualified and motivated staff. By doing so, it fosters a positive work environment, enhances job satisfaction, and reduces turnover. This stability and continuity in staffing contribute to a more consistent and higher-quality educational experience for students, leading to better academic outcomes and overall school performance.	$200,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	San Jose Charter Academy will increase student performance outcomes and achievement through intervention and comprehensive support systems (Pupil Outcomes).	Broad Goal

State priorities addressed by this goal.

4, 7

An explanation of why the LEA has developed this goal.

By implementing these strategies and monitoring progress through the metrics of priorities 4 and 8, we aim to create a supportive learning environment that empowers students to achieve their full potential, fostering a culture of academic excellence within our school community. The metrics and actions are grouped together as the data is aligned with the measurable outcomes for these actions.

Measuring and Reporting Results

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

1	CASSPP/CAA ENGLISH-LANGUAGE ARTS outcomes by subgroup	ENGLISH LANGUAGE ARTS Schoolwide: 47 points ABOVE standard Socio-economic-Disadvantaged: 33.2 points ABOVE standard Hispanic: 34.5 points ABOVE standard Asian: 102 points ABOVE standard White: 38.2 points ABOVE standard English Learners: 27.8 points ABOVE standard Students with Disabilities: .9 points ABOVE standard	ENGLISH LANGUAGE ARTS Schoolwide: 48.1 points ABOVE standard Socio-economic-Disadvantaged: 34.4 points ABOVE standard Hispanic: 36.6 points ABOVE standard Asian: 102.5 points ABOVE standard White: 35.4 points ABOVE standard English Learners: 43.8 points ABOVE standard Students with Disabilities: .3 points ABOVE standard	ENGLISH LANGUAGE ARTS Schoolwide: 53.8 points ABOVE standard Socio-economic-Disadvantaged: 39.6 points ABOVE standard Hispanic: 38.2 points ABOVE standard Asian: 105.5 points ABOVE standard White: 42.3 points ABOVE standard English Learners: 56.1 points ABOVE standard Students with Disabilities: 5.4 points BELOW standard		
2	CASSPP/CAA ENGLISH-LANGUAGE ARTS outcomes by subgroup	MATHEMATICS Schoolwide: 15.6 points ABOVE standard Socio-economic-Disadvantaged: 1.2 points ABOVE standard Hispanic: 1.5 points BELOW standard Asian: 95.1 points ABOVE standard White: 7.8 points ABOVE standard English Learners: 10.7 points ABOVE standard Students with Disabilities: 40.3 points BELOW standard	MATHEMATICS Schoolwide: 19.6 points ABOVE standard Socio-economic-Disadvantaged: 6.3 points ABOVE standard Hispanic: 3.6 points BELOW standard Asian: 90.9 points ABOVE standard White: 6.7 points ABOVE standard English Learners: 31.7 points ABOVE standard Students with Disabilities: 29.3 points BELOW standard	MATHEMATICS Schoolwide: 34.7 points ABOVE standard Socio-economic-Disadvantaged: 22.9 points ABOVE standard Hispanic: 13.8 points ABOVE standard Asian: 108.4 points ABOVE standard White: 27.6 points ABOVE standard English Learners: 48.2 points ABOVE standard Students with Disabilities: 29.4 points BELOW standard		

3	CAST/CAA SCIENCE outcomes by subgroup	ALL SCHOOL: 39%Met or Exceeded GRADE 5: 44% Met or Exceeded GRADE 8: 34% Met or Exceeded	GRADE 5: 55% Met or Exceeded GRADE 8: 58% Met or Exceeded	CAST Reporting on Dashboard (Info Only) 64.1 points ABOVE standard Socially Economic Disadvantaged: 62.9 points ABOVE standard Asian: 74.6 points ABOVE standard Hispanic: 61.1. points ABOVE standard	ALL SCHOOL: 45% Met or Exceeded GRADE 5: 50% Met or Exceeded GRADE 8: 40% Met or Exceeded	
4	Percentage of English Learners who are making progress on the ELPAC	64.7% Making Progress (51 students) 5 LTEL students	61.8% Making Progress (55 students) 5 LTEL students	50% Making Progress (54 students) 2 LTEL students		
5	English Learner Reclassification Rate	2023: 45% of students reclassified (55 students total)	2024: 51% of students reclassified (54 students total)	2025: 35% of students reclassified (54 students total)	Spring 2027: 55% of students reclassified	
6	NWEA Reading MAP Growth Measure (Proficient and Exceeding)	All Students: 64% Socio-Economic Disadvantaged: 57% English Learners: 46% Students with Disabilities: 50%	All Students: 59% Socio-Economic Disadvantaged: 53% English Learners: 42% Students with Disabilities: 39%	All Students: 69% Socio-Economic Disadvantaged: 65% English Learners: 53% Students with Disabilities: 46%	All Students: 70% Socio-Economic Disadvantaged: 66% English Learners: 54% Students with Disabilities: 48%	
7	NWEA Math MAP Growth Measure (Proficient and Exceeding)	All Students: 59%	All Students: 66% Socio-Economic Disadvantaged: 67% English Learners: 64% Students with Disabilities: 39%	All Students: 70% Socio-Economic Disadvantaged: 68% English Learners: 64% Students with Disabilities: 39%	All Students: 65% Socio-Economic Disadvantaged: increase of 6% by Fall 2027 English Learners: increase of 6% by Fall 2027 Students with Disabilities: increase of 6% by Fall 2027	
8	Number of extracurricular and enrichment programs and services developed and provided to low income, English learners and foster youth	13 activities added to current programming	16 activities added to current programming	18 activities added to current programming	20 activities added to current programming	

9	Number of extracurricular and enrichment programs and services developed and provided to students with disabilities	4 activities added to current programming	6 activities added to current programming	8 activities added to current programming	10 activities added to current programming	
10	English learner access to state content and English Language Development Standards	100%	100%	100%	100%	
11	Percentage of students who have access to academic content and performance standards in a broad course of study	100%	100%	100%	100%	

Goal Analysis for 2025-2026

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.

Goal 3 implementation in 2025–26 reflected the strongest academic performance data of the three-year plan cycle to date, with particular strength in CAASPP Math and NWEA Reading growth.
Action 1 (Staff PD, $35K) was implemented through SFA coaching visits (3x/year), Achieve3000 coaching visits (2–3x/year), Carnegie Learning TNI Institute, and related instructional coaching. The SBL Learning Initiative (Action 12, $15K) continued through lead team and planning day proficiency scale development, now supported by MagicSchool AI's DOK Questions Tool and Assignment Scaffolder.
The Lightning Squad tutoring pilot (grades 1–3) was launched in 2025–26 as a new implementation. This represents an evolution from the prior year's approach, specifically targeting students below the 20th percentile in MAP math — an area of persistent need.
World Language programming (Action 16, $20K) was implemented through the Spanish curriculum at Sharks Cove and Mango Languages. The In-School and After-School STEM Club (Action 14, $5,886) continued. KDS benchmarking (Action 6, $9,508) had no documentation logged on the Padlet; [confirm implementation status of KDS benchmarking and whether any portion of this funding was expended].
A key success was the Math Carnegie Learning Attitude Data: 88% of students reported improved feelings about math, and 71% reported increased use of math strategies. This affective data, combined with strong CAASPP Math outcomes, suggests the Carnegie Learning approach is working as intended.
A persistent challenge is the SWD subgroup in math: CAASPP Math for SWD remains 29.4 points below the state average as of 2025, and NWEA Math for SWD was flat at 39% between Spring 2025 and Spring 2026. This subgroup requires more intensive targeted intervention.

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.

Two actions account for the majority of the difference in Goal 3. Action 4 (Literacy Coordinator) and Action 9 (Math Coordinator), budgeted at $159,329 and $157,496 respectively, were removed from the operating budget following the First Interim Report; as a result, no expenditures were incurred against either action in 2025-26, producing a combined $316,825 difference between budgeted and estimated actual expenditures. Action 2 (grade-level planning days) came in $40,110 (35.4%) under budget based on actual release-time usage. Action 5 (reading tutoring) exceeded its budget by $11,675 (6.6%) due to higher tutoring demand. Remaining actions were implemented at or near planned levels.

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

Actions supporting Goal 3 produced the strongest measurable outcomes across all five goals. CAASPP Math results show the school moved from 15.6 points above the state average at baseline to 34.7 points above in 2025, with all subgroups improving. The Hispanic subgroup moved from 1.5 points below to 13.8 points above, and English Learners moved from 10.7 to 48.2 points above. CAASPP ELA improved from a baseline of 47 points above to 53 points above schoolwide, with gains across all reported subgroups including English Learners at 33.8 points above and Students with Disabilities at 6 points above. NWEA Reading rebounded strongly in Spring 2026, with all students at 69% and subgroup gains of 11 points for both SED and EL. NWEA Math showed modest gains overall, with EL and SWD flat. The EL reclassification rate reached 51% and ELPAC results showed 55.81% of students at the Well-Developed level. Carnegie Learning Attitude Data showed 88% of students reporting improved feelings about math. The MRA Goal Achievement score of 76 (Satisfactory) and Student Goals score of 75 (the lowest sub-measure in the report) identify student goal-setting and self-monitoring as the most significant area requiring targeted action. The SWD subgroup in math remains a persistent gap requiring more intensive intervention structures.

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.

Formally adopt and fund the proposed Math CL Intervention expansion for grades 1–5, targeting students at or below the 20th percentile in MAP math, with at least 3x per week classified staff support. This directly addresses the flat SWD and EL math outcomes.

Establish a structured after-school or lunch-period tutoring program, or expand ELOP to explicitly include structured academic intervention time. This responds to the strong parent demand (multiple open-ended survey responses) for one-on-one and small-group tutoring.

Expand the Lightning Squad tutoring pilot beyond grades 1–3 if results are positive, and document intervention outcomes in the Padlet and Annual Update.
Address the balance between digital and paper-based learning: consider adding a structured weekly writing-by-hand component to ELA at the K–5 level, in response to the parent survey theme requesting more physical writing and handwriting practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	Improving academic proficiency requires educators who are equipped with current, evidence-based instructional strategies across all content areas. This action contributes to improving services by providing staff with targeted professional learning focused on literacy, mathematics, and intervention practices that directly strengthen student achievement outcomes,	$40,000.00	Yes
2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA standards to our most vulnerable students.	$78,000.00	Yes
3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Our most vulnerable students will have access to the following software programs: Achieve 3000, ST Math, Don Johnson (SWD) and Fast Forward, Lexia English, Lexia Learning, Symphony Math, NextGen Math	$63,010.65	Yes
4	Provide reading tutoring.	On a daily basis, reading tutors will work with our most vulnerable 1st grade reading students to provide early intervention.	$212,085.00	Yes
5	Reprographics Supply and Maintenance	Reliable access to instructional materials is essential to daily classroom instruction and student learning. This action supports the timely production and distribution of classroom resources, assessments, and family communications that directly enable effective teaching and learning across all grade levels.	$17,000.00	Yes
6	Instructional supplies	Adequate instructional supplies are fundamental to effective teaching and a well-functioning learning environment. This action ensures that teachers and students have the hands-on materials needed to support daily instruction, project-based learning, and differentiated activities across all grade levels and content areas.	$23,968.00	Yes
7	Purchase student agenda/planner for all 1st-	Strong executive function skills, including planning, organization, and time management, are foundational to academic success and student independence. Providing each student with an	$5,856.54	Yes

	8th grade students	agenda and planner supports the development of these skills by giving students a consistent, structured tool to track assignments, manage deadlines, and build responsible habits across all grade levels.		
8	Hire 2 FTE Utility Teachers	Utility teachers will be used to support lower student/teacher ratio during instruction, as well as, provide intervention services to struggling students.	$218,544.00	Yes
9	Standards-based Learning Initiative	Teacher leaders will continue identifying methods of standards-based instruction and assessment. This multi-year initiative will include professional development, conference attendance, and work time.	$20,000.00	Yes
10	Maintain two additional Math positions.	These additional Math positions will enable the school to lower Math class size in our attempt to address the needs of our most vulnerable Math students.	$298,429.00	Yes
11	In School and After School STEM Club	Provide students with the opportunity to participate in an after school STEM club. Actions includes staff stipends and cost of materials.	$5,000.00	Yes
12	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA Science and Social Studiesstandards to our most vulnerable students.	$2,500.00	Yes
13	World Language Before and After School Class	Access to world language instruction expands educational opportunity and supports bilingual and multilingual proficiency, skills that are increasingly valuable for college and career readiness. SJCA serves a significant population of English learners and students from multilingual households, and this action extends language learning beyond the regular school day to provide enrichment not available within the core instructional program. By offering expanded access to world language classes, SJCA directly contributes to improving services for unduplicated pupils while supporting academic achievement, cultural identity, and long-term life readiness.	$10,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	San Jose Charter Academy will foster an inclusive and engaged school community by enhancing parent participation through effective communication, diverse workshop opportunities, and activities that strengthen the home-school connection.	Broad Goal

State priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

SJCA serves a diverse student body with varying cultural and linguistic backgrounds. Developing this goal allows the school to address the unique needs of all families, ensuring that communication and engagement strategies are inclusive and accessible to everyone.
Many parents face barriers to involvement, such as work schedules, language differences, and lack of familiarity with the educational system. By offering flexible and varied opportunities for engagement, SJCA aims to remove these barriers and make it easier for all parents to participate meaningfully.
Extensive research shows that students perform better academically and socially when their parents are actively involved in their education. By fostering greater parent participation, SJCA aims to create an environment where students receive the support they need both at school and at home, leading to improved academic outcomes and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Provide school-wide opportunities for parents to engage as partners	23 events with 85% average rating of workshops being useful and informative	24 events with 82% average rating of workshops being useful and informative	25 events with 83% average rating of workshops being useful and informative	30 events with 85% of participants rating the workshops as useful and informative	
2	Response rate and feedback quality from annual parent surveys.	238 parent responses in the annual survey	205 parent responses in the annual survey	246 parent responses in the annual survey of MRA and ParentSquare surveys	300 parent responses in the annual survey	

3	Percent of caregivers' satisfaction with the way SJCA includes them in decisions that affect their child.	88% overall satisfaction	97% overall satisfaction		91% overall satisfaction	
4	Average Parent Participation count per meeting - District English Learner Advisory Committee (DELAC)	23 parents	35 parents	33 parents	40 parents	

Goal Analysis for 2025-2026

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.

Goal 4 implementation in 2025–26 produced several notable successes and revealed clear areas for continued development. The most significant success was the caregiver satisfaction outcome: the 2025 MRA showed 95% of caregivers are satisfied with how SJCA includes families in decisions affecting their child (67% very satisfied, 21% moderately, 7% slightly), substantially exceeding the 88% target.
Shark University (Action 2, $5K) delivered a Parent AI Workshop on December 3, 2025, directly responding to family interest in understanding classroom technology. This event was documented on the Padlet and reflects proactive planning aligned with the school's LCAP commitments. TranslateLIVE real-time translation technology was procured ($2,499, valid through 2028) to support multilingual engagement at school events and meetings.
The FinalSite website redesign (Action 13, $24,500) launched in October 2024, following kickoff training in September 2024, and is being continually updated with department pages and compliance content.
Family outreach activities (Action 11, $5K) included Back to School Nights, JA Orientation, Volunteer Celebration, Math Priorities night, Tutor.com Shark University night for 2nd grade families, and a SpEd Department Family Game Night — representing a diverse and well-distributed engagement portfolio.
DELAC attendance showed meaningful variability: the September 2025 meeting drew approximately 44 attendees (above the 40-person 2027 goal), while the January 2026 meeting drew approximately 16. This inconsistency suggests a need to investigate the causes of lower winter attendance and implement targeted outreach strategies before the second meeting of each year.

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

Action 11 (SWD Clerk) came in $25,000 (33.1%), due to reducing total personnel costs while the clerk support was fully provided as planned. Family-engagement events (Actions 2 and 10) were delivered at lower cost than budgeted, in part because goods and services for several events were donated or provided in-house, reducing costs by approximately $10,000 combined. Action 7 (Foothill mental-health workshops) exceeded its $1,000 budget by $3,335 due to expanded workshop offerings. Communication-platform actions (ParentSquare, Zoom, translation, website) were at or near budget.

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

Actions supporting Goal 4 were effective in the areas of communication infrastructure and family satisfaction, with targeted growth needed in event volume and community reach. The caregiver satisfaction metric exceeded its target, with 95% of families reporting satisfaction with SJCA's inclusion of families in decisions, surpassing the 88% baseline goal. The MRA Family Engagement sub-score of 85 (Effective) and School and Family Partnership score of 84 (Effective) corroborate this strong performance. DELAC attendance averaged approximately 30 across two documented meetings, above the prior-year baseline of 23 but below the 40-person 2027 target, with significant variability between the fall meeting (44 attendees) and the winter meeting (16 attendees). Parent engagement events totaled 11 against a multi-year target of 23, reflecting solid Year 1 activity. The FinalSite website launched successfully in October 2024, and TranslateLIVE was procured to expand multilingual access. The one area where actions were not fully effective is Community Engagement, which scored 78 (Satisfactory) in the MRA, the only family-facing sub-measure below the Effective range. Action 8 (Foothill Mental Health Workshops) had no documented activity and should be confirmed or replaced.

Goal 5: Student Wellness and Safety
Actions supporting Goal 5 were broadly effective in maintaining a safe, structured, and supportive school environment, with specific areas requiring deeper attention. Attendance improved significantly, with chronic absenteeism reduced from a baseline of 12.6% to 6.6% in 2024-25, a 52% reduction attributed to proactive monitoring and monthly attendance incentives. The attendance rate remained strong at 96.5% against a 95% target. The suspension rate improved from a baseline of 0.5% to 0.3% in Year 1, and the expulsion rate held at 0%. The MRA School Climate score of 87 (Effective) reflects a strong staff-driven culture of high expectations, and the Student Empowerment score of 80 (Effective) confirms that Leader in Me and student leadership structures are producing results. However, School Belonging held at 78 (Satisfactory), unchanged from baseline, and the 2027 target of 81 has not yet been reached. The Trusted Relationships sub-score of 76 (Satisfactory) is the single lowest score in the MRA report, with fewer than 60% of junior academy students reporting a trusted adult relationship at school. Among elementary students, only 55.78% feel like a valuable part of the school community. Smart Social was discontinued due to an expired partnership and replaced with Parent Guidance, representing an effective adaptive response. The Equity in Education and diversity programming actions were implemented and are building a foundation of cultural inclusion, though community feedback indicates this work has room to grow, particularly for Spanish-speaking families.

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.

Offer all Shark University workshops in a hybrid format (in-person + virtual/recorded) to reach the 25% of families who cannot attend in person. Schedule sessions on Saturdays to align with the 37% of respondents who cannot attend during work day or early evening hours.
Expand the Shark University calendar to address the four most-requested workshop topics: (1) supporting reading and math at home, (2) understanding AI tools in the classroom, (3) college and career preparation, and (4) social-emotional health resources.
Develop a specific outreach strategy for the January DELAC meeting to address the attendance gap between fall and winter sessions. Consider topic selection, personalized family outreach, evening timing, and virtual participation options.
Ensure Action 8 (Foothill Family Mental Health Workshops) is implemented or formally replaced in 2026–27 with documented mental health programming through Foothill Famly and online, on-demand parent workshop, asynchronous learning, and live, long-term coaching support via weekly or biweekly appointments.
Leverage TranslateLIVE at all large parent events in 2026–27 and proactively communicate its availability to Spanish-speaking and multilingual families via ParentSquare.
Increase cultural programming in response to the open-ended survey feedback requesting more family-inclusive cultural events, including celebrations and activities that honor the diversity of the SJCA community.

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	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	Gathering input and feedback is essential in the planning of school programs, parent training, etc using the survey from our Leader in Me comprehensive school program as well as other high-tech, low-tech engagements with families.	$0.00	Yes
2	Parent and Family "University"	Strengthening our parents' knowledge of curriculum and effective instructional practices greatly enhances their ability to assist their children at home, specifically our most vulnerable students. In addition, training and workshops can be provided covering a variety of other topics. These topics will be identified through a parent survey.	$7,500.00	Yes
3	Offer literacy opportunities for families using LEXIA software program.	While the LEXIA system is being implemented for our TK-8th grade students, our upper level program is written in a more mature format and can be used with our EL parents. The cost of this program is funded through the Extended Learning Opportunities Plan.	$0.00	Yes
4	Provide live, online translation for parents.	This action provides real-time, live translation services through digital platforms to support multilingual families during in-person events, meetings, workshops, and front office interactions. The service ensures that parents and families who speak languages other than English can fully participate in their child's educational experience by removing language barriers that may prevent meaningful engagement.	$8,500.00	Yes
5	Continued use of the Parent Square communication system.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. This system also allows for internal messaging.	$6,953.00	Yes
6	Contract with Zoom	Through distance learning, we learned the value of this communication tool. We would like to continue its use for parent workshops and meetings.	$4,000.00	Yes
7	Foothill Family Mental Health Parent Workshops	Mental Health continues to be an area of focus for our families. Our contract with Foothill Family to provide a valuable resource for our families.	$3,000.00	Yes
8	Expand school counselor responsibilities to include serving as homeless liaison.	Students experiencing homelessness face significant barriers to consistent school attendance, academic engagement, and access to basic resources. This action contributes to improving services for one of the school's most vulnerable student populations by designating a homeless liaison to coordinate support, connect families with community resources, and ensure unhoused students receive the stability and continuity of educational services they are entitled to under the McKinney-Vento Act.	$12,469.00	Yes
9	Family Outreach Opportunities	Strong home-school connections are a key driver of student success and family engagement. This action contributes to improving services by creating structured opportunities throughout the school year for parents, guardians, and staff to connect, build relationships, and collaborate in support of student learning and well-being.	$5,000.00	Yes
10	Student with Disabilities Clerk	This new position will serve as a liaison between the school and parents to ensure parents needs are being met regarding records keeping and home-school communications.	$57,464.00	Yes

11	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. The ability to archive and post timely information is essential as we build community partnerships.	$8,500.00	Yes

Goal

Goal #	Description	Type of Goal
5	San Jose Charter Academy will cultivate a supportive, inclusive, and nurturing school culture by promoting physical, mental, and emotional wellness through comprehensive programs, proactive initiatives, and strong community partnerships.	Broad Goal

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

There is a strong correlation between student wellness and academic success. Students who are physically healthy, mentally stable, and emotionally supported are more likely to excel academically. By prioritizing wellness, SJCA creates an optimal learning environment.

Proactive wellness initiatives help prevent issues before they arise. By implementing programs that promote healthy lifestyles and early intervention strategies, SJCA aims to reduce the occurrence of physical and mental health problems among students.

Teaching students to manage their wellness equips them with essential life skills. These skills help students adapt to various challenges and build resilience, preparing them for future success beyond school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of counselor-led wellness activities, both structured classroom and cross-age settings.	18 activities schoolwide	24 activities schoolwide	68 activities schoolwide	40 activities schoolwide	
2	Reduce the percentage of chronically absent students	12.6%	6.6%	1.5%	10%	

3	Maintain high student attendance rates	95%	97.1%	97.4%	96.5%	
4	Maintain 0% middle school dropout rate	0%	0%	0%	0%	
5	Maintain low suspension rate	0.5% suspended at least one day	0.5% suspended at least one day	0.5%	0.3% suspended at least one day	
6	Maintain low student expulsion rate at least 0.25%	0%	0%	0%	0%	
7	Student perception of school safety and connectedness	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 84% School Belonging: 74% Student Empowerment: 81% School Climate: 80%	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 85% School Belonging: 78% Student Empowerment: 82% School Climate: 81%	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 85% School Belonging: 78% Student Empowerment: 80% School Climate: 87%	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 88% School Belonging: 81% Student Empowerment: 87% School Climate: 87%	

Goal Analysis for 2025-2026

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.

Goal 5 implementation in 2025–26 produced a multi-layered wellness infrastructure with meaningful activity across SEL programming, diversity events, school broadcast, counselor-led activities, and wellness centers. Overall implementation was consistent with planned actions, with one notable change: Smart Social (Action 2, $10K) was discontinued due to an expired partnership and replaced with Parent Guidance as the digital wellness and social media resource for families.
Counselor-led wellness activities (Metric 1) included Meet the Counselor (August 2024), World Mental Health Day chalk day (October 2024), Rising Up — monthly 8th grade mentoring of 6th graders, Red Ribbon Week, and 8th grade "Looking Forward" high school counseling sessions. The cross-age mentoring model and senior-year counseling reflect developmentally responsive practice.
Diversity and inclusion events (Action 8, $7.5K) were implemented across the year: COL Video Student/Family Culture Project; Cultural Lunch Time Activities; Unity Day; Constitution Day; Veterans Day; and the Leader in Me/Getting Along Together/Be A SHARK integration. The Minds of All Kinds event at COL and the affirmation that "all students feel a sense of belonging and pride at SJCA" through shared expectations reflect implementation as planned.
School broadcast (Action 9, $10K) produced check-out kits, weekly ASB announcement videos, playground and cafeteria expectation videos, and new staff orientation videos — all documented on the Padlet and aligned with the action's intent.
Wellness Centers (Action 11, $7.5K) received SEL books and a rug for the JA LMC. Ripples Effects (Action 12, $1,800) continued TK–8.
SEL community experience activities (Action 3, $11.9K) included Veterans Day, Unity Day Fun Run, SFA Cafe for K–5 students, sound baths, and Mental Health Awareness Month activities (student bingo, parent sound bath, homebase activities).

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.

The largest difference in Goal 5 was Action 3 (full-time counselor), budgeted at $132,621, which was removed from the operating budget following the First Interim Report; consequently, no expenditures were incurred against this action and the full budgeted amount accounts for the difference. Action 13 (security camera expansion in blind spots) was $21,762 (60.8%) under budget, as the work was completed at lower cost than the original estimate. Other wellness actions were implemented at or near planned amounts.

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

Actions supporting Goal 5 were broadly effective in maintaining a safe, structured, and supportive school environment, with specific areas requiring deeper attention. Attendance improved significantly, with chronic absenteeism reduced from a baseline of 12.6% to 6.6% in 2024-25, a 52% reduction attributed to proactive monitoring and monthly attendance incentives. The attendance rate remained strong at 96.5% against a 95% target. The suspension rate improved from a baseline of 0.5% to 0.3% in Year 1, and the expulsion rate held at 0%. The MRA School Climate score of 87 (Effective) reflects a strong staff-driven culture of high expectations, and the Student Empowerment score of 80 (Effective) confirms that Leader in Me and student leadership structures are producing results. However, School Belonging held at 78 (Satisfactory), unchanged from baseline, and the 2027 target of 81 has not yet been reached. The Trusted Relationships sub-score of 76 (Satisfactory) is the single lowest score in the MRA report, with fewer than 60% of junior academy students reporting a trusted adult relationship at school. Among elementary students, only 55.78% feel like a valuable part of the school community. Smart Social was discontinued due to an expired partnership and replaced with Parent Guidance, representing an effective adaptive response. The Equity in Education and diversity programming actions were implemented and are building a foundation of cultural inclusion, though community feedback indicates this work has room to grow, particularly for Spanish-speaking families.

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.

Launch a proactive wellness resource awareness campaign via ParentSquare at the start of 2026–27, communicating the availability of the school counselor, Wellness Centers, Ripples Effects, and Parent Guidance to all families — directly addressing the 9% who were unaware these supports exist.
Strengthen anti-bullying programming visibility and family communication: consider a dedicated anti-bullying parent workshop, clearer communication of school response protocols, and student-led peer support initiatives in response to the #1 wellness priority identified by families.
Increase physical wellness and outdoor learning opportunities for younger students. Multiple open-ended responses requested more sports programs, outdoor time, and less screen time for elementary-age students. Consider adding structured outdoor activities to ELOP or daily schedules.
Develop more culturally inclusive family programming, including events that honor the cultural backgrounds of the school community, family lunch access opportunities, and language-accessible activities — in response to the detailed Spanish-language feedback received in the stakeholder survey.
Formally document the Smart Social to Parent Guidance transition in the Annual Update, including the date of the transition, the cost of the new subscription, and a brief rationale. Update the LCAP action description for 2026–27 accordingly.
Set and track a specific counselor activity count goal for 2026–27 to accelerate progress toward the 18-activity Metric 1 target, with a minimum of 8 documented activities per year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a comprehensive student attendance monitor system.	This system will consist of a number of school personnel working together to monitor students who are in jeopardy of becoming chronically absent. This system will include the addition of student incentives.	$3,000.00	Yes
2	Provide the SJCA community experiences that Events Honoring Student Diversity and Schoolwide SEL.	Throughout the year, administration will be contracting with agencies to provide SEL opportunities. A committee will organize school-wide events honoring student diversity. This action will allow SJCA to partner with organizations for the purpose of building a stronger culture.	$14,000.00	Yes
3	Continue to expand school libraries to include more diverse selections.	8:07 PM□□□□Claude responded: A diverse and inclusive library collection ensures that all students see themselves reflected in the books they read while also broadening their understanding …A diverse and inclusive library collection ensures that all students see themselves reflected in the books they read while also broadening their understanding of the world around them. This action contributes to improving services by expanding access to culturally responsive and representative literature that supports literacy development, fosters a sense of belonging, and affirms the identities and experiences of all students	$3,000.00	Yes
4	The Leader In Me Membership & Licensing	This action will provide the opportunity for SJCA to strengthen its Leader In Me Program. TLIM staff will work with the school's Light House team focusing on impactful strategies.	$18,050.00	Yes
5	Continued support of new Wellness and Calming Areas	Students who have access to dedicated spaces for self-regulation and emotional support are better prepared to engage in learning. This action contributes to improving services by maintaining and expanding wellness and calming areas that give students a structured environment to process emotions, practice SEL strategies, and return to the classroom ready to learn.	$5,000.00	Yes
6	Provide continued access to the Ripples Effects	Ripples Effects is a personalized social emotional skill building and promote positive behavioral and mental health. Used across tiers and settings, Ripple Effects programs ensure each learner	$7,083.00	Yes

	program	gets what they uniquely need to thrive in school and life.		
7	Provide access to Cook Center for Human Connection Resources at parentguidance.org	Services cultivate a sense of belonging, support the building of trust and connections, equip parents with tools and techniques to promote their child’s mental wellness, encourage goal setting and goal achievement, promote the development of resiliency and coping skills and encouraging stronger connections between home and school.	$25,000.00	Yes
8	Increase Security Camera Visibility in Blind Spots	A safe and secure campus is the foundation of a positive learning environment. This action contributes to improving services by expanding security camera coverage to eliminate blind spots, enhancing the school's ability to monitor campus activity, deter unsafe behavior, and respond quickly to incidents that affect student and staff safety.	$10,000.00	Yes
9	Implementation of Positive Prevention	Proactive health education equips students with the knowledge and skills to make informed decisions that support their long-term physical and emotional well-being. This action contributes to improving services by providing a structured, prevention-focused health program that addresses age-appropriate health topics, promotes healthy behaviors, and supports the overall wellness of all students.	$2,040.00	Yes
10	Crossing Guard for Safe Arrival and Dismissal	Provides a trained crossing guard to ensure safe student arrival and dismissal at high-traffic intersections near campus, protecting student physical safety and supporting a secure school environment.	$45,000.00	No
11	Heart Rate Monitors for Wellness Awareness	Provides heart rate monitors that give students real-time feedback during physical activity, building awareness of the link between movement and physical and mental wellbeing and supporting the development of lifelong wellness habits.	$33,376.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$164,881.00	

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
10.35%	4.59%	$73,339.34	14.94%

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 3: Web Search Filter	English learners, foster youth, and low-income students often have limited access to safe, monitored internet usage at home and may lack digital citizenship skills. Data shows these students need equitable access to educational technology with appropriate safeguards to support learning while protecting them from inappropriate online content that could impede their educational progress.	The web search filter ensures all students can safely access online educational resources, with particular benefit to unduplicated students who may have limited supervised internet access outside of school. This schoolwide approach creates consistent digital safety protocols while addressing the technology equity gap that disproportionately affects English learners, foster youth, and low-income students. The filter supports safe technology integration across all grade levels and subject areas.Increase in percentage of staff proficient in AI integration (target: 50%) Number of project-based learning activities integrating technology tools (target: 50% increase year-over-year) Student technology skills assessment using ISTE standards (target: 25% increase year-over-year)	Increase in percentage of staff proficient in AI integration (target: 50%) Number of project-based learning activities integrating technology tools (target: 50% increase year-over-year) Student technology skills assessment using ISTE standards (target: 25% increase year-over-year)
Goal 1, Action 5: Parent AI Education and Communication Program	Based on Spring 2025 parent survey data showing 77% of parents ready to support AI integration with proper guidance, families of English learners, foster youth, and low-income students often have limited familiarity with educational technology and need support to understand how AI tools enhance their children's learning.	This program provides comprehensive education about AI integration for all families while specifically addressing barriers faced by unduplicated student families, including language differences and technology unfamiliarity. Schoolwide implementation ensures equitable access to information and builds community-wide understanding that supports all students' technology-enhanced learning.	Percentage of parents reporting confidence in school's AI integration approach (target: 85%) Parent participation rates in AI education sessions, disaggregated by student groups Parent feedback on understanding of technology tools used in their children's education
Goal 2, Action 4: Provide On-Site Professional Development Using Designated Staff	Teachers serving high populations of English learners, foster youth, and low-income students need continuous, job-embedded professional development to effectively implement research-based instructional strategies that address the diverse academic, linguistic, and social-emotional needs of these student populations.	Daily and weekly embedded professional development ensures all staff receive consistent, high-quality training on evidence-based practices for supporting unduplicated students. This schoolwide approach creates coherent instructional practices and collective efficacy while ensuring all students benefit from improved teaching strategies that are particularly effective for English learners, foster youth, and low-income students.	Number of PD opportunities available to staff (baseline: 47, current: 58, target: 55) Percentage of fully credentialed and appropriately assigned teachers (maintain 100%) Student achievement outcomes disaggregated by unduplicated student groups
Goal 3, Action 3: Provide Students with Access to Intervention Software	Current NWEA data shows achievement gaps for unduplicated students: English learners at 42% proficient in reading and 64% in math, socio-economically disadvantaged students at 53% proficient in reading and 67% in math, and students with disabilities at 39% proficient in both reading and math. These students need personalized, adaptive learning support to close achievement gaps.	Intervention software (Achieve3000, ST Math, FastForWord, Lexia, Symphony Math, Carnegie MATHia) provides individualized, adaptive learning for all students while specifically targeting the academic gaps of unduplicated students. Schoolwide implementation ensures equitable access without stigmatization while providing the intensive, personalized support that English learners, foster youth, and low-income students often require to reach grade-level proficiency.	NWEA Reading MAP Growth Measure: English learners (target: 52%), socio-economically disadvantaged (target: 63%), students with disabilities (target: 56%) NWEA Math MAP Growth Measure: All unduplicated groups (target: 6% increase by Fall 2027) CAASPP outcomes disaggregated by student groups

Goal 3, Action 5: Provide Reading Tutoring	Early literacy data shows gaps in foundational reading skills, particularly for unduplicated students who may enter school without strong literacy experiences. Current NWEA reading data shows English learners at 42% proficiency and socio-economically disadvantaged students at 53% proficiency, indicating need for intensive early intervention.	Preventative literacy tutoring for grades K-2 provides targeted, intensive support for developing foundational literacy skills. While available schoolwide to ensure access without stigma, this intervention particularly benefits unduplicated students who may lack literacy support at home and need additional instructional time to achieve reading proficiency by grade 3.	NWEA Reading MAP Growth Measure by student groups (targets: all students 70%, socio-economically disadvantaged 63%, English learners 52%, students with disabilities 56%) Early literacy assessments for K-2 students Grade 3 reading proficiency rates by student groups
Goal 3, Action 6: Reprographics Supply and Maintenance	Low-income students often lack access to necessary school supplies and materials at home that support learning. English learners and foster youth may also experience inconsistent access to educational materials that reinforce classroom learning.	Providing essential reprographics supplies schoolwide ensures all students have equal access to printed learning materials, worksheets, and educational resources while specifically addressing the resource gaps that affect unduplicated students. This support is critical for maintaining consistent instructional materials across all classrooms.	Student achievement outcomes across all subject areas for unduplicated student groups Teacher reports on instructional material accessibility Classroom resource availability assessments
Goal 3, Action 7: Instructional Supplies	As a Title I school, many students lack access to necessary instructional supplies and learning materials at home. English learners, foster youth, and low-income students particularly need consistent access to quality instructional materials to support their academic achievement.	Providing comprehensive instructional supplies schoolwide ensures all students have equal access to learning materials while specifically addressing the resource inequities that affect unduplicated students. This eliminates barriers to learning and ensures all students can fully participate in instructional activities.	Student academic achievement outcomes by unduplicated student groups Classroom equity audits for instructional materials Student engagement and participation measures
Goal 3, Action 8: Purchase Student Agenda/Planner for All 1st-8th Grade Students	Students from unduplicated populations often lack organizational tools and executive function support at home. These students need explicit instruction and tools to develop organizational skills, time management, and academic planning abilities that support their educational success.	Student planners support executive function development for all students while particularly benefiting unduplicated students who may lack structured organizational support systems at home. Schoolwide implementation ensures all students develop these critical life skills while addressing the organizational challenges that can disproportionately affect English learners, foster youth, and low-income students.	Student organizational skills assessments Academic achievement outcomes for unduplicated student groups Student and teacher reports on assignment completion and organization
Goal 3, Action 9: Teacher on Special Assignment - Math Coordinator	Current CAASPP data shows math achievement gaps: Hispanic students 1.5 points below standard and students with disabilities 40.3 points below standard. NWEA data shows students with disabilities at 39% math proficiency. These unduplicated student groups need targeted math instruction and coordinated intervention support.	A dedicated Math Coordinator provides instructional leadership, coordinates interventions, and supports teachers in implementing effective math instruction for all students. This schoolwide approach ensures coherent math instruction while specifically targeting the significant math achievement gaps affecting unduplicated students, particularly Hispanic students and students with disabilities.	CAASPP Math outcomes: Hispanic students (target: 4.5 points above standard), students with disabilities (target: reduce gap to 30 points below standard) NWEA Math MAP Growth Measure for all unduplicated student groups (target: 6% increase) Math intervention participation and success rates
Goal 3, Action 10: Hire 2 FTE Utility Teachers	English learners, foster youth, and low-income students often need additional individualized support and smaller class sizes to receive the personalized attention necessary for academic success. These students may have experienced educational disruptions or require more intensive support to master grade-level content.	Utility teachers provide flexible support across grades 4-8, reducing class sizes and enabling more individualized instruction for all students while particularly benefiting unduplicated students who need additional support. This schoolwide approach ensures responsive support can be deployed where needed most while maintaining high-quality instruction for all students.	Student-teacher ratios and class size data Academic achievement outcomes for unduplicated student groups Teacher capacity to provide individualized support Student engagement and academic progress measures

Goal 3, Action 11: Standards-Based Learning Initiative	English learners, foster youth, and low-income students need clear, consistent standards-based instruction with transparent learning expectations and multiple opportunities to demonstrate mastery. These students benefit from explicit instruction about learning goals and varied assessment methods.	Standards-based learning provides all students with clear learning expectations and multiple pathways to demonstrate mastery, which particularly benefits unduplicated students who may need additional time or alternative methods to show their learning. Schoolwide implementation ensures consistency and equity across all classrooms while supporting the diverse learning needs of unduplicated students.	CAASPP outcomes across all unduplicated student groups Standards-based assessment data by student groups Student mastery rates on grade-level standards Teacher implementation fidelity of standards-based practices
Goal 3, Action 13: In School and After School STEM Club	English learners, foster youth, and low-income students often have limited access to enrichment opportunities and STEM experiences outside of school. These students need additional opportunities to engage with STEM content, develop 21st-century skills, and explore career pathways.	STEM clubs provide enrichment opportunities for all students while specifically addressing the opportunity gap that affects unduplicated students. Offering both in-school and after-school options ensures maximum accessibility for students who may have transportation or scheduling constraints, particularly benefiting unduplicated students who may lack similar opportunities outside of school.	Number of extracurricular and enrichment programs for unduplicated students (baseline: 13, current: 16, target: 16) Student participation rates in STEM activities by student groups Student engagement and interest in STEM subjects CAST Science outcomes by student groups
Goal 3, Action 14: Provide Teachers with Two Grade-Level Science and Social Studies Planning Days	English learners particularly benefit from rich, content-based instruction in science and social studies that supports both academic and language development. All unduplicated students need access to high-quality instruction across all content areas to ensure college and career readiness.	Professional development planning days ensure high-quality, standards-aligned instruction in science and social studies for all students while specifically supporting instructional strategies that benefit English learners and other unduplicated students. Schoolwide implementation ensures consistent, high-quality content instruction that particularly supports language development for English learners.	CAST Science outcomes: Grade 5 (current: 55%, target: 50%), Grade 8 (current: 58%, target: 40%) Content area achievement for English learners Teacher implementation of content-based language instruction Student engagement in science and social studies
Goal 3, Action 15: World Language Before School Class	English learners and other unduplicated students need opportunities to develop multilingual skills and cultural connections that support their academic and personal development. Access to world language instruction provides cognitive benefits and college/career preparation opportunities.	World language classes provide enrichment opportunities for all students while specifically supporting the linguistic assets and cultural connections of English learners and other unduplicated students. This schoolwide offering ensures all students can access language learning opportunities that support cognitive development and global competency.	Student participation in world language programs by student groups Academic achievement outcomes for participating students Student engagement and cultural connection measures Language proficiency development
Goal 4, Action 2: Parent and Family "University"	Families of English learners, foster youth, and low-income students often need additional support and education to effectively support their children's academic success. These families may be unfamiliar with educational systems, standards, and ways to support learning at home.	Parent University provides education and training for all families while specifically targeting the needs of unduplicated student families who may need additional support in understanding curriculum, supporting learning at home, and navigating educational systems. Saturday sessions are being added to improve accessibility.	School-wide parent engagement opportunities (baseline: 23 events, current: 24 events, target: 30 events with 85% satisfaction) Parent participation rates by student groups Parent confidence in supporting children's learning Student academic outcomes correlated with parent participation
Goal 4, Action 5: Continued Use of Parent Square Communication System	Families of English learners, foster youth, and low-income students need accessible, timely, and multilingual communication systems to stay informed about their children's education and school activitie	ParentSquare provides comprehensive, auto-translated communication for all families while specifically addressing language and communication barriers faced by unduplicated student families. The system ensures equitable access to information and two-way communication opportunities for all families.	Parent engagement with communication platform by language and student groups Response rates to school communications Parent satisfaction with communication systems Reduction in communication barriers for multilingual families

Goal 4, Action 6: Contract with Zoom	Families of English learners, foster youth, and low-income students often face transportation, work schedule, and other logistical barriers to attending in-person school meetings and workshops. These families need flexible participation options to engage meaningfully in their children's education.	Virtual meeting capabilities provide flexible participation options for all families while specifically addressing logistical barriers that disproportionately affect unduplicated student families. This ensures equitable access to parent workshops, meetings, and engagement opportunities regardless of work schedules or transportation challenges.	Parent participation rates in virtual vs. in-person events by student groups Overall parent engagement in school activities Parent feedback on accessibility of school events Reduction in participation barriers for unduplicated student families
Goal 4, Action 7: Foothill Family Mental Health Parent Workshops	Low-income families often experience higher levels of stress and mental health challenges and may have limited access to mental health resources and support. These families need accessible mental health education and support to create stable home environments that support student learning.	Mental health workshops provide support for all families while specifically addressing the elevated mental health needs and resource gaps that affect low-income families. Online, on-demand options are being explored to increase accessibility for families who cannot attend in-person sessions.	Family participation in mental health workshops Parent feedback on workshop usefulness and accessibility Student attendance and engagement outcomes Family access to mental health resources and support
Goal 4, Action 8: Implement Navigate360 System	All families, particularly those of English learners, foster youth, and low-income students, need assurance that their children are safe and secure at school. Enhanced security systems provide peace of mind that supports family confidence and engagement in the school community.	The Navigate360 visitor management system enhances school security for all students while providing particular reassurance to unduplicated student families who may have concerns about school safety. This schoolwide approach ensures comprehensive security while building family confidence in the school environment.	Family satisfaction with school safety measures Visitor management system effectiveness Parent confidence in school security Overall school climate and safety perceptions
Goal 4, Action 9: Expand School Counselor Responsibilities to Include Serving as Homeless Liaison	Students experiencing homelessness, including foster youth and other highly mobile low-income students, need dedicated support to ensure educational stability and access to services. These students face unique challenges that require specialized advocacy and coordination.	Expanding counselor responsibilities ensures comprehensive support for all students while providing specialized services for homeless students and other highly mobile populations. This schoolwide approach integrates homeless support services into the broader student support system.	Number of homeless students identified and served Educational stability outcomes for homeless students Access to support services for highly mobile students Academic achievement outcomes for homeless students
Goal 4, Action 10: Family Outreach Opportunities	Families of English learners, foster youth, and low-income students often need additional outreach and encouragement to engage with the school community. These families may face multiple barriers to participation and benefit from proactive, culturally responsive outreach efforts.	Family outreach activities create connection opportunities for all families while specifically targeting the engagement needs of unduplicated student families who may need additional encouragement and support to participate in school activities and build relationships with school staff.	Family participation in outreach activities by student groups Family connection and engagement levels Parent satisfaction with outreach efforts Building of family-school relationships
Goal 4, Action 12: Create Updated Website Through Final Site	Families of English learners, foster youth, and low-income students need accessible, multilingual, and comprehensive information about school programs, policies, and opportunities. Language barriers and lack of accessible information can prevent meaningful engagement and understanding of available resources.	An updated, robust website provides accessible information for all families while specifically addressing information access barriers faced by unduplicated student families. Enhanced communication capabilities ensure all families can access important school information and resources.	Website usage statistics by language and demographics Family access to school information and resources Parent satisfaction with information accessibility Reduction in information barriers for multilingual families

Goal 5, Action 1: Maintain Comprehensive Student Attendance Monitor System	English learners, foster youth, and low-income students often face challenges that impact school attendance, including family instability, economic stress, transportation issues, and competing family responsibilities. Current chronic absenteeism rate of 6.6% indicates continued need for proactive support.	Comprehensive attendance monitoring with incentives supports all students while specifically targeting the attendance challenges that disproportionately affect unduplicated students. Early intervention and support help address underlying causes of absenteeism for vulnerable student populations.	Chronic absenteeism rates (baseline: 12.6%, current: 6.6%, target: 10%) Daily attendance rates (baseline: 95%, current: 97.1%, target: 96.5%) Attendance patterns by unduplicated student groups Effectiveness of attendance interventions
Goal 5, Action 2: Provide SJCA Community Experiences Supporting SEL	English learners, foster youth, and low-income students often experience elevated stress, trauma, and social-emotional challenges that impact their learning and engagement. These students need comprehensive social-emotional learning support and community connections.	SEL assemblies, seminars, and workshops provide social-emotional support for all students while specifically addressing the elevated SEL needs of unduplicated students. Online, on-demand options are being explored to increase accessibility and reach.	Student perception of school safety and connectedness by student groups Number of counselor-led wellness activities (baseline: 18, current: 24, target: 40) Student social-emotional skill development School climate survey results
Goal 5, Action 3: Maintain Full-Time Counselor to Support Student Wellness and Belonging	English learners, foster youth, and low-income students often have elevated social-emotional, behavioral, and mental health needs that require professional support. These students need accessible counseling services to address trauma, stress, and other challenges that impact their learning.	A full-time counselor provides comprehensive support for all students while ensuring specialized services are available for unduplicated students who may have elevated mental health and social-emotional needs. This schoolwide approach integrates mental health support into the educational environment.	Student access to counseling services by student groups Student social-emotional outcomes and school connectedness Suspension and expulsion rates (maintain low rates) Student mental health and wellness indicators
Goal 5, Action 4: Continue to Expand School Libraries with Diverse Selections	English learners, foster youth, and low-income students often have limited access to diverse, culturally relevant reading materials at home. These students need to see themselves reflected in literature and have access to books that support their interests and cultural backgrounds.	Expanding library collections with diverse selections provides access for all students while specifically addressing the need for culturally relevant materials that support the interests and backgrounds of unduplicated students. Enhanced subscriptions to periodicals, e-books, and podcasts increase accessibility.	Library usage rates by student demographics Student engagement with diverse reading materials Reading achievement outcomes for unduplicated student groups Student interest and motivation for reading
Goal 5, Action 6: Equity in Education Opportunities	English learners, foster youth, and low-income students need educational environments that recognize and address systemic inequities and provide culturally responsive, inclusive educational experiences. These students benefit from explicit equity initiatives that address bias and promote inclusion.	Equity initiatives provide training and support for all students and staff while specifically addressing the equity needs of unduplicated students who may face discrimination or bias. Schoolwide implementation ensures comprehensive cultural change that benefits all students while particularly supporting historically marginalized groups.	Student perception of inclusion and belonging by student groups Staff cultural competency and equity knowledge Reduction in disciplinary disparities Academic achievement gaps between student groups
Goal 5, Action 7: Events Honoring Student Diversity	English learners, foster youth, and low-income students need to see their cultures, languages, and experiences valued and celebrated within the school community. These students benefit from explicit recognition of their diverse backgrounds and contributions.	Diversity celebration events honor all students while specifically recognizing and celebrating the cultural assets and contributions of unduplicated students. This schoolwide approach creates an inclusive environment where all students feel valued and represented.	Student participation in diversity events Student sense of belonging and cultural pride School climate surveys on inclusion and diversity Family engagement in cultural celebrations

Goal 5, Action 8: Enhance School Broadcast Access	English learners, foster youth, and low-income students need opportunities to develop voice, leadership, and communication skills while seeing themselves represented in school media. These students benefit from platforms to share their learning and perspectives with the school community.	nhanced broadcast capabilities provide opportunities for all students while specifically supporting the voice and representation of unduplicated students. This schoolwide approach ensures all students can participate in sharing their learning and building school connection.	Student participation in broadcast activities by student groups Student voice and leadership development School connection and belonging measures Student confidence in public speaking and communication
Goal 5, Action 9: The Leader in Me Membership	All students, particularly those from unduplicated populations, need leadership skills, character development, and social-emotional learning support. These students benefit from structured programs that build confidence, leadership skills, and positive character traits.	The Leader in Me program provides leadership development for all students while specifically supporting the character and leadership development needs of unduplicated students who may lack these opportunities outside of school. The Lighthouse Team focuses on impactful strategies for all students.	Student leadership skill development Character education outcomes Student empowerment measures (baseline: 81%, current: 82%, target: 87%) School climate improvements
Goal 5, Action 10: Continued Support of New Wellness Centers	English learners, foster youth, and low-income students often experience elevated stress and mental health challenges that require accessible, safe spaces for emotional regulation and wellness support. These students need dedicated spaces and resources for social-emotional wellness.	Wellness centers provide support for all students while specifically addressing the elevated mental health and wellness needs of unduplicated students. These spaces provide accessible, stigma-free support for students who may not have access to mental health resources outside of school.	Student utilization of wellness centers by student groups Student social-emotional outcomes Reduction in behavioral incidents Student self-regulation and coping skills development
Goal 5, Action 11: Provide Continued Access to Ripple Effects Program	Students, particularly those from unduplicated populations, need personalized social-emotional skill building and positive behavioral support. English learners, foster youth, and low-income students may face additional challenges that require targeted social-emotional intervention.	Ripple Effects provides personalized social-emotional learning for all students while specifically targeting the behavioral and social-emotional needs of unduplicated students. The program ensures each learner gets individualized support to thrive academically and socially.	Student social-emotional skill development Behavioral improvement outcomes Student engagement and school connectedness Suspension and expulsion rates (maintain low rates)
Goal 5, Action 12: Provide Access to Cook Center for Human Connection Resources	Families and students from unduplicated populations often need additional parenting support, family connection resources, and social-emotional guidance. These families may face multiple stressors and benefit from accessible family support resources.	Parent guidance resources provide support for all families while specifically addressing the family support needs of unduplicated student families who may lack access to family support resources. Online accessibility ensures broad reach and convenience.	Family utilization of parent guidance resources Family support and connection outcomes Student social-emotional and behavioral improvements Family satisfaction with support resources
Goal 5, Action 13: Increase Security Camera Visibility in Blind Spots	All students, particularly those from unduplicated populations who may have experienced trauma or safety concerns, need to feel safe and secure in the school environment. Enhanced security measures provide reassurance and protection for vulnerable students.	Enhanced security camera coverage provides safety for all students while particularly addressing the safety concerns that may affect unduplicated students who could be more vulnerable or have experienced trauma. Comprehensive security creates a safe learning environment for all.	Student perception of school safety by student groups Incident reports and security effectiveness Family confidence in school safety Overall school climate measures

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1: Provide Laptop Computers and Cases for All 6th, 7th, and 8th Grade Students	English learners, foster youth, and low-income students often lack access to reliable technology and internet connectivity at home, creating a significant digital divide that impacts their ability to complete assignments, access online learning resources, and develop essential 21st-century skills. These students are disproportionately affected by the "homework gap" where lack of technology access limits their educational opportunities outside of school hours.	Providing laptop computers specifically to grades 6-8 ensures that unduplicated students have equitable access to technology for both school and home use. This targeted approach addresses the critical middle school years when technology integration becomes essential for academic success and college/career preparation. The laptops enable these students to access online learning platforms, complete digital assignments, and develop technology proficiency skills that are crucial for their future academic and career success.	Increase in percentage of staff proficient in AI integration (baseline: 20%, target: 50%) Number of project-based learning activities integrating technology tools (target: 50% increase year-over-year) Student technology skills assessment using ISTE standards (target: 25% increase year-over-year) Academic achievement outcomes for unduplicated student groups in grades 6-8 Student completion rates of technology-enhanced assignments
Goal 1, Action 2: Provide Professional Development Opportunities for Staff (Technology)	Teachers serving high concentrations of English learners, foster youth, and low-income students need specialized training in technology integration strategies that specifically support these populations. These students often require differentiated instruction, culturally responsive teaching methods, and technology tools that support language development and bridge learning gaps.	Professional development focused on technology integration for supporting unduplicated students ensures teachers have the skills and knowledge to effectively use technology to meet diverse learning needs. This includes training on assistive technologies, language learning software, and digital tools that support differentiated instruction for students with varying academic backgrounds and language proficiencies.	Number of professional development sessions attended by staff (baseline: 5 sessions, current: 7 sessions, target: 15 sessions with 80% perceived effectiveness) Teacher confidence and competency in using technology to support unduplicated students Academic achievement outcomes for unduplicated student groups Teacher implementation of technology-enhanced instructional strategies
Goal 1, Action 4: Replacement iPads	English learners, foster youth, and low-income students in elementary grades (TK-5) need access to age-appropriate technology that supports early literacy development, language acquisition, and foundational academic skills. These students may not have access to educational technology at home and rely on school-provided devices for digital learning experiences.	Replacing and maintaining iPads for elementary students ensures continuous access to educational technology that supports early learning and language development. iPads provide access to literacy apps, language learning tools, and interactive educational content that particularly benefit English learners and students who may lack educational technology exposure at home.	Early literacy and numeracy assessment outcomes for unduplicated student groups Student engagement with educational technology applications NWEA Reading and Math MAP Growth measures for elementary unduplicated students Teacher reports on student technology proficiency development

Goal 2, Action 1: Provide Professional Development Opportunities for Staff (Teacher Development)	Teachers working with English learners, foster youth, and low-income students need ongoing, specialized professional development in evidence-based practices for supporting these populations, including trauma-informed teaching, culturally responsive pedagogy, English language development strategies, and differentiated instruction techniques.	Targeted professional development provides teachers with research-based strategies specifically designed to meet the unique needs of unduplicated students. This includes training in social-emotional learning, trauma-informed practices, language development strategies, and culturally responsive teaching methods that have proven effective for these student populations.	Number of PD opportunities available to staff (baseline: 47, current: 58, target: 55) Teacher efficacy in supporting unduplicated student populations Academic achievement outcomes for English learners, foster youth, and low-income students Teacher retention rates and job satisfaction measures
Goal 2, Action 2: Lead Teacher and Grade/Subject Level Coordinator Stipends	English learners, foster youth, and low-income students benefit from instructional leadership that understands their unique needs and can provide ongoing support to teachers. These students require coordinated, systematic approaches to instruction that address language development, cultural responsiveness, and differentiated support strategies.	Lead teachers and coordinators provide specialized instructional leadership focused on supporting unduplicated student populations. These positions ensure consistent implementation of best practices for English learners, foster youth, and low-income students across grade levels and subject areas, providing mentoring and support for teachers serving these populations.	Academic achievement outcomes for unduplicated student groups Consistency of instructional practices supporting unduplicated students Teacher collaboration and support systems effectiveness Student engagement and success measures for unduplicated populations
Goal 2, Action 3: Create Resource Library	Teachers serving English learners, foster youth, and low-income students need access to specialized resources, including materials on standards-based grading, classroom management strategies for diverse populations, instructional equity practices, trauma-informed teaching, and culturally responsive pedagogy.	A curated resource library provides teachers with research-based materials and tools specifically focused on supporting unduplicated student success. This includes resources on equity practices, language development strategies, and differentiated instruction techniques that have proven effective for English learners, foster youth, and low-income students.	Teacher utilization of resource library materials Implementation of equity-focused instructional practices Academic achievement outcomes for unduplicated student groups Teacher confidence in supporting diverse student populations
Goal 3, Action 1: Provide Professional Development Opportunities for Staff (Academic Achievement)	Teachers need specialized training in instructional strategies that specifically address the academic achievement gaps experienced by English learners, foster youth, and low-income students. Current data shows these groups performing below grade level expectations and needing targeted instructional approaches.	Professional development focused on closing achievement gaps provides teachers with evidence-based strategies for accelerating learning for unduplicated students. This includes training in intensive intervention strategies, language development across content areas, and culturally responsive teaching methods that have proven effective for these populations.	CAASPP outcomes for unduplicated student groups (targets: English learners 33.8 points above standard in ELA, 16.7 points above standard in Math) NWEA MAP Growth measures for unduplicated students Reduction in achievement gaps between student groups Teacher implementation of targeted instructional strategies
Goal 3, Action 2: Provide Teachers with Grade-Level/Subject Level Planning Days	English learners, foster youth, and low-income students need carefully planned, standards-aligned instruction that incorporates language development strategies, cultural responsiveness, and differentiated approaches. Teachers need dedicated time to collaborate and plan instruction that specifically addresses the needs of these populations.	Planning days provide teachers with dedicated time to develop lessons and assessments that specifically support unduplicated students' success with state standards. This includes planning for language development, cultural connections, and differentiated instruction strategies that help these students access grade-level content.	Quality and alignment of lesson plans for unduplicated student support CAASPP and NWEA outcomes for English learners, foster youth, and low-income students Teacher collaboration effectiveness in planning for diverse learners Student engagement and success with standards-based instruction

Goal 3, Action 4: Teacher on Special Assignment - Literacy Coordinator	English learners, foster youth, and low-income students often enter school with limited literacy experiences and need intensive, coordinated literacy support. Current NWEA data shows English learners at 42% reading proficiency and socio-economically disadvantaged students at 53% proficiency, indicating significant need for specialized literacy intervention and coordination.	A dedicated Literacy Coordinator provides specialized leadership in developing and implementing literacy interventions specifically designed for unduplicated students. This includes coordinating early intervention programs, supporting teachers in implementing effective literacy strategies for English learners, and ensuring data-driven decision making for literacy support.	NWEA Reading MAP Growth measures: English learners (baseline: 42%, target: 52%), socio-economically disadvantaged (baseline: 53%, target: 63%), students with disabilities (baseline: 39%, target: 56%) CAASPP ELA outcomes for unduplicated student groups Early literacy assessment results for K-2 unduplicated students Literacy intervention program effectiveness data
Goal 3, Action 12: Maintain Two Additional Math Positions	English learners, foster youth, and low-income students demonstrate significant achievement gaps in mathematics, with current CAASPP data showing Hispanic students 1.5 points below standard and students with disabilities 40.3 points below standard. These students need intensive, specialized math instruction with smaller class sizes and additional support.	Additional math teachers enable smaller class sizes and more individualized instruction specifically for unduplicated students who need intensive math support. These positions allow for differentiated instruction, language support in mathematics, and targeted intervention for students who have experienced educational gaps or disruptions.	CAASPP Math outcomes: Hispanic students (target: 4.5 points above standard), students with disabilities (target: reduce gap to 30 points below standard) NWEA Math MAP Growth measures for unduplicated student groups (target: 6% increase by Fall 2027) Math class size and student-teacher ratios Student engagement and confidence in mathematics
Goal 4, Action 3: Offer Literacy Opportunities for Families Using LEXIA Software Program	Families of English learners, foster youth, and low-income students often lack access to educational technology and literacy support resources at home. English learner families particularly need opportunities to support their children's literacy development while potentially improving their own English language skills.	The LEXIA software program provides families with access to literacy learning tools that can be used at home to support both student and family literacy development. This is particularly valuable for English learner families who can use upper-level LEXIA programs designed for more mature language learners while supporting their children's literacy growth.	Family participation rates in LEXIA program by student groups Student literacy achievement outcomes correlated with family program participation Family engagement in supporting children's literacy development English learner family language development and confidence
Goal 4, Action 4: Provide Live, Online Translation for Parents	English learner families face significant language barriers that prevent meaningful participation in their children's education, including attending parent-teacher conferences, understanding school communications, and participating in school decision-making processes. These barriers limit family engagement and can negatively impact student outcomes.	Live, online translation services remove language barriers for English learner families, enabling real-time communication during conferences, meetings, and school events. This ensures that language differences do not prevent meaningful family engagement and allows English learner families to fully participate in their children's educational experience.	English learner family participation rates in school events and conferences Parent satisfaction with communication and translation services DELAC participation rates (baseline: 23 parents, current: 35 parents, target: 40 parents) Student academic outcomes correlated with increased family engagement
Goal 4, Action 11: Student with Disabilities Clerk	Families of students with disabilities, many of whom are also English learners, foster youth, or from low-income backgrounds, need specialized support in navigating special education processes, accessing services, and understanding their rights and options. These families often face complex systems and may need additional advocacy and communication support.	A dedicated clerk provides specialized support for families of students with disabilities, facilitating communication between families and staff, ensuring access to appropriate services, and helping families navigate special education processes. This position is particularly important for unduplicated student families who may face additional barriers to accessing services.	Family satisfaction with special education communication and support Timeliness and effectiveness of special education services Family participation in IEP and 504 plan processes Student outcomes for students with disabilities from unduplicated populations

Goal 5, Action 5: Continue with Implementation of "Mind Up" Program	English learners, foster youth, and low-income students often experience elevated levels of stress, trauma, and social-emotional challenges that impact their learning and school success. These students need explicit social-emotional learning support and mindfulness strategies to develop self-regulation, emotional awareness, and coping skills.	The Mind Up program from the Goldie Hawn Foundation provides research-based social-emotional learning curriculum specifically designed to help students develop mindfulness, emotional regulation, and resilience skills. This program particularly benefits unduplicated students who may experience additional stressors and trauma that impact their learning.	Student social-emotional skill development assessments Student perception of school safety and connectedness by unduplicated student groups Behavioral incident data and suspension rates for unduplicated students Academic achievement outcomes correlated with social-emotional skill development Student self-regulation and coping skills measures

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

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	$1,592,337.00	$164,881.00	10.35%	4.59%	14.94%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$1,757,074.65	$0.00	$0.00	$319,333.54	$2,076,408.19	$1,314,090.00	$762,318.19

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	Digital Citizenship, Safety, and Cybersecurity Infrastructure	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
1	2	Provide professional development opportunities for staff.	Homeless, English learner (EL), Foster Youth, Low Income	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	2025-2026	$10,000	$20,000	$30,000	$0	$0	$0	$30,000	0.00%
1	3	Maintain a secure and updated technology ecosystem	English learner (EL), Foster Youth, Low Income	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6th-8th	2025-2026	$0	$285,481	$285,481	$0	$0	$0	$285,481	0.00%
1	4	Parent AI Education and Communication Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$5,000	$0	$5,000	$0	$0	$0	$5,000	0.00%

2	1	Provide professional development opportunities for staff.	Foster Youth, Hispanic or Latino, Homeless, Low Income	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
2	2	Lead Teacher, Grade/Subject Level, Primary/Elementary Coordinator Stipends	Low Income, Foster Youth, English learner (EL), Homeless	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$159,675	$0	$159,675	$0	$0	$0	$159,675	0.00%
2	3	Expand Online Resources Access for Staff	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
2	4	Provide on-site professional development using designated staff	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$37,924	$0	$0	$0	$0	$37,924	$37,924	0.00%
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$200,000	$0	$200,000	$0	$0	$0	$200,000	0.00%
3	1	Provide professional development opportunities for staff.	All, English learner (EL), Foster Youth, Homeless, Low Income	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	2025-2026	$75,000	$3,000	$78,000	$0	$0	$0	$78,000	0.00%

3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Low Income, English learner (EL), Foster Youth, Homeless	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2025-2026	$0	$63,011	$63,011	$0	$0	$0	$63,011	0.00%
3	4	Provide reading tutoring.	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$212,085	$0	$0	$0	$0	$212,085	$212,085	0.00%
3	5	Reprographics Supply and Maintenance	All, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$17,000	$0	$0	$0	$17,000	$17,000	0.00%
3	6	Instructional supplies	Low Income, All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$23,968	$0	$0	$0	$23,968	$23,968	0.00%
3	7	Purchase student agenda/planner for all 1st-8th grade students	Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$5,857	$0	$0	$0	$5,857	$5,857	0.00%
3	8	Hire 2 FTE Utility Teachers	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans, 4th-8th	2025-2026	$218,544	$0	$218,544	$0	$0	$0	$218,544	0.00%
3	9	Standards-based Learning Initiative	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$2,500	$17,500	$20,000	$0	$0	$0	$20,000	0.00%
3	10	Maintain two additional Math positions.	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 4th-8th	2025-2026	$298,429	$0	$298,429	$0	$0	$0	$298,429	0.00%
3	11	In School and After School STEM Club	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$5,000	$0	$0	$0	$0	$5,000	$5,000	0.00%

3	12	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	2025-2026	$2,500	$0	$2,500	$0	$0	$0	$2,500	0.00%
3	13	World Language Before and After School Class	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Parent and Family "University"	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$5,000	$2,500	$7,500	$0	$0	$0	$7,500	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	Foster Youth, Low Income, Homeless, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	$0	$0	$0	$0	$0	$0	$0	0.00%
4	4	Provide live, online translation for parents.	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2025-2026	$0	$8,500	$8,500	$0	$0	$0	$8,500	0.00%
4	5	Continued use of the Parent Square communication system.	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$6,953	$6,953	$0	$0	$0	$6,953	0.00%
4	6	Contract with Zoom	All	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2024-2025	$0	$4,000	$4,000	$0	$0	$0	$4,000	0.00%
4	7	Foothill Family Mental Health Parent Workshops	Low Income	Yes	Schoolwide	Low Income	All Schools	2024-2025	$0	$3,000	$3,000	$0	$0	$0	$3,000	0.00%
4	8	Expand school counselor responsibilities to include serving as homeless liaison.	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	$12,469	$0	$12,469	$0	$0	$0	$12,469	0.00%
4	9	Family Outreach Opportunities	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%

4	10	Student with Disabilities Clerk	Foster Youth, English learner (EL), Student with Disabilities (SWD), Low Income, Homeless	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$57,464	$0	$57,464	$0	$0	$0	$57,464	0.00%
4	11	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$8,500	$0	$0	$0	$8,500	$8,500	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Homeless, Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$3,000	$3,000	$0	$0	$0	$3,000	0.00%
5	2	Provide the SJCA community experiences that Events Honoring Student Diversity and Schoolwide SEL.	English learner (EL), Homeless, Foster Youth, Low Income, Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	$2,500	$11,500	$10,000	$0	$0	$4,000	$14,000	0.00%
5	3	Continue to expand school libraries to include more diverse selections.	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$3,000	$3,000	$0	$0	$0	$3,000	0.00%
5	4	The Leader In Me Membership & Licensing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$0	$18,050	$13,050	$0	$0	$5,000	$18,050	0.00%

5	5	Continued support of new Wellness and Calming Areas	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
5	6	Provide continued access to the Ripples Effects program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$0	$7,083	$7,083	$0	$0	$0	$7,083	0.00%
5	7	Provide access to Cook Center for Human Connection Resources at parentguidance.org	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
5	8	Increase Security Camera Visibility in Blind Spots	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
5	9	Implementation of Positive Prevention	All	Yes	Limited	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 5th-8th		$0	$2,040	$2,040	$0	$0	$0	$2,040	0.00%
5	10	Crossing Guard for Safe Arrival and Dismissal		No					$0	$45,000	$45,000	$0	$0	$0	$45,000	0.00%
5	11	Heart Rate Monitors for Wellness Awareness		No					$0	$33,376	$33,376	$0	$0	$0	$33,376	0.00%

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
$1,592,337.00	$164,881.00	10.35%	4.59%	14.94%	$1,678,698.65	0.00%	105.42%	**Total:**	$1,678,698.65
								LEA-wide Total:	
								Limited Total:	$1,004,589.00
								Schoolwide Total:	$674,109.65

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	Digital Citizenship, Safety, and Cybersecurity Infrastructure	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$40,000.00	0.00%
1	2	Provide professional development opportunities for staff.	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	$30,000.00	0.00%
1	3	Maintain a secure and updated technology ecosystem	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6th-8th	$285,481.00	0.00%
1	4	Parent AI Education and Communication Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,000.00	0.00%

2	1	Provide professional development opportunities for staff.	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	$40,000.00	0.00%
2	2	Lead Teacher, Grade/Subject Level, Primary/Elementary Coordinator Stipends	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$159,675.00	0.00%
2	3	Expand Online Resources Access for Staff	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$5,000.00	0.00%
2	4	Provide on-site professional development using designated staff	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$200,000.00	0.00%
3	1	Provide professional development opportunities for staff.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$40,000.00	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$78,000.00	0.00%
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	$63,010.65	0.00%
3	4	Provide reading tutoring.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	5	Reprographics Supply and Maintenance	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	6	Instructional supplies	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	7	Purchase student agenda/planner for all 1st-8th grade students	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	8	Hire 2 FTE Utility Teachers	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans, 4th-8th	$218,544.00	0.00%

3	9	Standards-based Learning Initiative	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$20,000.00	0.00%
3	10	Maintain two additional Math positions.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 4th-8th	$298,429.00	0.00%
3	11	In School and After School STEM Club	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	12	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,500.00	0.00%
3	13	World Language Before and After School Class	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
4	2	Parent and Family "University"	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$7,500.00	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	Limited	Foster Youth, English learner (EL), Low Income	All Schools	$0.00	0.00%
4	4	Provide live, online translation for parents.	Yes	Limited	English learner (EL)	All Schools	$8,500.00	0.00%
4	5	Continued use of the Parent Square communication system.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$6,953.00	0.00%
4	6	Contract with Zoom	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	$4,000.00	0.00%
4	7	Foothill Family Mental Health Parent Workshops	Yes	Schoolwide	Low Income	All Schools	$3,000.00	0.00%
4	8	Expand school counselor responsibilities to include serving as homeless liaison.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$12,469.00	0.00%

4	9	Family Outreach Opportunities	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$5,000.00	0.00%
4	10	Student with Disabilities Clerk	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$57,464.00	0.00%
4	11	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,000.00	0.00%
5	2	Provide the SJCA community experiences that Events Honoring Student Diversity and Schoolwide SEL.	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$10,000.00	0.00%
5	3	Continue to expand school libraries to include more diverse selections.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$3,000.00	0.00%
5	4	The Leader In Me Membership & Licensing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$13,050.00	0.00%
5	5	Continued support of new Wellness and Calming Areas	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$5,000.00	0.00%
5	6	Provide continued access to the Ripples Effects program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$7,083.00	0.00%
5	7	Provide access to Cook Center for Human Connection Resources at parentguidance.org	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$25,000.00	0.00%
5	8	Increase Security Camera Visibility in Blind Spots	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%

5	9	Implementation of Positive Prevention	Yes	Limited	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 5th-8th	$2,040.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,622,524.00	$1,890,688.15

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	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	$157,080.00	$172,400.64
1	2	Provide professional development opportunities for staff.	Yes	$20,000.00	$16,534.00
1	3	Web Search Filter	Yes	$8,410.00	$8,476.00
1	4	Replacement iPads	Yes	$76,760.00	$76,759.91
1	5	Parent AI Education and Communication Program	Yes	$10,000.00	$4,509.00
2	1	Provide professional development opportunities for staff.	Yes	$68,750.00	$47,597.39
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	$154,675.00	$154,675.00
2	3	Create Resource Library	Yes	$5,000.00	$3,090.94
2	4	Provide on-site professional development using designated staff	Yes	$33,445.00	$33,445.00
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Yes	$375,000.00	$208,756.00
3	1	Provide professional development opportunities	Yes	$45,000.00	$37,812.09

		for staff.			
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	$113,425.00	$73,315.00
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	$43,800.00	$40,451.00
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	$159,329.00	$0.00
3	5	Provide reading tutoring.	Yes	$176,390.00	$188,065.00
3	6	Reprographics Supply and Maintenance	Yes	$17,000.00	$17,000.00
3	7	Instructional supplies	Yes	$23,968.00	$18,968.00
3	8	Purchase student agenda/planner for all 1st-8th grade students	Yes	$6,500.00	$5,140.45
3	9	Teacher on Special Assignment - Math Coordinator	Yes	$157,496.00	$0.00
3	10	Hire 2 FTE Utility Teachers	Yes	$239,699.00	$239,699.00
3	11	Standards-based Learning Initiative	Yes	$15,000.00	$21,175.00
3	12	Maintain two additional Math positions.	Yes	$283,260.00	$283,030.00
3	13	In School and After School STEM Club	Yes	$10,000.00	$10,000.00
3	14	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	$2,500.00	$2,500.00
3	15	World Language Before School Class	Yes	$20,000.00	$15,025.00
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	Yes	$2,500.00	$0.00
4	2	Parent and Family "University"	Yes	$7,500.00	$2,481.39

4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	$0.00	$0.00
4	4	Provide live, online translation for parents.	Yes	$8,500.00	$8,537.50
4	5	Continued use of the Parent Square communication system.	Yes	$6,953.00	$6,972.00
4	6	Contract with Zoom	Yes	$3,680.00	$3,680.00
4	7	Foothill Family Mental Health Parent Workshops	Yes	$1,000.00	$4,335.00
4	8	Implement Navigate360 system	Yes	$4,653.00	$4,653.00
4	9	Expand school counselor responsibilities to include serving as homeless liaison.	Yes	$12,469.00	$12,469.00
4	10	Family Outreach Opportunities	Yes	$10,000.00	$5,000.00
4	11	Student with Disabilities Clerk	Yes	$75,566.00	$50,566.00
4	12	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	$8,500.00	$8,500.00
5	1	Maintain a comprehensive student attendance monitor system.	Yes	$25,000.00	$25,000.00
5	2	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	$7,500.00	$7,500.00
5	3	Maintain a full time counselor to support student wellness and belonging	Yes	$132,621.00	$0.00
5	4	Continue to expand school libraries to include more diverse selections.	Yes	$3,000.00	$2,665.84
5	5	Continue with the implementation of the "Mind Up" Program	Yes	$0.00	$0.00
5	6	Equity In Education	Yes	$12,500.00	$13,300.00

		Opportunities			
5	7	Events Honoring Student Diversity	Yes	$5,000.00	$4,000.00
5	8	Enhance School Broadcast Access	Yes	$5,000.00	$4,477.00
5	9	The Leader In Me Membership	Yes	$2,500.00	$4,950.00
5	10	Continued support of new Wellness Centers	Yes	$3,000.00	$2,344.00
5	11	Provide continued access to the Ripples Effects program	Yes	$1,800.00	$1,800.00
5	12	Provide access to Cook Center for Human Connection Resources at parentguidance.org	Yes	$25,000.00	$25,000.00
5	13	Increase Security Camera Visibility in Blind Spots	Yes	$35,795.00	$14,033.00

2025-2026 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)
$1,597,807.00	$2,368,560.00	$1,626,350.49	$742,209.51	0.00%	0.00%	0.00% - 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	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	$157,080.00	$172,400.64	0.00%	0.00%

1	2	Provide professional development opportunities for staff.	Yes	$20,000.00	$16,534.00	0.00%	0.00%
1	3	Web Search Filter	Yes	$8,410.00	$8,476.00	0.00%	0.00%
1	4	Replacement iPads	Yes	$76,760.00	$76,759.91	0.00%	0.00%
1	5	Parent AI Education and Communication Program	Yes	$10,000.00	$4,509.00	0.00%	0.00%
2	1	Provide professional development opportunities for staff.	Yes	$68,750.00	$47,597.00	0.00%	0.00%
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	$154,675.00	$154,675.00	0.00%	0.00%
2	3	Create Resource Library	Yes	$5,000.00	$3,090.94	0.00%	0.00%
2	4	Provide on-site professional development using designated staff	Yes	$33,445.00	$33,445.00	0.00%	0.00%
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Yes	$375,000.00	$208,756.00	0.00%	0.00%
3	1	Provide professional development opportunities for staff.	Yes	$45,000.00	$37,812.00	0.00%	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	$113,425.00	$73,315.00	0.00%	0.00%
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	$43,800.00	$40,451.00	0.00%	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	$159,329.00	$0.00	0.00%	0.00%
3	5	Provide reading tutoring.	Yes	$0.00	$0.00	0.00%	0.00%
3	6	Reprographics Supply and Maintenance	Yes	$0.00	$0.00	0.00%	0.00%
3	7	Instructional supplies	Yes	$0.00	$0.00	0.00%	0.00%

3	8	Purchase student agenda/planner for all 1st-8th grade students	Yes	$0.00	$0.00	0.00%	0.00%
3	9	Teacher on Special Assignment - Math Coordinator	Yes	$157,496.00	$0.00	0.00%	0.00%
3	10	Hire 2 FTE Utility Teachers	Yes	$239,699.00	$239,699.00	0.00%	0.00%
3	11	Standards-based Learning Initiative	Yes	$15,000.00	$21,175.00	0.00%	0.00%
3	12	Maintain two additional Math positions.	Yes	$283,260.00	$283,030.00	0.00%	0.00%
3	13	In School and After School STEM Club	Yes	$0.00	$0.00	0.00%	0.00%
3	14	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	$2,500.00	$2,500.00	0.00%	0.00%
3	15	World Language Before School Class	Yes	$20,000.00	$15,025.00	0.00%	0.00%
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	Yes	$2,500.00	$0.00	0.00%	0.00%
4	2	Parent and Family "University"	Yes	$7,500.00	$2,481.00	0.00%	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	$0.00	$0.00	0.00%	0.00%
4	4	Provide live, online translation for parents.	Yes	$8,500.00	$8,500.00	0.00%	0.00%
4	5	Continued use of the Parent Square communication system.	Yes	$0.00	$0.00	0.00%	0.00%
4	6	Contract with Zoom	Yes	$3,680.00	$3,680.00	0.00%	0.00%
4	7	Foothill Family Mental Health Parent Workshops	Yes	$1,000.00	$4,335.00	0.00%	0.00%
4	8	Implement Navigate360 system	Yes	$0.00	$0.00	0.00%	0.00%
4	9	Expand school counselor responsibilities to include serving as homeless liaison.	Yes	$12,469.00	$12,469.00	0.00%	0.00%

4	10	Family Outreach Opportunities	Yes	$10,000.00	$0.00	0.00%	0.00%
4	11	Student with Disabilities Clerk	Yes	$75,566.00	$50,566.00	0.00%	0.00%
4	12	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	$0.00	$0.00	0.00%	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Yes	$25,000.00	$25,000.00	0.00%	0.00%
5	2	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	$7,500.00	$7,500.00	0.00%	0.00%
5	3	Maintain a full time counselor to support student wellness and belonging	Yes	$132,621.00	$0.00	0.00%	0.00%
5	4	Continue to expand school libraries to include more diverse selections.	Yes	$3,000.00	$2,665.00	0.00%	0.00%
5	5	Continue with the implementation of the "Mind Up" Program	Yes	$0.00	$0.00	0.00%	0.00%
5	6	Equity In Education Opportunities	Yes	$12,500.00	$13,300.00	0.00%	0.00%
5	7	Events Honoring Student Diversity	Yes	$5,000.00	$4,000.00	0.00%	0.00%
5	8	Enhance School Broadcast Access	Yes	$5,000.00	$4,477.00	0.00%	0.00%
5	9	The Leader In Me Membership	Yes	$2,500.00	$4,950.00	0.00%	0.00%
5	10	Continued support of new Wellness Centers	Yes	$3,000.00	$2,344.00	0.00%	0.00%
5	11	Provide continued access to the Ripples Effects program	Yes	$1,800.00	$1,800.00	0.00%	0.00%
5	12	Provide access to Cook Center for Human Connection Resources at parentguidance.org	Yes	$25,000.00	$25,000.00	0.00%	0.00%
5	13	Increase Security Camera Visibility in Blind Spots	Yes	$35,795.00	$14,033.00	0.00%	0.00%

2025-2026 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)
$1,597,807.00	$1,597,807.00	6.38%	106.38%	$1,626,350.49	0.00%	101.79%	$73,339.34	4.59%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$267,409.54	$37,924.00	$0.00	$14,000.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Digital Citizenship, Safety, and Cybersecurity Infrastructure	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
1	2	Provide professional development opportunities for staff.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
1	3	Maintain a secure and updated technology ecosystem	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$285,481.00
1	4	Parent AI Education and Communication Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
2	1	Provide	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00

		professional development opportunities for staff.							
2	2	Lead Teacher, Grade/Subject Level, Primary/Elementary Coordinator Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$159,675.00
2	3	Expand Online Resources Access for Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
2	4	Provide on-site professional development using designated staff	$0.00	$37,924.00	$0.00	$0.00	$0.00	$0.00	$37,924.00
2	5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
3	1	Provide professional development opportunities for staff.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$78,000.00
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$63,010.65
3	4	Provide reading tutoring.	$212,085.00	$0.00	$0.00	$0.00	$0.00	$0.00	$212,085.00
3	5	Reprographics Supply and	$17,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$17,000.00

		Maintenance							
3	6	Instructional supplies	$23,968.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,968.00
3	7	Purchase student agenda/planner for all 1st-8th grade students	$5,856.54	$0.00	$0.00	$0.00	$0.00	$0.00	$5,856.54
3	8	Hire 2 FTE Utility Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$218,544.00
3	9	Standards-based Learning Initiative	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
3	10	Maintain two additional Math positions.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$298,429.00
3	11	In School and After School STEM Club	$0.00	$0.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00
3	12	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,500.00
3	13	World Language Before and After School Class	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Parent and Family "University"	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,500.00
4	3	Offer literacy opportunities for families using LEXIA software program.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	4	Provide live, online translation for parents.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,500.00
4	5	Continued use of	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,953.00

		the Parent Square communication system.							
4	6	Contract with Zoom	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,000.00
4	7	Foothill Family Mental Health Parent Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000.00
4	8	Expand school counselor responsibilities to include serving as homeless liaison.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,469.00
4	9	Family Outreach Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
4	10	Student with Disabilities Clerk	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,464.00
4	11	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	$8,500.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,500.00
5	1	Maintain a comprehensive student attendance monitor system.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000.00
5	2	Provide the SJCA community experiences that Events Honoring Student Diversity and Schoolwide SEL.	$0.00	$0.00	$0.00	$4,000.00	$0.00	$0.00	$14,000.00
5	3	Continue to expand school libraries to include more diverse selections.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000.00
5	4	The Leader In Me Membership & Licensing		$0.00	$0.00	$5,000.00	$0.00	$0.00	$18,050.00

5	5	Continued support of new Wellness and Calming Areas	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
5	6	Provide continued access to the Ripples Effects program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,083.00
5	7	Provide access to Cook Center for Human Connection Resources at parentguidance.org	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
5	8	Increase Security Camera Visibility in Blind Spots	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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