2025-26 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	12	10	0	0	0	2	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics				4	5
Next Generation Science Standards			3	4	
History-Social Science			3	4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	5
Next Generation Science Standards			3	4	
History-Social Science		2	3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	5
ELD (Aligned to ELA Standards)				4	5
Mathematics – Common Core State Standards for Mathematics				4	5
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education		2	3			
Health Education Content Standards		2	3			
Physical Education Model Content Standards			3			
Visual and Performing Arts		2	3			
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Walden Academy continues to demonstrate a foundational strength in cultivating strong school-family partnerships. This commitment to engagement is rooted in the school's founding values and mission. Family participation remains central to school culture and decision-making. Parents and guardians are actively invited to join classroom activities, supervise recess, attend school-wide events, and serve as chaperones on field trips. Regular parent-teacher conferences occur at least once annually, with high participation rates.

Educational partners, including families, are consistently engaged through weekly newsletters from the school director, which include upcoming academic events and resources for supporting student well-being. Teachers also communicate learning updates via classroom newsletters. In response to increased interest in transparent communication, staff now provide real-time academic updates through online gradebooks and assignment portals. Spanish translation services are routinely available for school meetings and conferences, ensuring accessibility for multilingual families. Families are invited to engage in shared governance via participation in the Parent Teacher Club (PTC), School Site Council (SSC), and school board meetings.

Feedback gathered through CHKS and local input forums highlighted that parents value the school's approachable staff, consistent communication, and multiple opportunities for direct engagement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Despite Walden's strengths and continued efforts, parent involvement during the school day has not returned to pre-COVID levels. Feedback and data indicate this is due to multiple overlapping challenges: parents' evolving work commitments, limited teacher-initiated invitations for in-class support, and an ongoing shift in school norms post-COVID restrictions. Additionally, some families report feeling uncertain about how best to re-engage with in-person

school activities. These trends signal the need for renewed strategies to rebuild a campus culture of inclusive, regular family presence. As the school Superintendent/ Principal, I applied for a grant program called Community Engagement Initiative to support our capacity to reengage families, but despite my effort, we were not selected to join the cohort. We will continue to seek ways to enhance our relationships between school and families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In response to CHKS feedback and self-reflection data, Walden Academy has prioritized monthly communication of current instructional standards by teachers to improve transparency and academic engagement. For the 25/2 school year teachers will share grade-level learning objectives in newsletters and digital platforms. Additionally, the school plans to offer family engagement nights that are co-developed with feedback from underrepresented families—including Spanish-speaking and foster families—to ensure culturally relevant access to academic content and school initiatives.

Walden will also partner with the PTC to establish a "Family Welcome Team" aimed at connecting new or less-involved families with ongoing school events and support networks. This effort is designed to reduce barriers for underrepresented groups by proactively offering personal outreach and translation support.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Walden Academy continues to demonstrate a collaborative and student-centered culture that effectively fosters strong partnerships for improved student outcomes. The school's proactive engagement with families and the broader community remains a cornerstone of its educational approach. Throughout the 2024–25 year, Walden reinforced its commitment to building inclusive learning partnerships through regular events, personalized communication, and responsive instructional strategies.

Key strengths include the continued integration of Responsive Classroom and Toolbox Project strategies, which cultivate a consistent, safe, and supportive school climate. These approaches, embraced by both staff and families, help students develop social-emotional skills that directly support academic success. Professional development for teachers has expanded to include deeper collaboration in analyzing student data and tailoring instruction to meet identified needs. This professional learning has been tied to regular benchmark assessments (iReady), which provide timely insights into student progress and allow educators to partner with families using clear, actionable academic information.

Walden has made tangible strides in sharing student progress through regular communications, including personalized teacher updates and family conferences. Teachers increasingly use digital platforms to communicate classroom learning goals and student outcomes. In response to educational partner feedback, the school director enhanced weekly newsletters with a “Learning Highlights” section to better inform families about academic focus areas and support strategies.

Community-building events—such as talent shows, service learning projects, and academic exhibitions—continue to serve as accessible platforms for parents and guardians to engage meaningfully with student learning. These events not only celebrate student accomplishments but also reinforce the collaborative spirit among teachers, students, and families.

By embedding educational partner feedback into its decision-making structures—such as through School Site Council (SSC) and Parent Teacher Club (PTC)—Walden ensures alignment between school goals and community expectations. These practices reflect a deep commitment to inclusive engagement that directly supports student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

While Walden maintains strong overall engagement, there remains a need to strengthen on-campus parent volunteerism and deepen parent understanding of grade-level content and learning strategies. Feedback from families and staff emphasized that while communication channels exist, more explicit guidance on how families can support student learning at home—especially in core academic areas—would be beneficial. Additionally, structured volunteer opportunities have not yet returned to pre-pandemic levels, and both staff and families expressed a desire for renewed clarity and invitations regarding volunteering protocols.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To better support underrepresented families, Walden Academy will launch a targeted family engagement initiative for the 2025–26 school year. Teachers will continue monthly updates detailing classroom learning standards and will include specific ways families can reinforce concepts at home. This approach is designed to address CHKS feedback showing a gap in understanding around what students are learning and how to help.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Walden Academy has continued to make measurable progress in fostering a collaborative culture where educational partner input is actively sought and utilized in decision-making. Throughout the 2024–25 school year, the school provided consistent and varied opportunities for parent and community engagement through School Site Council (SSC), Board meetings, and Parent Teacher Club (PTC) activities. Notably, the PTC experienced a marked increase in active participation, with families contributing to event planning, fundraising, and school climate initiatives.

Educational partner feedback collected through conferences, in surveys, and through school events, demonstrating a commitment to listening to families and staff. Furthermore, staff involvement in instructional decision-making has increased through grade-level collaboration and professional learning communities (PLCs), strengthening input loops on curricular and behavioral strategies.

The school director's weekly newsletter continues to serve as a transparent platform for sharing updates and encouraging input on upcoming decisions. In several instances during 2024–25, parent and staff feedback directly influenced schoolwide initiatives, such as adjustments to homework policies and refinements in schoolwide behavior expectations. This demonstrates that input is not only collected but meaningfully applied.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While progress has been made, Walden Academy has identified several focus areas for improvement in its decision-making engagement practices. Participation in SSC, ELAC, LCAP Advisory and school board meetings remains limited to a relatively small group of families. Although these forums are publicized, many parents have expressed uncertainty about the purpose of these meetings or how to participate meaningfully.

To address this, the school aims to better demystify decision-making processes and expand access by clearly communicating the roles of different school governance bodies. Additionally, input from multilingual families and those not typically represented at decision-making meetings is limited, highlighting a need for targeted strategies to build trust and invite sustained participation from these groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve engagement of underrepresented families, Walden Academy will launch “Parent University” nights during the 2025–26 school year. These sessions will offer helpful tips, educational resources, and open forums tailored to family-identified needs and concerns. Topics may include supporting student learning at home, navigating school systems, and social-emotional development.

To ensure accessibility and inclusion, each session will be co-facilitated by a bilingual staff member and feature materials available in both English and Spanish. Personal invitations will be extended to underrepresented families—including those of English Learners, low-income students, and foster youth—through direct communication from teachers and community liaisons. Events will be held at varied times to accommodate family schedules and include childcare and light refreshments to reduce barriers to participation.

These efforts are designed to foster trusting relationships and empower families to play a more active role in school decision-making. Feedback gathered during “Parent University” nights will be synthesized and shared with school leadership teams and governance groups, ensuring that the voices of all families directly inform policies and school improvement efforts.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

For the 2024–25 school year, Walden Academy did not administer the California Healthy Kids Survey (CHKS), as it was not required. As such, the school continues to use the most recent local climate data collected in the previous administration of CHKS, the California School Parent Survey (CSPS), and the California School Staff Survey (CSSS). These surveys continue to inform school climate analysis and planning.

From the CHKS, 120 students in grades 6–8 participated, with a demographic breakdown of 52% female, 48% male; 60% Hispanic, 30% White, and 10% other ethnicities. Key findings included: 75% of students reported feeling connected to school, 80% demonstrated high academic motivation, and 65% reported feeling safe at school. Disaggregated data showed 78% of female and 72% of male students felt connected; 70% of Hispanic, 60% of White, and 80% of other student groups reported feeling safe.

The CSPS parent survey had 85 respondents (55% Hispanic, 35% White, 10% other). Key findings included 70% reporting involvement in school activities, 80% expressing satisfaction with communication, and 75% believing their child is safe at school. Communication satisfaction by group: 72% Hispanic, 85% White, and 78% other ethnicities.

From the CSSS, 35 staff responded (60% female, 40% male; 50% Hispanic, 40% White, 10% other). Among staff, 80% reported feeling supported by school leadership, 75% were satisfied with professional development, and 70% reported feeling safe. Female staff (82%) reported slightly higher support than males (77%); 78% of Hispanic, 73% of White, and 80% of other groups were satisfied with PD opportunities.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Although survey data was not collected in 2024–25, Walden Academy continued to use the most recent CHKS, CSPS, and CSSS data to guide school improvement efforts. Ongoing analysis confirmed key strengths and areas for targeted support.

Strengths included strong student motivation and school connectedness (80% and 75% respectively), robust administrative support for staff (80%), and high parent satisfaction with school communication (80%). These areas reinforced the importance of sustaining inclusive school culture, academic rigor, and transparent communication.

Areas for improvement remain consistent with prior findings. Only 65% of students and 70% of staff reported feeling safe, signaling the need for continued focus on campus safety and behavior supports. Parent involvement also showed room for growth, particularly among Hispanic families, with slightly lower communication satisfaction (72%) compared to other groups. These needs informed several initiatives implemented during 2024–25.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Although no new survey data was collected in 2024–25, Walden Academy used previous data trends and educational partner input to refine and continue several improvement strategies:

Parent Engagement: The school will introduce "Parent University" nights to address family needs, offer academic tips, and provide Q&A opportunities. These sessions were co-facilitated by bilingual staff to improve access for Spanish-speaking families and underrepresented groups.

Behavioral Supports: A dedicated behavioral interventionist focused on implementing proactive, student-centered strategies. Staff received PD in behavior supports, and parent outreach was expanded to align expectations.

Safety and Climate: Leadership teams reviewed student behavior trends monthly and used restorative practices to strengthen school climate. Increased staff presence during key times supported feelings of safety.

Curriculum Engagement: The newly hired AG/STEM teacher expanded hands-on learning, supporting student motivation and connectedness. This program included project-based learning and community partnerships.

Staff Collaboration: The internal leadership team facilitated regular dialogue around climate data, professional development, and schoolwide goals—sustaining the positive climate reported by staff.

These adjustments reflect Walden Academy's commitment to ongoing reflection and continuous improvement, even in years without fresh survey administration.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Walden Academy uses a combination of locally selected tools to monitor access to a broad course of study across grade spans, including for unduplicated student groups and students with exceptional needs. These tools include regular discussions and data reviews during weekly Professional Learning Communities (PLCs), teacher input surveys, family engagement surveys, and structured student feedback sessions. Staff review course enrollment rosters, support plans (IEPs/504s), and participation in enrichment and intervention programs to ensure equitable access. These measures provide both quantitative and qualitative insights into curriculum access and enrollment equity.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As a single-school LEA, Walden Academy has maintained consistent access to a broad course of study for all students. Data from PLCs, stakeholder surveys, and student input confirms that all students—including English learners, low-income students, foster youth, and those with exceptional needs—are enrolled in core academic subjects along with enrichment opportunities such as art, PE, science lab, agriculture/STEM, and project-based learning. There are no disparities in access or enrollment across student groups. Over time, intentional monitoring

has ensured all students continue to benefit from inclusive and balanced educational experiences, without gaps across any grade spans or demographic subgroups.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While Walden Academy has successfully provided broad course access to all students, the primary barriers to further enhancement are limited staffing and instructional time. As a small school, offering additional elective courses, advanced academic options, or expanded support services is constrained by available personnel and scheduling flexibility. These structural limits occasionally restrict the frequency or depth of supplemental programming.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To further strengthen equitable access to a broad course of study, Walden Academy has expanded staffing by hiring a dedicated AG/STEM teacher, enhancing hands-on learning opportunities for all students. Additionally, the school has integrated project-based and cross-curricular learning models to enrich core instruction within the existing schedule. In the coming year, the school will explore block scheduling options and creative staffing models to expand enrichment offerings without compromising instructional time in core subjects. Regular stakeholder input will continue to guide these refinements.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district					

Coordinating Instruction	1	2	3	4	5
pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

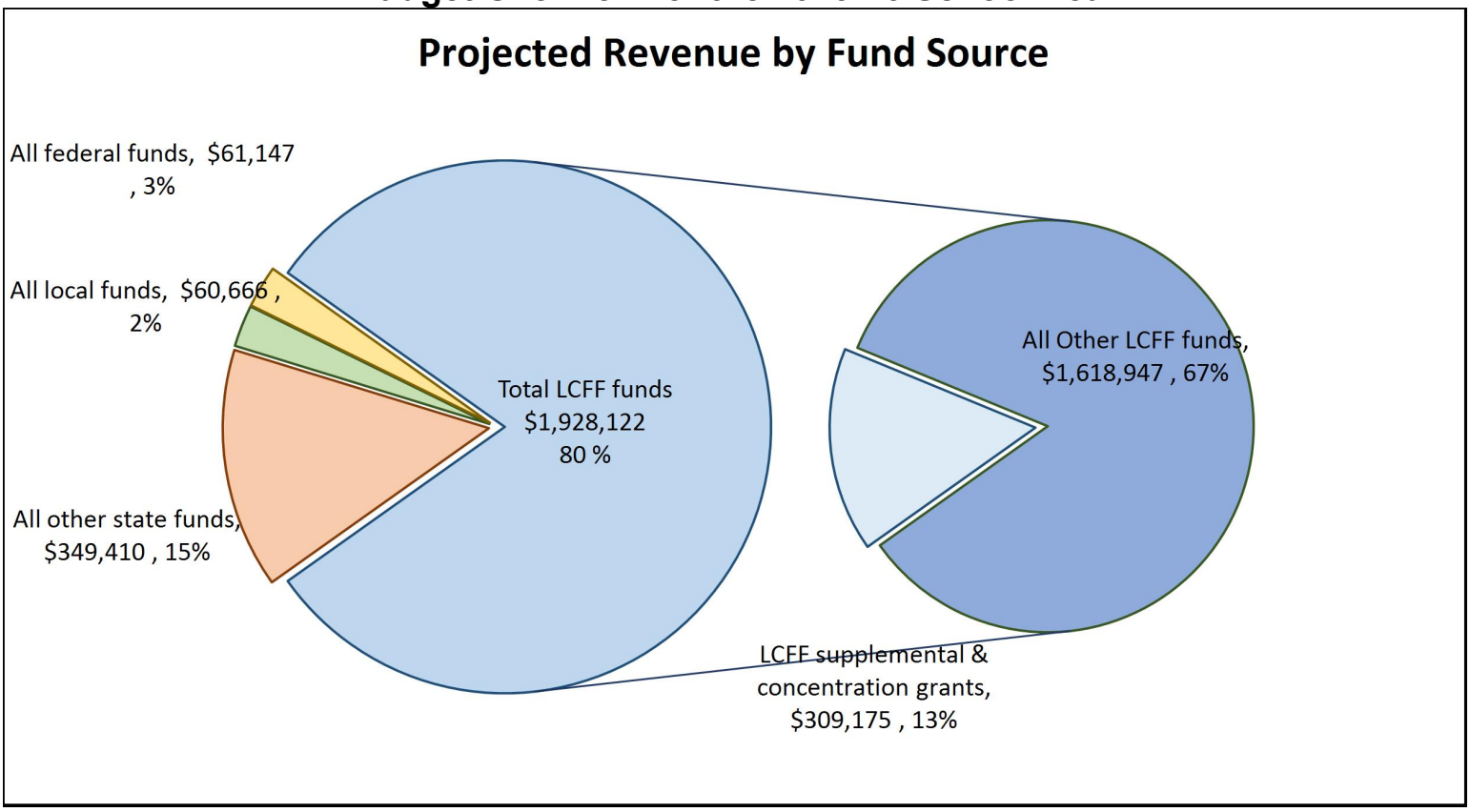
Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Walden Academy Charter School
CDS Code: 11101160124909
School Year: 2025-26
LEA contact information:
Amber Calonico
Superintendent/ Principal
acalonico@waldenacademy.org
(530) 361-6480

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

Budget Overview for the 2025-26 School Year

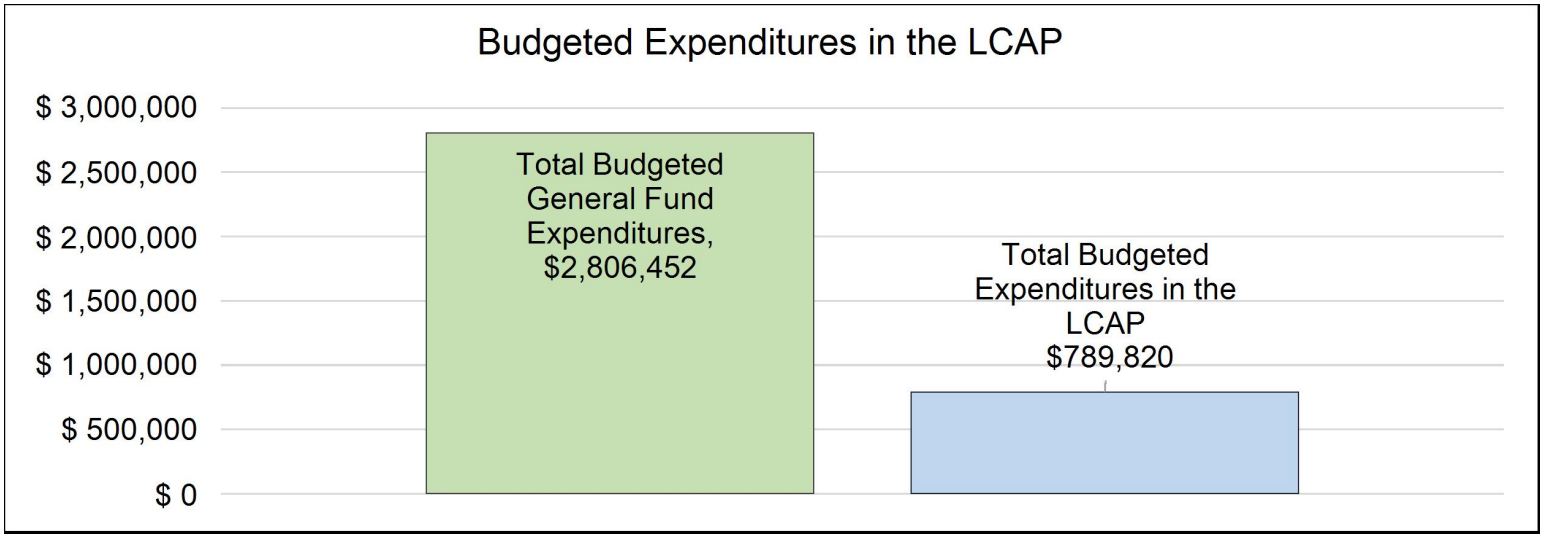


This chart shows the total general purpose revenue Walden Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Walden Academy Charter School is $2,399,345, of which $1,928,122 is Local Control Funding Formula (LCFF), $349,410 is other state funds, $60,666 is local funds, and $61,147 is federal funds. Of the $1,928,122 in LCFF Funds, $309,175 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Walden Academy Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Walden Academy Charter School plans to spend $2,806,452 for the 2025-26 school year. Of that amount, $789,820 is tied to actions/services in the LCAP and $2,016,632 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

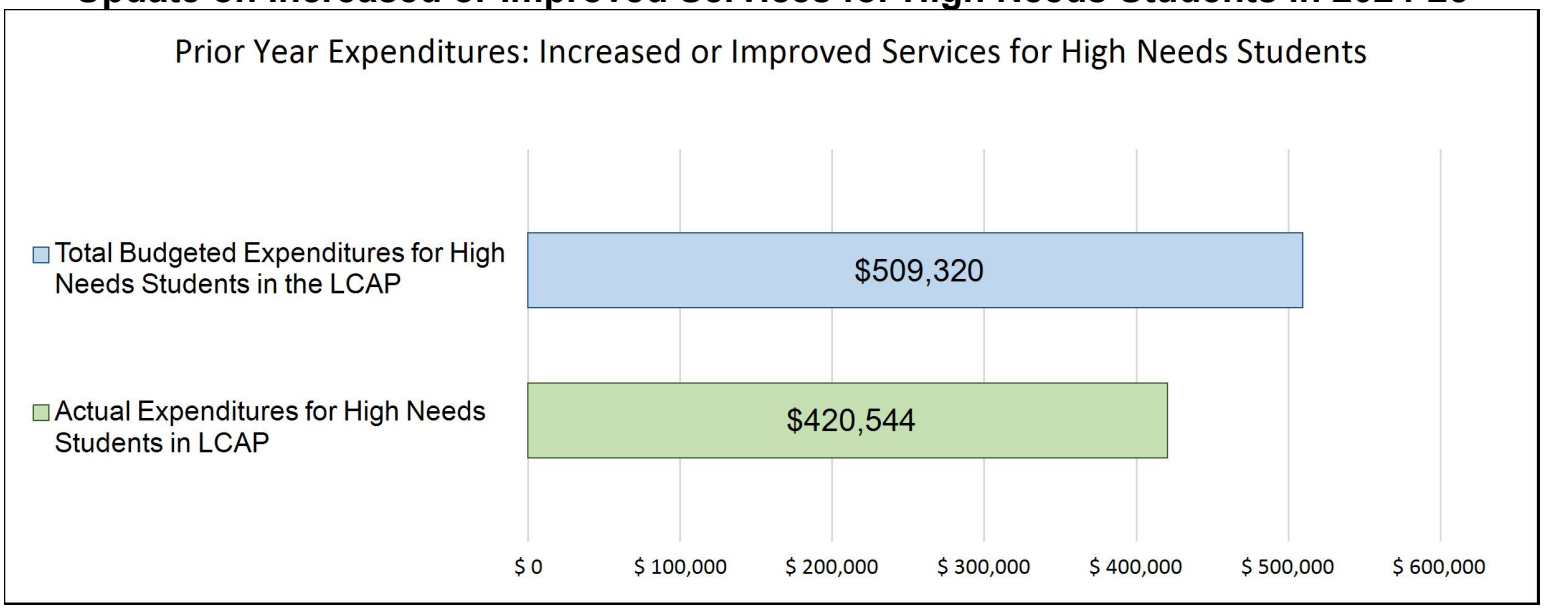
Several General Fund Budget expenditures for the 2025–26 school year are not included in the Local Control and Accountability Plan (LCAP). These include costs related to salaries for all school staff—such as teachers, administrators, and support personnel—that support daily operations and core instructional services. Additional expenditures not captured in the LCAP include general overhead (e.g., utilities, insurance, and administrative services), facilities maintenance and operations (e.g., repairs, custodial services, and upkeep of school grounds), and curriculum-related purchases like textbooks and digital learning tools. While essential to the overall functioning of the school, these expenditures are not directly tied to specific LCAP goals and actions.

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

In 2025-26, Walden Academy Charter School is projecting it will receive $309,175 based on the enrollment of foster youth, English learner, and low-income students. Walden Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Walden Academy Charter School plans to spend $509,320 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Walden Academy 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 Walden Academy 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 2024-25, Walden Academy Charter School's LCAP budgeted $509,320 for planned actions to increase or improve services for high needs students. Walden Academy Charter School actually spent $420,544 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $88,776 had the following impact on Walden Academy Charter School’s ability to increase or improve services for high needs students:

In 2024–25, the total actual expenditures for actions and services to increase or improve services for high needs students were lower than budgeted due to staffing vacancies, lower-than-expected program participation, and delayed implementation of certain initiatives such as professional development and after-school supports. As a result, some actions were partially implemented or postponed, reducing the full intended impact on unduplicated pupils.

Despite these challenges, many services were still delivered—such as expanded instructional materials, bilingual family engagement, and class size reduction. These supported progress in target areas, though at a lower intensity than planned. The LEA will address these gaps in 2025–26 by refining implementation timelines, ensuring timely hiring, and prioritizing high-impact actions to meet the 11.00% planned increase in services.

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
Walden Academy Charter School	Amber Calonico Superintendent/ Principal	acalonico@waldenacademy.org (530) 361-6480

Plan Summary [2025-26]

General Information

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

Walden Academy Charter School, established in 2011 by a committed group of parents and educators seeking educational alternatives in the greater Willows area, operates as a TK–8 public charter school authorized by the Glenn County Office of Education. Originally housed at St. Monica's Catholic Church, Walden Academy relocated in 2014 to its permanent facility on the same campus, featuring 11 full-size classrooms and two additional rooms dedicated to intervention and special education. The school serves approximately 173 students, with nearly 80% qualifying for free or reduced-price meals and around 22 identified as English learners.

Guided by its updated mission to cultivate lifelong learners and community contributors through meaningful inquiry and reflection, Walden Academy maintains a commitment to academic rigor, whole-child development, and community partnership. Its vision centers on empowering each student with the knowledge, character, and confidence to achieve personal success and positively impact the world.

Instructional practices at Walden prioritize small adult-to-student ratios, especially in foundational English/language arts and mathematics instruction, with strategic groupings and classroom aides used to facilitate personalized learning. Interventions, including a leveled reading program aligned with students' Zones of Proximal Development, ensure differentiated support, particularly for students needing additional literacy development.

Digital learning tools are used to personalize skill development, and enrichment experiences—generously supported by the Parent-Teacher Committee—extend learning beyond the classroom. These include environmental camps, field trips, and arts and science explorations that reinforce interdisciplinary connections and real-world applications.

Family and community engagement are core pillars at Walden. The school offers frequent evening events, volunteer opportunities, and student-led service projects. Additionally, the A+ after-school program enhances academic and social-emotional support through structured homework help and enrichment activities.

Walden Academy integrates research-based practices such as Responsive Classroom and The Toolbox Project to build a positive school culture. Its CARES Corner and PBIS strategies support social-emotional growth and constructive behavior management. Celebrations like “Good Morning Walden” assemblies showcase student learning, public speaking, and character-building themes that align with the school’s core values.

Through these interconnected efforts, Walden Academy continues to pursue excellence in academics, emotional wellness, and civic responsibility—ensuring that every student is known, supported, and inspired to thrive.

Reflections: Annual Performance

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

The review of Walden Academy's annual performance, incorporating the 2024 California School Dashboard and local assessment data, highlights critical progress and continuing areas of need.

Academic Performance:
Substantial gains were made in both English Language Arts (ELA) and mathematics. Local data indicates ELA proficiency rose from 19% to 39% and math proficiency from 11% to 22% over the past year. These improvements suggest that our recent instructional adjustments and student supports are yielding results. However, statewide metrics still report ELA performance as Orange, with students 60.4 points below standard (a decline of 28.5 points), and math performance also Orange, at 75.3 points below standard (a decline of 21.1 points). This discrepancy highlights the need to continue focusing on rigorous academic interventions and alignment with state standards.

Student Engagement:
Chronic absenteeism improved from Red to Green on the Dashboard, a notable achievement indicating success in attendance-focused initiatives. Nevertheless, key subgroups remain in the Red: Students with Disabilities (26.3%), White students (23%), and Socioeconomically Disadvantaged students (28.8%). To address this, we plan to increase staff capacity to monitor and follow up on absences, in line with SARB protocols, and expand communication with families regarding the impact of chronic absenteeism on learning outcomes.

School Climate:
The overall suspension rate remains in the Red at 5.8%, with Socioeconomically Disadvantaged students (8.2%) and White students (6.7%) also rated Red. In response, Walden Academy will revamp an existing interventionist position into a Behavioral Intervention role. This

position will focus on SEL, PBIS, Responsive Classroom, Toolbox strategies, and re-engagement efforts for students returning from suspension.

English Learner Progress:
Progress among English Learners significantly improved, with 56% making progress—an increase of 26.6% from the prior year. While the Dashboard does not assign a performance color, this positive shift reflects the impact of focused supports. Continued investment in professional development for teachers on integrated ELD strategies remains essential.

Equity Considerations:
With 58.6% of students identified as Socioeconomically Disadvantaged and 18.8% as English Learners, equity remains a foundational driver of our planning. The recent growth in local proficiency data suggests early impacts from targeted supports, but persistent subgroup disparities in chronic absenteeism and suspension rates reinforce the need for sustained, focused interventions.

Walden Academy does not have any unspent LREGB funds.

Conclusion:
Walden Academy’s progress in attendance and academic achievement is encouraging, yet substantial work remains—particularly for vulnerable student groups. By maintaining a strategic focus on academic recovery, school climate, and inclusive practices, and aligning actions with Dashboard indicators and educational partner feedback, we will continue striving toward equity and improved outcomes for all students.

Reflections: Technical Assistance

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

Walden is in Differentiated Assistance for Dashboard Indicators of red for Hispanic and SED ELA/ Math and Suspension.
As part of the Differentiated Assistance (DA) process, Walden's administration and staff collaborated with the Glenn County Office of Education to analyze Dashboard data and identify targeted actions for improvement. Focus was placed on student groups performing at the Red level for English Language Arts (ELA), Mathematics, and Suspension—specifically Hispanic and Socioeconomically Disadvantaged (SED) students. Based on this review, the school has prioritized writing instruction as a key improvement strategy. By strengthening students’ writing skills, Walden aims to support academic growth across ELA and Mathematics, where written communication and reasoning are integral. Additionally, structured writing supports will enhance student engagement and school connectedness, contributing to a more positive school climate and reduction in suspension rates.

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.

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	To engage our educational partners in the development of the 2025–26 Local Control and Accountability Plan (LCAP), Walden Academy has continued its comprehensive and inclusive consultation process with teachers and staff. This process ensures that the voices of our educational community are actively included in shaping priorities and actions for student success. Monthly Collaboration Meetings Schedule for LCAP Development: To ensure consistent engagement, LCAP updates and input opportunities were provided during monthly collaboration meetings with teachers and staff. These meetings were held on the first Wednesday of each month, with the exception of January, when we met on the second Wednesday due to calendar adjustments. The schedule was as follows: September 2024: Wednesday, September 4, 2024 October 2024: Wednesday, October 2, 2024 November 2024: Wednesday, November 6, 2024 December 2024: Wednesday, December 9, 2024 January 2025: Wednesday, January 8, 2025 (2nd Wednesday)

Educational Partner(s)	Process for Engagement
	February 2025: Wednesday, February 5, 2025 March 2025: Wednesday, March 5, 2025 April 2025: Wednesday, April 2, 2025 May 2025: Wednesday, May 7, 2025 (LCAP Survey Administered) During these sessions, teachers and staff received ongoing updates about the LCAP and were invited to provide feedback on emerging needs, proposed actions, and draft goals. May's meeting featured the annual LCAP survey to collect structured input from all staff. This collaborative approach ensures the LCAP is informed by on-the-ground insights from those closest to student learning, fostering transparency, shared ownership, and alignment with school-wide goals.
Principals	As a single small school LEA, I serve as the Principal and Superintendent.
Administrators	As a single small school LEA, I serve as the lone administrator.
Other School Personnel	To engage our educational partners, specifically classified staff, in the development of the 2025–26 Local Control and Accountability Plan (LCAP), Walden Academy has established a consistent and inclusive consultation process. This includes monthly collaboration meetings held on the second Friday of each month from September through May. These meetings provide classified staff with ongoing updates about the LCAP and structured opportunities to provide input, ensuring their voices are meaningfully incorporated into the planning and decision-making process. Classified Staff Monthly Collaboration Meeting Schedule: September 2024: Friday, September 13, 2024

Educational Partner(s)	Process for Engagement
	October 2024: Friday, October 11, 2024 November 2024: Friday, November 8, 2024 December 2024: Friday, December 13, 2024 January 2025: Friday, January 10, 2025 February 2025: Friday, February 14, 2025 March 2025: Friday, March 14, 2025 April 2025: Friday, April 11, 2025 May 2025: Friday, May 9, 2025 (LCAP Survey Administered) Each session includes a briefing on LCAP priorities, discussion of recent California School Dashboard performance data, updates on proposed goals and actions, and structured opportunities for feedback. The May meeting is designated for survey input, allowing classified staff to voice their perspectives on how the school can better serve students—particularly those who are socioeconomically disadvantaged, English learners, or in foster care. This process aligns with California Education Code Section 52060(g), which requires school districts to consult with all school personnel, including classified staff. By ensuring regular, inclusive opportunities for classified staff engagement, Walden Academy upholds the LCAP's emphasis on broad-based educational partner input and transparent strategic planning.
Certificated Bargaining Unit	Walden does not have bargaining units.
Classified Bargaining Unit	Walden does not have bargaining units.
Parents	Walden Academy continues to implement a comprehensive, year-long process for engaging parents and community members in the development of the Local Control and Accountability Plan (LCAP). This multi-touchpoint strategy includes newsletters, advisory

Educational Partner(s)	Process for Engagement
	meetings, surveys, public board updates, and targeted outreach events—ensuring transparency, two-way communication, and alignment with the diverse needs of our families. Weekly Newsletters: Every Friday that school is in session, the Superintendent sends a newsletter to all families. These newsletters include school updates, student achievement highlights, curriculum initiatives, and progress on LCAP-related goals. By embedding LCAP components in this weekly communication, parents receive ongoing exposure to the plan's development and implementation, with invitations to share input throughout the year. LCAP Advisory Committee Meeting: On January 14, 2025, Walden Academy held a formal LCAP Advisory Meeting. This gathering provided stakeholders with a review of current Dashboard data, analysis of LCAP goal progress, and facilitated discussions about possible actions and supports for the upcoming year. Feedback from this meeting was directly used to inform draft updates. "What Matters to You?" Survey: On April 23, 2025, families were invited to participate in the annual "What Matters to You?" survey, aimed at gathering parent and guardian insights on school climate, academic programs, student needs, and LCAP priorities. This survey provides critical feedback that directly shapes LCAP goal setting and action planning. School Board Meetings: The Superintendent/Principal provides monthly LCAP updates during the fourth Tuesday board meetings. These sessions are public and offer an opportunity for trustees and attendees to hear about LCAP progress, raise questions, and provide comments. This open format strengthens accountability and keeps LCAP aligned with community expectations. Additional Engagement Events:

Educational Partner(s)	Process for Engagement
	Parent Teacher Committee (PTC) Meetings: The Superintendent attends monthly PTC meetings to provide LCAP progress updates and invite feedback. These meetings serve as another vital input channel from actively involved parents. English Learner Advisory Committee (ELAC): A targeted ELAC meeting was held on November 1, 2024, to engage families of English learners in reviewing progress, identifying needs, and shaping supports tied to LCAP goals. This layered engagement approach meets and exceeds California Education Code requirements for educational partner involvement by ensuring that all parents—including those of English learners and socioeconomically disadvantaged students—have multiple, accessible opportunities to participate in the development and refinement of the LCAP.
Students	To ensure student voices are meaningfully included in the development of the Local Control and Accountability Plan (LCAP), Walden Academy implemented a series of engagement strategies aimed at collecting direct student input. These initiatives provided students with opportunities to share their experiences, offer feedback, and help shape priorities that affect their academic and social-emotional well-being. Principal's Luncheon: Date: January 31, 2025 Description: A Principal's Luncheon was held with nominated student representatives from each grade level. This session served as a platform for students to speak candidly about their academic experiences, peer relationships, and campus culture. Their insights directly informed the review and refinement of LCAP goals related to school climate, engagement, and academic support.

Educational Partner(s)	Process for Engagement
	"What Matters to You?" Survey: Date: April 23, 2025 Description: Families were encouraged to complete the “What Matters to You?” survey in partnership with their children. This inclusive approach captured a broader spectrum of student perspectives on issues such as instructional quality, school safety, and areas for programmatic improvement. Note: The California Healthy Kids Survey was not administered during the 2024–25 school year, as it was not a state requirement this year. These efforts reflect Walden Academy’s ongoing commitment to integrating student voice into school planning. By directly engaging students in conversations and feedback cycles, the LEA ensures that its LCAP goals remain grounded in the real-world experiences and needs of those it serves.
SELPA	April 2025: Superintendents Meeting

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

The 2025–26 Local Control and Accountability Plan (LCAP) for Walden Academy Charter School has been meaningfully shaped by ongoing, structured engagement with our educational partners, including teachers, classified staff, parents, students, and community members. Feedback gathered through surveys, advisory meetings, monthly collaboration sessions, and board meetings has directly informed the design and refinement of our goals, actions, and supports.

One of the strongest and most consistent themes from educational partner feedback was support for continuing and expanding our River Hawk Ag/STEM program. This emphasis emerged from the “What Matters to You?” survey and student discussions during the Principal’s Luncheon. As a result, the LCAP maintains and enhances funding for hands-on STEM and agricultural education, including curriculum development, professional learning for staff, and partnerships with local agricultural entities.(Action 1.2) In response to consistent educational partner feedback emphasizing the value of the River Hawk Ag/STEM program, the LCAP maintains and expands funding for hands-on agricultural and STEM education through Action 1.2, supporting curriculum development, staff professional learning, and local industry partnerships.

Parents, staff, and students also voiced strong support for the ongoing focus on English Learners (ELs). Input indicated appreciation for the existing supports and a desire to strengthen them. Accordingly, the updated LCAP includes sustained and improved EL strategies: professional development on integrated and designated ELD, progress monitoring tools, and parent engagement specific to EL families.

Stakeholders also emphasized the importance of maintaining strong operational support, especially around facilities. (Action 1.4) Continued funding for a full-time custodian remains a priority to ensure clean, safe, and well-maintained learning environments.

Crucially, Walden Academy is currently identified for Differentiated Assistance due to performance of our socioeconomically disadvantaged and Hispanic student groups. Based on this status and in alignment with CDE guidance, the LCAP includes enhanced supports tailored to these subgroups. Additionally, we will work closely with the Glenn County Office of Education to provide localized technical assistance and improvement strategies specific to these students' needs. (Actions 1.3, 2.1, 2.2, 1.5, 2.6 and 3.1-3.8)

Across all engagement channels—from School Site Council meetings to PTC forums, newsletters, and monthly collaboration meetings—educational partners have expressed alignment with the direction of the school and its current initiatives, while also urging continuous improvement in areas that matter most to the community. The adopted LCAP reflects this collaborative vision and prioritizes equity, academic excellence, and whole-child development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Walden Academy will provide learners with engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed based on extensive stakeholder input gathered over the years. Walden stakeholders have consistently expressed a desire for engaging and challenging academics, encompassing both core subjects and electives. Recent surveys suggest a need for a stronger curriculum and more professional development to support our English Language Development (ELD) students.

As the new Superintendent, I have learned that the pandemic significantly shifted our focus away from the engaging science instruction that was once a hallmark of Walden. Given our unique position as the center hub of a rural farm town, where many families are involved in the agricultural industry, there is a renewed desire to integrate science curriculum with a STEM and Agricultural focus. This integration will help our students develop skills in problem-solving, critical thinking, and teamwork, while fostering a deeper connection to our community.

Our previous vision statement emphasized that "Science and challenging academics encourage students to collaborate and exceed in all aspects of life as modeled by family, school, and community." In line with this, our discussions with the Board of Directors, School Site Council meetings, input from students, and collaboration meetings with staff have all underscored the importance of revitalizing our science curriculum to reflect these values.

It's crucial for the leadership at Walden that our staff is highly qualified and receives the necessary support and professional development to deliver an excellent education. Ensuring that our learners are prepared for high school, career, and college requires the effective use of technology, supported by a sufficient number of devices for each student.

In response to COVID-19, we hired a full-time custodian, and as a result, our campus has never looked better. The grounds are well-maintained, and the classrooms and other buildings are clean and pleasant. This level of care has been noticed and appreciated by all who work and learn at Walden, and we are committed to maintaining this high standard of upkeep.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed teachers (includes both misassignments and vacancies) -EDC 52060(d)(1)	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.		100% of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	None as we continue to meet the standard in this area.
1.2	Access to standards-aligned instructional materials -EDC 52060(d)(1)	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material		100% of Walden Academy learners have adequate and appropriate instructional materials and appropriate technology devices as evidenced by	None as we continue to meet the standard in this area.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and appropriate technology devices.		teacher inventories and SARC report filed yearly	
1.3	Facilities maintained -EDC 52060(d)(1)	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.		Walden Academy school grounds and facilities are in good/exemplary condition as evidenced by the yearly FIT report.	None as we continue to meet the standard in this area through ongoing maintenance.
1.4	Implementation of state board adopted academic content and performance standards for all students, including how the programs and services will enable English learners to access the common core academic content knowledge and English language proficiency. -EDC 52060(d)(2)	The "What Matters to You" survey provided to staff, students, families and community partners reveals that 50% of those surveyed believe there is a need for curriculum that offers better EL support. 60.7% also support more professional development for teachers and staff in CCSS and ELD.	Our 2025-26 LCAP Input Survey (Formally "What Matters to You" Survey) reflects that 25% of families still believe there is a need for more support for our English Language Learners.		The "What Matters to You Survey" given to staff, families, and community partners will reflect that 10% or less of those surveyed believe Walden Academy needs curriculum that offers better EL support, and less than 20% of community partners believe a need for more teacher and staff professional development in CCSS and ELD.	Improved by 25%. We are half way to our goal.
1.5	Access to and enrollment in a Broad	100% of all learners receive a broad course	100% of all learners receive a		100% of all learners receive a	No change. 100% of all learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.		broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, Physical Education, and supplemental courses such as STEM and Agriculture.	receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.
1.6	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs such as art.	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.		100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.	No change. 100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.
1.7	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided	100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs		100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs	No change. 100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)		will have programs and services developed for them.		will have programs and services developed for them.	will have programs and services developed for them.

Goal Analysis [2024-25]

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

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

For Goal 1, most planned actions were implemented as intended; however, there were several material differences between budgeted and actual expenditures:
Action 1.1 – Teacher Credentialing

Rating: 3 – In Progress

Summary: While all classrooms are staffed with appropriately credentialed or authorized teachers, some staff are still completing induction requirements. The district continues to support these teachers through professional development and mentoring, though not all credentialing supports were fully utilized this year.

Action 1.2 – Broad Course of Study (STEM and Agriculture)

Rating: 3 – In Progress

Summary: The program is effectively supporting access to STEM and agricultural coursework for unduplicated pupils and reflects educational partner priorities. However, some elements of program expansion (CTSOs and additional coursework) are still developing.

Action 1.3 – Instructional Materials

Rating: 4 – Fully Implemented

Summary: Instructional supports were enhanced and expanded, particularly to serve English Learners and students with additional learning needs during intervention blocks. All planned materials and resources were delivered.

Action 1.4 – Maintenance (Custodial Staffing)

Rating: 4 – Fully Implemented

Summary: Custodial staffing remained stable, and all scheduled maintenance activities were carried out to ensure clean, safe, and supportive learning environments.

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.

Goal 1 aimed to ensure that all students at Walden Academy receive high-quality instruction in a broad course of study, supported by well-qualified teachers, appropriate instructional materials, and a well-maintained campus.

Action 1.1 – Teacher Credentialing: The budgeted amount was $15,900, but only $3,600 was expended. This difference is attributed to fewer credentialing needs among staff than anticipated, with some supports met through no-cost or subsidized pathways. Despite lower spending, the goal of maintaining a fully credentialed staff was achieved, and services to students were not diminished.

Action 1.2 – Broad Course of Study (STEM and Agriculture): The planned and actual expenditure was $79,000. This action was fully implemented, reinforcing equitable access to engaging coursework for unduplicated pupils and aligning with both community feedback and programmatic priorities.

Action 1.3 – Instructional Materials: Originally budgeted at $6,000, actual expenditures reached $9,516.50. The additional funds were used to expand supplemental instructional supports, particularly during intervention times ("Me Time") for English Learners and students with unique needs. This investment enhanced the breadth and depth of services provided.

Action 1.4 – Maintenance (Custodial Staffing): This action remained on target with both planned and actual expenditures totaling $53,000. Maintaining a clean, safe, and welcoming environment continued to be a foundational support for student learning.

Overall, while one action underspent (1.1) and another slightly overspent (1.3), the total expenditures reflect thoughtful reallocation without reducing the scope or quality of services. The percentage of improved services provided to unduplicated pupils remained aligned with Walden Academy’s proportionality commitment.

Across all goals in the 2024–25 LCAP, most planned actions were implemented with fidelity; however, several actions resulted in material differences between budgeted and estimated actual expenditures. These differences were due to either refined implementation scopes, lower-than-anticipated costs, or strategic redirection of funds to meet emerging student needs.

Significant Underspending in Some Actions: Notably, Action 1.1 (Teacher Credentialing) had actual costs of $3,600 versus a planned $15,900 due to fewer participating staff in credentialing pathways.

Reallocations That Increased Student Support: Conversely, Action 1.3 (Instructional Materials) exceeded projections ($9,516.50 actual vs. $6,000 budgeted), reflecting enhanced purchases for English Learners and low-income students during interventions. Such adjustments reinforced access to improved services for unduplicated pupils.

Consistency in Key Contributing Actions: Several high-impact actions (e.g., Action 1.2 – Broad Course of Study, Action 1.4 – Maintenance

Despite some shifts in individual line items, the overall percentage of improved services remained aligned with Walden Academy's proportionality requirement. Funds underspent in some actions were redirected to enhance interventions and student supports elsewhere, ensuring that unduplicated pupils received services at or above planned levels.

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

The specific actions under this goal have been largely effective in achieving intended outcomes:

Action 1.1 (Teacher Credentialing): Despite underspending, this action was effective—100% of core content teachers remained appropriately credentialed, meeting the goal's metric. Fewer credentialing needs led to cost savings without service reduction.

Action 1.2 (Broad Course of Study – STEM & Ag): Fully funded and implemented, this action was highly effective. It expanded access to hands-on, engaging electives and directly addressed stakeholder priorities, especially for unduplicated pupils. Feedback from family surveys and student engagement data indicated increased satisfaction and relevance.

Action 1.3 (Instructional Materials): This action proved effective beyond expectations. The purchase of expanded resources helped reinforce interventions during "Me Time," supporting differentiated instruction and helping close gaps for English Learners and low-income students.

Action 1.4 (Maintenance): This action was effective in supporting a clean, safe learning environment. Continued employment of a full-time custodian ensured exemplary campus conditions, reinforcing both instructional and social-emotional goals.

Collectively, these actions have contributed to strong progress on all related metrics—appropriate teacher credentials, access to instructional materials, and implementation of a broad course of study. No goals were missed, and stakeholder feedback suggests increased satisfaction with curriculum access and support 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.

Based on the 2024–25 Annual Update and stakeholder reflections, Walden Academy made several refinements to the planned actions under Goal 1 for 2025–26:

Refined Credentialing Support (Action 1.1): Due to lower-than-expected participation in credentialing pathways, the budget for this action was reduced. The support structure remains in place but will now be triggered by actual staff need rather than assumed demand.

Expansion of Instructional Materials (Action 1.3): Given the demonstrated effectiveness of expanded materials, especially in support of intervention and English Learner access, this action has been modified to include an increased budget and broadened scope to include digital literacy supports.

Adjustment to STEM/Ag Offerings (Action 1.2): Feedback from parents and students indicated strong demand for deeper engagement in STEM. While the goal remains unchanged, action details will now prioritize vertical alignment across grades and expanded materials for hands-on learning.

Maintenance Role Clarification (Action 1.4): While the role itself was stable and effective, the action description has been updated to include its indirect support for health and safety compliance (e.g., ventilation, sanitation), ensuring better alignment with Dashboard indicators.

The goal itself remains unchanged, as it continues to reflect core values around instructional quality and access. However, these targeted changes reflect Walden Academy's commitment to continuous improvement and responsive planning informed by both outcome data and stakeholder engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher credentialing	Walden Academy teachers in the core content areas without a Clear California Credential will be enrolled in a culturally responsive, concurrent ATE induction program.	$15,900.00	No
1.2	Broad course of study- Supplemental Courses	We will provide a broad course of study in each classroom, including supplementary courses such as STEM and Agriculture to increase engagement and provide low income, foster youth, and English learners alternate ways to show mastery outside the core academic program.	$79,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional materials	Provide a variety of instructional and supplemental programs with embedded individualization and language supports for English learners, foster students, and low-income students during interventions (Me Time), and whole class instruction.	$6,000.00	Yes
1.4	Maintenance	Maintain the employment of a full time custodian to ensure we have a clean, sanitized, safe and functional environment.	$53,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics demonstrated by CAASPP/SBAC, other benchmark assessments such as iReady and report cards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal for all Walden Academy learners to make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics is driven by a clear need to address significant performance gaps and ensure academic improvement across the board. This need is underscored by data from the California School Dashboard, which highlights several critical areas of concern:

Decline in ELA Performance: Walden Academy experienced a decline of 20.6 points in ELA, placing our performance 31.9 points below the state average for the 2022/23 school year. This decline indicates a significant need to focus on improving literacy skills among our students.

Challenges in Mathematics: Although there was a modest growth of 3.6 points in Math, our overall performance remains 54.3 points below the state standard. This substantial gap in mathematics achievement necessitates targeted interventions and support to enhance mathematical understanding and proficiency.

Decline in English Learner Performance: The performance of our English Learners (EL) declined by 24.4%, highlighting a critical need for more effective instructional strategies and support mechanisms for our EL students.

Underlying Causes:
As the new Superintendent/Principal, I have engaged in conversations with staff and families to understand the root causes of these declines. A recurring theme has been the lack of fidelity to professional development (PD) and professional learning communities (PLCs), as well as inconsistencies in implementing interventions. These factors have contributed to the observed performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 A. statewide assessments	2022/2023 CAASPP data shows that 35.64% of students grades 3-8 met or exceeded standards in ELA. iReady Diagnostic data from Spring 2023 shows that 43% of all students K-8 met or exceeded standards in Reading.	23.5% of Walden students met or exceeded ELA standards for the 24/25 school year.		40% met or exceeded in ELA 47% overall iReady Diagnostic test results should show schoolwide incremental increase in students who meet or exceed standard each year.	This shows a decline of 12.14%.
2.2	Priority 4 A. statewide assessments	2022/2023 CAASPP data shows that 19.41% of students in grades 3-8 met or exceeded standards in Math. iReady Diagnostic data from Spring 2023 shows that 37% of students all grades K-8 met or exceeded standards in Math.	15.83% met or exceeded standards in Math the 24/25 school year.		25% met or exceeded in Math 34% overall iReady Diagnostic test results should show schoolwide incremental increase in students who meet or exceed standard each year.	This is a decline of 3.58%.
2.3	Priority 4 C. Percentage of English Learners making progress toward English proficiency	According to the latest California School Dashboard, Walden Academy Charter School's English Learner Progress Indicator (ELPI) shows that 29.4% of our English Learner (EL) students are making	According to the latest California School Dashboard (23/24), Walden Academy's ELPI show that 56% of our EL students are making progress toward proficiency.		46% to better match the state average.	Outcome met with an increase of 26.6%. Walden is outperforming the average with 56% proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		progress towards English proficiency.				
2.4	Priority 4 D. English Learner Reclassification Rate	According to CALPADS, our reclassification rate is 0%.	5.8% reclassification rate.		15% reclassification rate.	Walden had improvement of 5.8% reclassification rate making progress toward our goal. We need to increase roughly 10% to meet this goal.
2.5	Priority 4 A. statewide assessments	Our 22/23 data for CAST is 25.71% met or exceeded standards in Science.	18% of Walden students met or exceeded standards in science. (CAST scores)		40% overall	Walden had a decline of 7.71%.

Goal Analysis [2024-25]

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

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

Implementation Successes:

Class Size Reduction (Action 2.3) and Targeted Interventions (Action 2.7) were effectively implemented. Smaller instructional groupings supported differentiated teaching and improved access to grade-level content, especially for unduplicated pupils.

CAASPP Coordination (Action 2.4) and ELPAC Support (Action 2.8) were carried out as planned, ensuring test readiness and English learner compliance.

Leadership Team (Action 2.9) met regularly to guide implementation, refine instructional strategies, and monitor progress using formative data.

Implementation Challenges and Adjustments:

Action 2.1 – Academic Achievement Support
Rating: 3 – In Progress
Summary: While not all planned staffing positions were filled, core academic supports were successfully delivered through strategic internal resource reallocation. Services to students were preserved, but full implementation was constrained by staffing gaps.

Action 2.2 – Professional Development
Rating: 4 – Fully Implemented
Summary: All intended professional learning activities were delivered, thanks to collaborative support from the County Office of Education. Staff received robust training aligned with instructional priorities, achieving the action's goals despite reduced district expenditures.

Action 2.3 – Class Size Reduction
Rating: 3 – In Progress
Summary: Class sizes were reduced in some grade levels, but one fewer section was implemented than originally planned. While students in existing sections benefited from increased teacher attention, the overall reach of the action was limited, resulting in partial implementation.

Action 2.4 – CAASPP Coordination
Rating: 4 – Fully Implemented
Summary: CAASPP testing coordination was effectively carried out using existing staff and internal systems. All assessment administration tasks, including scheduling, training, and compliance, were completed as planned, meeting the full intent of the action.

Action 2.5 – After School Support
Rating: 2 – Early Implementation
Summary: Program implementation was limited due to low student participation and staffing availability. While the infrastructure was in place, service delivery did not reach intended scale. The action will be reexamined and adjusted for the next planning cycle.

Action 2.6 – English Learner Support
Rating: 4 – Fully Implemented
Summary: Expanded supports, including "Me Time" intervention and language development resources, were provided in response to student needs. The action was implemented beyond its original scope, reflecting strong responsiveness and effective service delivery.

Action 2.7 – "Me Time" Tier 3 Intervention Support
Rating: 3 – In Progress
Summary: One additional aide was added to support Tier 3 students in ELA and Math through small group and individualized instruction. While this support enhanced intervention delivery, scaling the model and ensuring consistent access across all grades is still underway.

Action 2.8 – ELPAC Lead for English Learner Data and Support
Rating: 4 – Fully Implemented
Summary: The ELPAC lead was successfully implemented, coordinating data analysis and providing targeted English Learner interventions. The role supports reclassification efforts and aligns closely with student performance data needs.

Action 2.9 – Leadership Team to Support PLCs and Targeted Student Needs
Rating: 4 – Fully Implemented
Summary: A multi-role leadership team (K–2, 3–8, and classified) was assembled and is meeting regularly with administration. The team enhances communication, strengthens PLC structures, and contributes to strategic supports aligned to student needs.

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.

Class Size Reduction (Action 2.3) and Targeted Interventions (Action 2.7) were effectively implemented. Smaller instructional groupings supported differentiated teaching and improved access to grade-level content, especially for unduplicated pupils.

CAASPP Coordination (Action 2.4) and ELPAC Support (Action 2.8) were carried out as planned, ensuring test readiness and English learner compliance.

Leadership Team (Action 2.9) met regularly to guide implementation, refine instructional strategies, and monitor progress using formative data.

Implementation Challenges and Adjustments:

Action 2.1 (Academic Achievement Support) spent $84,817 out of a $150,520 allocation. The difference reflects unfilled staff positions. Despite this, core services were delivered using internal reallocation of resources.

Action 2.2 (Professional Development) was budgeted at $43,000 but expended only $9,370 due to cost support provided by our County Office of Education. This collaborative support allowed staff to receive training at significantly reduced or no cost, preserving funds while still meeting professional growth goals.

For Action 2.3 (Class Size Reduction), the district budgeted $76,310 but expended only $56,337, resulting in a difference of $19,973. This variance occurred because one fewer class section was implemented than planned, reducing the need for additional staffing. Although class sizes were lowered in targeted areas, the full scope of the reduction was not realized. Consequently, the estimated actual percentage of improved services was lower than planned, as fewer students experienced the intended individualized support model.

For Action 2.4 (CAASPP Coordination), the planned budget was $4,210, with actual expenditures totaling $1,730—a difference of $2,480. The reduction in spending was due to efficient coordination through existing staff roles and minimal need for additional resources. Despite

the cost savings, all aspects of test administration and coordination were successfully completed. Therefore, the estimated actual percentage of improved services aligned with the planned percentage, as service delivery remained intact and effective.

Action 2.5 (After School Support) saw limited implementation, with only $1,950 spent of the $10,000 budget. Participation rates were lower than expected due to family scheduling conflicts and limited staffing availability. This program will be reevaluated for 2025–26.

For Action 2.6 (English Learner Support), actual expenditures exceeded the budgeted amount due to expanded “Me Time” interventions and a higher-than-anticipated demand for language development resources. The $7,188 overage reflects additional staffing hours and instructional materials needed to meet student needs. As a result, the estimated actual percentage of improved services was greater than planned, providing enhanced support for English Learners.

In Action 2.7 (“Me Time” Tier 3 Intervention Support), actual expenditures were approximately $7,095 below the budgeted amount due to staffing shortages and a slower rollout of intervention supports. Although services were delivered, the number of students reached was lower than intended, leading to a reduced estimated actual percentage of improved services compared to the planned level.

Action 2.8 (ELPAC Lead Coordination) was implemented as planned, with no variance between budgeted and actual expenditures. The action achieved its intended outcomes in data coordination and student support. Therefore, the estimated actual percentage of improved services matched the planned percentage.

Similarly, Action 2.9 (Leadership Team for PLC and Student Support Alignment) was implemented in full accordance with its budget, with no material differences. The leadership team operated effectively throughout the year, and the estimated actual percentage of improved services remained aligned with original projections.

In summary, while core actions were implemented effectively, certain expenditures were reduced due to external supports or logistical constraints. These adjustments did not reduce service quality and will inform refinements for the 2025–26 planning cycle.

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

Action 2.1 – Academic Achievement Support
Effectiveness: Partially Effective
Though implementation was limited by unfilled positions, internal staff reallocation ensured that baseline academic supports continued. Intervention blocks were maintained, but capacity to extend services was restricted, yielding mixed progress toward the goal.

Action 2.2 – Professional Development
Effectiveness: Effective

This action supported teacher growth in areas such as early literacy and differentiated instruction. County partnerships provided high-quality training at low cost, and teachers reported improved confidence and alignment with instructional practices.

Action 2.3 – Class Size Reduction
Effectiveness: Highly Effective
Smaller class sizes enabled more individualized instruction during key learning periods. Teachers noted increased student engagement, more responsive feedback loops, and stronger mastery of core standards in the targeted classrooms.

Action 2.4 – CAASPP Coordination
Effectiveness: Effective
Testing coordination was successfully executed, ensuring smooth CAASPP administration. The action supported reliable assessment data collection used to inform schoolwide academic planning and instructional improvement efforts.

Action 2.5 – After School Support
Effectiveness: Limited
While well-intentioned, this action faced logistical hurdles such as scheduling conflicts and staffing shortages. As a result, student participation was low and the impact on academic progress was minimal. Stakeholder feedback will inform a redesign for next year.

Action 2.6 – English Learner Support
Effectiveness: Highly Effective
Supports for English Learners were expanded beyond initial plans, including additional “Me Time” intervention and improved integrated ELD practices. These efforts contributed to more effective language development support and better progress monitoring.

Action 2.7 – “Me Time” Tier 3 Intervention Support
Effectiveness: Highly Effective
This intervention model was well received and contributed to meaningful gains in literacy for students receiving targeted support. Staff and family feedback was positive, and implementation fidelity supported measurable academic growth.

Action 2.8 – ELPAC Lead Coordination
Effectiveness: Effective
The ELPAC lead enhanced coordination of EL supports and reclassification monitoring. The role helped align instructional strategies with data, improving instructional responsiveness and progress tracking for English Learners.

Action 2.9 – Leadership Team for PLC and Student Support Alignment
Effectiveness: Effective
This action strengthened internal collaboration through regular team meetings and data-informed decision-making. PLCs became more focused and student-centered, directly supporting instructional coherence and goal alignment across staff.

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.

Following the 2024–25 implementation, Walden Academy made several strategic refinements to Goal 2 based on reflection, stakeholder feedback, and implementation outcomes:

Action 2.1 (Academic Achievement) will be narrowed to focus on programs with the most consistent implementation success, such as in-class interventions and embedded enrichment. Budgeting will align more closely with available staff capacity to reduce underspending.

Action 2.2 (Professional Development) will continue, but the budget has been revised downward to reflect the ongoing support provided by the Glenn County Office of Education. Future PD will also focus more tightly on literacy development, differentiated instruction, and inclusive strategies.

Action 2.5 (After School Support) is being restructured based on low participation. For 2025–26, Walden will explore integrated extended-day models and better align offerings with family feedback on timing and needs, potentially including academic clubs.

The goal itself remains unchanged, but some target outcomes have been adjusted to reflect achievable benchmarks aligned with staffing capacity, new curriculum pacing, and program adjustments.

These changes represent Walden's ongoing commitment to equity, flexibility, and responsive planning. They also reinforce the school's intent to continuously improve service delivery for all students, with particular attention to unduplicated pupils.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Achievement	Provide instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in ELA, mathematics, and ELD to address the needs of students struggling to meet standards, English learners, and low income learners.	$150,520.00	Yes
2.2	Professional Development	The school will continue to have early release on Wednesdays so that teachers and staff can engage in professional development and highly	$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effective PLCs. Walk-through data aligned with MTSS will support the decisions for ongoing professional development in instruction. Structured PLCs led by department leaders will focus on student data, student needs, state standards, and high quality instruction to support all students- especially our EL and students who are socioeconomically disadvantaged. In addition, capacity development is needed to meet the needs of those that struggle with self-regulation and provide support for social-emotional student needs. Additional opportunities for professional development outside of early release Wednesdays would be available for staff to attend include, but are not limited to the core curriculum, core standards, social emotional strategies, STEM, agricultural science, Responsive Classroom, and effective teaching strategies.		
2.3	Class Size Reduction	Walden will continue class size reduction in the primary grades to support all students- especially unduplicated pupils.	$125,000.00	Yes
2.4	CAASPP Coordination	We will continue to provide a CAASPP lead staff member to track progress and needs for English learners and low-income, and students with exceptional needs.	$4,000.00	Yes
2.5	After School Support	Additional teacher time allocated for after school tutoring and homework club for all students. Students who are English learners, foster youth and low income learners struggling to meet grade level needs will be encouraged to attend.	$10,000.00	Yes
2.6	English Learner support	Provide bilingual aides to support English learners.	$61,000.00	Yes
2.7	Intervention	"Me Time: One additional aide to provide targeted support for our tier 3 students. This will ensure all students receive one on one or very small group instruction at their level and in areas they show gaps in both	$29,000.00	No

Action #	Title	Description	Total Funds	Contributing
		mathematics and ELA as noted by benchmark or formative assessments and classroom observation.		
2.8	Additional Support ELPAC	ELPAC lead staff member to coordinate and analyze testing data to track English Learner progress to provide additional support.	$3,500.00	Yes
2.9	Leadership Team	Assemble a leadership team comprised of a lead teacher for k-2, 3-8, and classified staff. Beyond PLCs, the leadership team will meet two additional times per month with the administration and dean of students to discuss targeted supports for students that align with the school's mission and needs of students, in addition to, communicate process and organization of PLCs to effectively run PLCs among grade bands.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	A positive school climate for all stakeholders participating in activities that increase student engagement, attendance and parental involvement. Particular focus and attention will be given in the areas of attendance and positive student behavior to address low attendance rates and increased number of suspensions. An expansion of the food program to include second chance breakfast.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Although our metrics indicate that students and parents feel connected, welcome, and involved, the number of students who have been suspended and those classified as chronically absent exceeds the guidelines mandated by the state. According to the CA Schools Data Dashboard, 5.8% of all students were suspended during the 22/23 school year. Within this group, 8.2% were socioeconomically disadvantaged, and 6.7% were white. Additionally, during the same year, 20.9% of students were chronically absent, with 28.8% being socioeconomically disadvantaged, 26.3% being students with disabilities, and 23% being white.

These statistics highlight a critical need for targeted interventions and support systems to reduce suspension and chronic absenteeism rates, particularly among socioeconomically disadvantaged students, students with disabilities, and white students. By addressing these issues, we aim to create a more equitable and supportive learning environment that promotes regular attendance and positive behavior, ultimately enhancing the overall educational experience and outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 A. the efforts the school district makes to seek parent input in	According to CHKS Table 6.1, 91% of parents agree or strongly agree that Walden Academy	No data collected due to oversight. Survey will be administered in the next year.		Above 90%.	Unknown as we administer the CHKS survey every other year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	making decisions for the school district and each individual school site	actively seeks the input of parents before making important decisions.				
3.2	Priority 5 B. chronic absenteeism rates	Chronic absenteeism rate for 22/23 school year were 20.9%.	Chronic absenteeism rate for 23/24 was 9.6%.		10% overall.	Below the target at 9.6% with a decline of 11.3%
3.3	Priority 6 A. pupil suspension rates	According to the CA School Dashboard, 5.8% of students were suspended at least one day in the 22/23 school year. Socioeconomically disadvantaged students had a 8.2% suspension rate while white students had a 6.7% suspension rate.	9.6% of students were suspended at least one day in the 23/24 school year. Socioeconomically disadvantaged students had 11.4% rate while white students had 8% rate.		Less than 3% overall.	Increase of 3.7%-3.2% increase for socioeconomically disadvantaged students, and 3.1% increase for our white students.
3.4	Priority 3 C. how the school district will promote parental participation in programs for individuals with exceptional needs	According to CHKS, 96% of parents feel welcome to participate at the school, and 74% have been involved in the school in some capacity. 29% of the parents who responded to the survey were a parent of an exceptional needs student.	No data collected due to oversight. Survey will be administered in the next year.		Maintenance of 96% or greater for parents feeling welcome to participate. 75% or higher being involved. 29% or higher representation from parents with exceptional needs students.	Unknown as we administer the CHKS survey every other year.
3.5	Priority 3 B. how the school district will	0% of those surveyed on CHKS represented our unduplicated	No data collected due to oversight. Survey will be		2% or higher representation parents/guardians	Unknown as we administer the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	promote parental participation in programs for unduplicated pupils	population, or they declined to answer.	administered in the next year.		of unduplicated students will complete the CHKS.	CHKS survey every other year.
3.6	Priority 5 A. school attendance rates	95% attendance rate. Chronic absenteeism is at 28.8% for our socioeconomically disadvantaged students, 26.3% for our students with disabilities, and 13.1% for our white students.	As per the CA School Dashboard data, chronic absenteeism declined 11.3 percentage points. 12.3% of our socioeconomically disadvantaged chronically absent, as were 13.9% of our students with disabilities, and 8% of our white students.		Greater than 95% attendance rate.	Our attendance rate was 95.33% for the 24/25 school year. For the 23/24 school year, chronic absenteeism declined 11.3% total- declining 13.9% for our socioeconomically disadvantaged students, 12.4% for our students with disabilities, and 15% for our white students.
3.7	Priority 5 C. middle school dropout rates	Middle school drop out rate for 22/23 was 0%.	Middle school drop out rate for 23/24 was 0%.		0% overall	Maintained 0% dropout rate.
3.8	Priority 6 B. pupil expulsion rates	22/23 data shows a 0% expulsion rate.	23/24 data shows a 0% expulsion rate.		0%	Maintained 0% dropout rate.

Goal Analysis [2024-25]

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

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

CHKS was not administered in 24/25 due to an internal error in scheduling the survey window. As a result, data for Priority 6 local measures (school climate) is not available for this year. The LEA has implemented updated internal processes to ensure timely administration of CHKS in future years."

Several Goal 3 actions were effectively implemented to foster a positive school climate and build stronger connections with families. The addition of a Dean of Students (Action 3.7) allowed for more consistent behavioral tracking, timely interventions, and greater administrative support. Responsive Classroom and CARES initiatives (Action 3.5) were embedded across classrooms, promoting a common language for behavior expectations. Bilingual support roles (Actions 3.6 and 3.8) significantly increased family access to communication and improved attendance outreach, especially among Spanish-speaking families.

Implementation Challenges and Adjustments:

Action 3.1 – Student Engagement and Well-Rounded Educational Experience
Rating: 3 – In Progress
Summary: A variety of enrichment activities and schoolwide events were offered to enhance student engagement. While students responded positively, limited staffing and scheduling conflicts prevented full implementation of all planned programs. Additional planning time and staffing support will help expand access next year.

Action 3.2 – Parent Support and Engagement
Rating: 2 – Early Implementation
Summary: While several successful events were hosted, including those supported by the PTC, planned parent education nights were delayed or canceled due to scheduling conflicts and low turnout. Greater outreach and alignment with family schedules will be key in re-launching these opportunities next year.

Action 3.3 – Student Support and Behavioral Intervention
Rating: 3 – In Progress
Summary: Behavioral intervention strategies were implemented across grade levels, and intervention staff worked closely with the Dean of Students. However, push-in services were not consistently provided due to staffing limitations, and Tier 2 support structures are still being developed.

Action 3.5 – Responsive Classroom and CARES Implementation
Rating: 4 – Fully Implemented
Summary: Responsive Classroom strategies and CARES traits were embedded into classroom routines and assemblies. These frameworks improved student self-regulation and strengthened schoolwide expectations. The initiative had strong buy-in from staff and students.

Action 3.6 – Bilingual Parent Support
Rating: 4 – Fully Implemented
Summary: Bilingual staff supported communication, translation, and event access for Spanish-speaking families. Their presence significantly improved engagement, particularly during conferences, family events, and attendance follow-up.

Action 3.7 – Dean of Students and Behavioral Data Tracking
Rating: 4 – Fully Implemented

Summary: The Dean of Students position provided consistent leadership in behavior response, improved tracking of incidents, and facilitated early intervention. This role helped relieve administrative load and supported both students and staff effectively.

Action 3.8 – Bilingual Attendance Clerk
Rating: 4 – Fully Implemented
Summary: The bilingual attendance clerk ensured accurate data collection and proactive attendance outreach. Communication with Spanish-speaking families improved significantly, contributing to reductions in chronic absenteeism and increased daily attendance awareness.

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.

Goal 3 included a few material variances in expenditures:

Action 3.2 (Parent Support and Engagement) was budgeted at $1,500 but only $158 was expended. This variance occurred because the planned parent nights were not implemented due to schedule conflicts and low turnout. Additionally, the PTC provided funding for many events, reducing the need for LCAP-funded spending in this area.

Action 3.5 (Responsive Classroom and CARES) had a planned budget of $2,000 but only $498 was spent. Most required materials were already on hand from prior years, reducing the need for additional purchases and a limited number of staff opted to do the training as it has shifted to a virtual training during the work week.

Other actions such as 3.1 (Student Engagement Activities), 3.3 (Behavioral Interventions), and 3.7 (Dean of Students) were implemented in full and matched budget expectations. These variances did not negatively impact the percentage of improved services, as all critical supports for unduplicated pupils were maintained or enhanced.

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

Most actions under Goal 3 were effective in making progress toward improved engagement and school climate. The deployment of the Dean of Students, behavior interventionist, and bilingual attendance clerk helped support both social-emotional learning and attendance improvements.

The school saw a meaningful drop in chronic absenteeism- from 20.9% to 9.6% overall- for all students and unduplicated subgroups, reflecting effective implementation of outreach, incentives, and targeted supports. However, suspension rates increased across student groups, indicating a need for enhanced behavioral strategies and restorative practices.

While parent outreach strategies (Action 3.2) included communications like newsletters and bilingual materials, the planned parent education nights were not successfully launched, limiting their overall effectiveness. Future iterations will explore more accessible formats to engage families more effectively.

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.

Reflections on 2024–25 implementation led to several adjustments for 2025–26:

Action 3.2 (Parent Support and Engagement) will be redesigned to offer more flexible formats for family learning and involvement, including virtual workshops or pairing events with student showcases to boost participation. Greater alignment with family schedules and leveraging PTC partnerships will also be explored.

Given the increase in suspensions, behavioral support actions will be strengthened with additional professional learning in PBIS and restorative practices. This includes enhanced use of data from the Dean of Students to proactively address behavior trends.

While the core goal remains unchanged, the school will increase its focus on tracking both attendance and behavioral incident data for unduplicated students, ensuring that refinements remain equity-focused and data-informed.

These changes reflect Walden Academy's continued commitment to improving student outcomes and fostering deeper family and community engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student engagement and well-rounded educational experience	We will provide high-interest and engaging learning opportunities to motivate students and foster a strong desire to attend school every day, particularly for socio-economically disadvantaged students. To support this goal, we will implement the following actions to create a more engaging and well-rounded experience:	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Good Morning Walden Assemblies: These assemblies will recognize students for their academic achievements, personal growth, and social-emotional skills. Art Teacher for TK-5th Grade: We will have an art teacher dedicated to our transitional kindergarten through 5th-grade classrooms, ensuring students have access to creative and artistic learning opportunities. School Assemblies and Talent Shows: Regular assemblies and an annual talent show will provide students with platforms to showcase their talents and achievements. Participation in Local Events: Students will have the opportunity to participate in local events such as the Lamb Derby Parade, fostering community involvement and pride. Field Trips: Organized field trips will expose students to new experiences and hands-on learning outside the classroom. These initiatives aim to create a dynamic and stimulating educational environment that encourages consistent attendance and engagement among all students.		
3.2	Parent support and engagement	We will implement several initiatives to engage new families and support them in their children's education. Each new family will participate in an orientation session emphasizing the importance of regular attendance and ways to get involved in school activities. Additionally, during Back to School Night, we will educate parents on how to effectively support their children in academics, attendance, school preparedness, and socio-emotional development. Throughout the year, we will host three parent education nights to teach parents strategies and tools to support their child’s learning at home, enhance their social-emotional health, and provide tips for test-taking. To ensure ongoing communication, we will send out a weekly newsletter titled "River Hawk Talk" to parents, providing updates, information on upcoming events, ways to support their students, and school highlights. Following the Good Morning Walden assemblies, we will set aside time to meet with parents to discuss various topics pertinent to child-rearing, education, and social issues affecting schools. These initiatives aim to	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		create a supportive and informed parent community, fostering a collaborative environment that enhances student success.		
3.3	Student support and Behavioral Intervention	Because we are in the red with our socioeconomically disadvantaged and white student population for suspension rate we have shifted one of our two academic interventionists to "behavior intervention" and provided a space connected to our Dean of Students office where she can provide a "calm down area" for students, support social and emotional growth using Responsive Classroom and Toolbox strategies, create and oversee behavioral plans, gather and collect data to better inform our classroom management strategies, and implement restorative practices to provide more of an individualized educational approach for student behavior.	$26,000.00	Yes
3.5	Responsive Classroom and CARES	Each morning, every classroom will participate in Morning Meeting. This activity provides a time for each student to see their connectedness within the classroom and their importance as a member of the class. This is especially important for students with high absenteeism and behavior challenges. In addition, Morning Meeting supports language and vocabulary acquisition for English learners and low-income students. We will allocate time in every classroom for classroom rule creation at the beginning of the school year. Teaching and aide staff will teach each and every behavior during the first 6 weeks of school, and the Continental Congress will meet with representatives from every classroom to create school rules. Once school rules have been created, they will be shared with students and parents. CARES Program: (Cooperation, Assertion, Respect & Responsibility, Empathy, and Self-control). Allocate time each month for classroom teachers to teach the character trait for the month and share information with parents in the weekly newsletter. Students exhibiting CARES traits will be acknowledged with CARES Cash that can be redeemed at the CARES Store. This high motivational support is especially helpful with students from low-socioeconomic homes and foster youth.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Bilingual parent support	Provide bilingual office staff to assist families that speak Spanish and are not fluent in English.	$28,000.00	Yes
3.7	Dean of students and Behavioral Data Tracking	Maintain the Dean of Students to support positive students behavior. Within this role, the Dean of Students will also support the behavioral interventionist and review schoolwide data on behavior to drive professional development for teachers in classroom management.	$79,000.00	No
3.8	Bilingual attendance clerk	Because our school is in the red for chronic absenteeism with our socioeconomically disadvantaged and white students and our students with disabilities, we have employed a bilingual attendance clerk to track absenteeism and truancies plus support students with attendance barriers and challenges.	$12,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$309,175	$78,805

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
16.499%	0.000%	$0.00	16.499%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Broad course of study- Supplemental Courses **Need:** 85.7% of parents and students surveyed believed the addition of a STEM/ Ag program would benefit students academically. Of those surveyed, 64.3% represented our unduplicated population and believed the addition of a	Integrating STEM (Science, Technology, Engineering, and Mathematics) and Agriculture (Ag) education into the curriculum can provide significant benefits for unduplicated pupils (English learners, low-income students, and foster youth) by enhancing their academic performance and access to a broad course of study. Here are some key statistics and findings: Academic Performance:	Parent and student surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	STEM/Ag program would benefit students' access to a broad course of study. **Scope:** LEA-wide	Improved Test Scores: Studies have shown that students engaged in STEM programs generally perform better on standardized tests. For example, the U.S. Department of Education reports that students in STEM-focused schools often have higher math and science scores. Higher Graduation Rates: According to the National Math and Science Initiative, students who participate in rigorous STEM coursework are more likely to graduate from high school and pursue higher education. Access to Broad Course of Study: Enhanced Engagement: STEM and Ag programs can increase student engagement by providing hands-on, real-world learning experiences. A report by the National Research Council found that project-based learning in STEM can lead to greater student interest and engagement, which is particularly beneficial for English learners and low-income students. Career Pathways: Exposure to STEM and Ag education opens up various career pathways. The U.S. Bureau of Labor Statistics projects that STEM jobs will grow by 8.8% from 2018 to 2028, providing students with lucrative career opportunities. Agricultural education can also lead to careers in agribusiness, environmental science, and food technology. Equity and Inclusion: Closing Achievement Gaps: Research indicates that STEM education can help close achievement gaps. For example, a study by the University of Chicago found that low-income students who	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		participated in STEM programs showed significant improvements in math and science achievement compared to their peers who did not participate. Support for English Learners: STEM and Ag programs can support English learners by incorporating visual and hands-on learning, which can be more accessible than traditional text-based instruction. This helps in developing both language and content knowledge simultaneously. Skill Development: Critical Thinking and Problem-Solving: STEM education emphasizes critical thinking and problem-solving skills. A study by the National Science Foundation found that students who engage in STEM activities are better at applying these skills in various contexts, which can enhance their overall academic performance. Technical and Soft Skills: Agricultural education provides technical skills related to farming, technology, and environmental stewardship. It also fosters soft skills such as teamwork, leadership, and communication, which are essential for success in any field. Community and Real-World Connections: Real-World Applications: Ag education connects students to real-world applications of science and technology, making learning more relevant and engaging. According to the National FFA Organization, students involved in agricultural education programs are more likely to apply their learning to solve real-world problems in their communities. Community Engagement: Programs that integrate STEM and Ag education often involve community	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		projects and partnerships, which can enhance students' sense of belonging and purpose. This is particularly beneficial for foster youth and low-income students who may lack stable support systems. By incorporating STEM and Ag education, schools can provide unduplicated pupils with valuable opportunities to enhance their academic performance, access a broad course of study, and develop essential skills for future success. This comprehensive approach helps create a more equitable and inclusive educational environment, ultimately leading to better outcomes for all students.	
1.3	**Action:** Instructional materials **Need:** On the CHKS, 38% of parents either did not know or disagreed that Walden has quality programs for their child's talents, gifts, or special needs. Of those surveyed 42% identified as a minority group and 29% were on an IEP. **Scope:** LEA-wide	Addressing the Needs of Unduplicated Pupils: Providing a variety of instructional and supplemental programs during interventions (Me Time) and whole class instruction addresses the unique needs of unduplicated pupils by offering tailored support, enhancing academic performance, and fostering holistic development. For English learners, specialized instructional programs help improve language proficiency and academic content understanding through targeted interventions, such as language development classes, bilingual education, and support from ESL (English as a Second Language) teachers. Foster students often face educational disruptions, and consistent, high-quality instructional and supplemental programs help mitigate these disruptions, ensuring they receive the necessary academic support to catch up and succeed. Low-income students may lack access to educational resources outside of school, and providing	CHKS Survey "quality programs for their child's talents, gifts, or special needs" question.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		additional support during interventions and whole-class instruction helps bridge this gap, offering them the same opportunities to succeed as their peers. Individualized attention through interventions like "Me Time" allows for focused, personalized support, helping students address specific areas where they are struggling. This is crucial for unduplicated pupils who may need extra help to meet academic standards. Supplemental programs, such as tutoring, after-school programs, and summer learning opportunities, provide additional instructional time and resources, reinforcing learning and helping students stay on track. Holistic development is also supported through programs that integrate social-emotional learning (SEL), which helps foster students and low-income students develop resilience, self-regulation, and social skills, essential for academic success and personal development. Instructional programs that are culturally responsive and inclusive can help English learners and students from diverse backgrounds feel valued and understood, promoting a positive school climate and increasing engagement. Why It is Provided on an LEA-wide or Schoolwide Basis: Providing these programs on an LEA-wide or schoolwide basis ensures that all unduplicated pupils have equal access to the support they need, regardless of which school they attend within the LEA. This helps in addressing systemic inequities and promoting fairness. Implementing these	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions and programs universally maintains a consistent standard of support for all students, ensuring no student is left behind. Additionally, implementing programs at a broader level allows for more efficient use of resources, optimizing economies of scale, and pooling resources to provide high-quality programs that might be cost-prohibitive if implemented at individual schools. Comprehensive professional development for teachers and staff ensures they are well-equipped to support unduplicated pupils effectively. Providing programs on an LEA-wide or schoolwide basis also allows for broad outreach efforts, educating families about available resources and how to support their children's education. This is particularly important for low-income families and foster families who may need additional support. A unified approach fosters a sense of community and shared responsibility among all schools within the LEA, promoting collaboration and consistency in addressing the needs of unduplicated pupils. In summary, providing a variety of instructional and supplemental programs during interventions and whole-class instruction addresses the unique needs of unduplicated pupils by offering tailored support, enhancing academic performance, and fostering holistic development. Implementing these programs on an LEA-wide or schoolwide basis ensures equity, optimizes resources, and engages the broader community, creating a supportive and inclusive educational environment for all students.	
2.1	**Action:** Academic Achievement	Addressing the Needs of Unduplicated Pupils:	CA School Dashboard ELA , Math and ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CA school dashboard from 22/23 shows that 45.4% of our Hispanic students, 50.8% of our socioeconomically disadvantaged are below grade level in ELA. 77.9% of our socioeconomically disadvantaged students are below grade level in Math. Additionally, our English Learner progress declined 24.4%. **Scope:** LEA-wide	Providing instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in English Language Arts (ELA), mathematics, and English Language Development (ELD), directly addresses the unique needs of unduplicated pupils—English learners, low-income students, and those struggling to meet standards. Instruction assistants can offer more personalized and focused attention in small group settings, allowing for differentiated instruction tailored to individual student needs. For English learners, scaffolded instruction helps bridge language gaps, enhancing comprehension and proficiency by building on existing knowledge with gradually increasing complexity. This method supports language acquisition alongside academic content, making learning more accessible and effective. Low-income students often face challenges such as limited access to educational resources and support outside of school. By providing additional instructional assistance within the classroom, these students receive the necessary academic support to meet and exceed standards. Scaffolded instruction in ELA and mathematics helps these students develop foundational skills and advance their understanding through structured support, promoting confidence and academic success. Small group learning facilitated by instruction assistants ensures that students struggling to meet standards receive immediate feedback and targeted intervention, helping to close achievement gaps. This approach fosters a more inclusive learning environment where all students	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		can progress at their own pace and according to their individual needs. Why it is Provided on an LEA-wide or Schoolwide Basis: Implementing this action on an LEA-wide or schoolwide basis ensures that all unduplicated pupils have equitable access to the support they need within the LEA. Providing instruction assistants universally helps maintain consistent educational quality and support across all schools, ensuring no student is left behind. This approach addresses systemic inequities by offering all students, especially those at risk, the same opportunities for personalized and effective learning. On a broader scale, deploying instruction assistants across the LEA or school promotes resource optimization and professional development. It allows for the efficient allocation of staff and resources, ensuring that all schools can benefit from additional instructional support. Professional development for instruction assistants can be standardized and scaled, ensuring they are well-trained to implement scaffolded instruction effectively and consistently. Additionally, providing instruction assistants LEA-wide or schoolwide fosters a collaborative and supportive educational community. It encourages the sharing of best practices and resources among schools, creating a cohesive and unified approach to addressing the needs of unduplicated pupils. This consistency and shared responsibility help	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		build a positive school climate and culture of high expectations, ultimately contributing to the overall academic success and well-being of all students. In summary, providing instruction assistants in classrooms for small group learning with scaffolded instruction in ELA, mathematics, and ELD addresses the specific needs of unduplicated pupils by offering personalized, focused support that enhances academic performance. Implementing this action on an LEA-wide or schoolwide basis ensures equity, optimizes resources, and fosters a collaborative educational environment, contributing to the success of all students.	
2.2	**Action:** Professional Development **Need:** From the "What Matters to You" survey 60.1% of those surveyed expressed a need for more professional development for teachers and staff. 64.3% represented our unduplicated population. Combined with the decline with our EL and socioeconomically disadvantaged student academic performance decline shown on the CA School Dashboard, it shows a need for additional professional development. **Scope:** LEA-wide	Addressing the Needs of Unduplicated Pupils: Continuing early release on Wednesdays for professional development and effective Professional Learning Communities (PLCs) directly addresses the needs of unduplicated pupils, including English learners, socioeconomically disadvantaged students, and those struggling with self-regulation and social-emotional challenges. This dedicated time allows teachers to focus on enhancing their instructional strategies, aligned with Multi-Tiered System of Supports (MTSS), which is critical for supporting the diverse needs of these students. Professional development targeted at understanding and implementing state standards ensures that teachers can deliver high-quality instruction that meets the academic needs of all students. For English learners, this includes	School survey (What Matters to You) and CA School Dashboard data, iReady assessments for grades K-2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		strategies for language acquisition and integration of ELD (English Language Development) standards into core instruction. For socioeconomically disadvantaged students, it involves using data to identify learning gaps and applying evidence-based interventions to address these gaps effectively. Structured PLCs, led by department leaders, focus on analyzing student data and needs, fostering a collaborative environment where teachers can share best practices and develop targeted interventions. This data-driven approach ensures that instructional decisions are based on real-time insights, enhancing the ability to support students who need it the most. Additionally, professional development in areas such as social-emotional learning (SEL) equips teachers with the tools to support students struggling with self-regulation, a common challenge for unduplicated pupils. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing this professional development on an LEA-wide or schoolwide basis ensures consistency and equity in the quality of education across the whole school. By standardizing professional development and PLC practices, the LEA can ensure that all teachers have access to the same high-quality training and resources, promoting uniformity in instructional quality and support for unduplicated pupils. This approach also optimizes resource allocation, allowing the LEA to leverage economies of scale	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		in training programs and materials. It fosters a cohesive educational community where teachers and staff can collaborate across schools, share insights, and develop a unified strategy for addressing the needs of unduplicated pupils. Moreover, an LEA-wide or schoolwide professional development program ensures that all staff, regardless of their specific school, are equipped to support the academic and social-emotional needs of unduplicated pupils. This comprehensive support system is crucial for fostering an inclusive and equitable learning environment, where all students have the opportunity to succeed. In summary, continuing early release on Wednesdays for professional development and effective PLCs addresses the needs of unduplicated pupils by enhancing instructional quality, fostering data-driven decision-making, and supporting social-emotional development. Implementing this action on an LEA-wide or schoolwide basis ensures consistency, equity, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
2.3	**Action:** Class Size Reduction **Need:** 92.9% of respondents from the "What Matters to You" Survey believe that continuing to provide small class sizes is meaningful for academic achievement and social	Addressing the Needs of Unduplicated Pupils: Continuing class size reduction in the primary grades at Walden Academy directly addresses the needs of unduplicated pupils, including English learners, socioeconomically disadvantaged students, and foster youth, by providing a more personalized and supportive learning environment. Smaller class sizes allow teachers to give more	School survey (What Matters to You) and CA School Dashboard data, iReady assessments for grades K-2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development. 64.3% represented our unduplicated population. **Scope:** LEA-wide	individualized attention to each student, which is particularly beneficial for unduplicated pupils who may require additional support to meet academic standards. For English learners, reduced class sizes mean more opportunities for targeted language instruction and interaction with the teacher, which can significantly enhance language acquisition and comprehension. Teachers can more effectively differentiate instruction to meet the varying language proficiency levels of their students, ensuring that English learners receive the support they need to succeed academically. Socioeconomically disadvantaged students often face barriers to academic success, such as limited access to educational resources and support outside of school. Smaller class sizes allow for more one-on-one time with teachers, who can provide additional academic support, monitor student progress closely, and address learning gaps promptly. This individualized attention helps ensure that these students are not left behind and can achieve their full potential. For foster youth, who may experience frequent school changes and emotional challenges, a smaller class size provides a more stable and nurturing environment. Teachers can build stronger relationships with their students, offering the emotional and academic support that foster youth need to thrive in school. Why it is Provided on an LEA-wide or Schoolwide Basis:	

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		Providing class size reduction on an LEA-wide or schoolwide basis ensures that all students, particularly unduplicated pupils, benefit from the advantages of smaller class sizes, regardless of which school they attend within the LEA. This approach promotes equity by offering a consistent level of support across the whole school, helping to address systemic inequities and ensuring that every student has access to the same high-quality educational opportunities. Implementing class size reduction universally within the LEA allows for a standardized approach to resource allocation, ensuring that all primary grade classrooms have the necessary staffing and materials to maintain reduced class sizes. This consistency helps create a cohesive educational experience for students and supports the overall mission of providing equitable education to all pupils. Moreover, an LEA-wide or schoolwide class size reduction initiative fosters a collaborative environment among schools, where teachers and administrators can share best practices and strategies for effectively managing smaller classes and supporting unduplicated pupils. This shared knowledge and collaboration contribute to a stronger, more unified educational community. In summary, continuing class size reduction in the primary grades at Walden Academy addresses the needs of unduplicated pupils by providing personalized and supportive learning environments that enhance academic performance	

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		and emotional well-being. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
2.4	**Action:** CAASPP Coordination **Need:** CA School Dashboard data shows our students are underperforming or declining when compared to the state average in CAASPP and CAST testing. **Scope:** LEA-wide	Addressing the Needs of Unduplicated Pupils: Continuing to provide a CAASPP (California Assessment of Student Performance and Progress) lead staff member to track progress and needs directly addresses the specific challenges faced by unduplicated pupils, which include English learners, low-income students, and students with exceptional needs. This action ensures that these students receive the focused attention and support necessary to succeed academically. For English learners, the CAASPP lead staff member can analyze assessment data to identify language acquisition trends and pinpoint areas where additional instructional support is needed. This targeted analysis helps in developing and implementing effective strategies to improve English proficiency and overall academic performance. By closely monitoring their progress, the school can make informed decisions about necessary interventions and resources to support these students. Low-income students often encounter various barriers that can impact their academic achievement. The CAASPP lead staff member can track their progress to ensure that these students are making adequate academic gains. By	CAASPP Data, school survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		identifying gaps in learning and areas of need, the school can provide appropriate academic interventions, supplemental programs, and additional resources to support low-income students and help bridge the achievement gap. For students with exceptional needs, consistent tracking of their progress is crucial to ensure they are meeting their Individualized Education Program (IEP) goals and making progress in line with their peers. The CAASPP lead staff member can use assessment data to tailor instructional strategies and provide necessary accommodations, ensuring that students with exceptional needs receive the support required to thrive academically. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing a CAASPP lead staff member on an LEA-wide or schoolwide basis ensures that all unduplicated pupils across the LEA receive consistent and equitable support. This approach guarantees that every student benefits from the focused tracking and data-driven interventions offered by the CAASPP lead staff member. Implementing this role universally allows for a standardized approach to data analysis and intervention strategies, promoting consistency in how student progress is monitored and addressed. It ensures that all schools within the LEA are aligned in their efforts to support unduplicated pupils, fostering a cohesive and unified educational environment.	

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		Moreover, having a CAASPP lead staff member at the LEA or schoolwide level facilitates collaboration among schools. It allows for the sharing of best practices, resources, and strategies for effectively using assessment data to support unduplicated pupils. This collaborative approach helps build a stronger educational community focused on improving outcomes for all students. In summary, continuing to provide a CAASPP lead staff member to track progress and needs for English learners, low-income students, and students with exceptional needs addresses the specific challenges faced by these unduplicated pupils. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
2.5	**Action:** After School Support **Need:** CA School Dashboard data shows our students are underperforming or declining when compared to the state average in CAASPP and CAST testing. Providing additional means of supports to help our students grow academically supports the need. **Scope:**	Addressing the Needs of Unduplicated Pupils: Allocating additional teacher time for after-school tutoring and homework clubs specifically addresses the unique needs of unduplicated pupils, which include English learners, foster youth, and low-income learners. These groups often face significant challenges that can impede their academic progress, and targeted after-school support can provide crucial assistance. For English learners, after-school tutoring offers extended opportunities to improve their language proficiency and comprehension skills. Teachers	CAASPP Data, school survey

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	LEA-wide	can provide focused instruction and practice in English Language Development (ELD), helping these students gain the language skills necessary to succeed in their other academic subjects. Foster youth often experience instability and interruptions in their education, which can lead to gaps in their learning. After-school tutoring and homework clubs provide a stable and consistent environment where foster youth can receive individualized attention, catch up on missed work, and reinforce their understanding of classroom material. This support helps mitigate the impact of their unique circumstances on their academic progress. Low-income learners may lack access to educational resources and support outside of school. After-school programs provide a safe and supportive space where these students can receive help with their homework, access additional academic resources, and develop effective study habits. This additional support is crucial for helping them keep pace with their peers and achieve academic success. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing after-school tutoring and homework clubs on an LEA-wide or schoolwide basis ensures that all unduplicated pupils across the LEA have equitable access to these valuable resources. This approach guarantees that every student, regardless of the specific school they attend, can	

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		benefit from the additional academic support offered after school. Implementing this program universally allows for the standardization of quality and consistency in after-school support. It ensures that all schools within the LEA adhere to the same high standards for tutoring and homework assistance, creating a cohesive educational experience for students. This consistency is especially important for unduplicated pupils who may move between schools within the LEA. Moreover, an LEA-wide or schoolwide program facilitates the efficient allocation of resources and staffing. By pooling resources and coordinating efforts, the LEA can ensure that all schools have sufficient staff and materials to provide effective after-school support. This collaborative approach also allows for the sharing of best practices and strategies among schools, further enhancing the quality of the program. In summary, allocating additional teacher time for after-school tutoring and homework clubs addresses the specific needs of unduplicated pupils by providing targeted academic support in a stable and supportive environment. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
3.3	**Action:** Student support and Behavioral Intervention	Given that our socioeconomically disadvantaged and white student populations are in the red for	CALPADS, CA School Dashboard, Suspension

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	Need: According to the CA School Dashboard, 5.8% of students were suspended at least one day in the 22/23 school year. Socioeconomically disadvantaged students had a 8.2% suspension rate while white students had a 6.7% suspension rate. On the "What Matters to You" survey 78.6% surveyed reported that having a behavioral interventionist to support positive student behavior would be meaningful for academic achievement, social development, and a positive school climate. **Scope:** LEA-wide	suspension rates, we have strategically shifted one of our two academic interventionists to focus on "behavior intervention." This position is now designed to provide targeted support in several critical areas to address the needs of these students and support the overall student body. Addressing the Needs of Low-Income and White Students: Calm Down Area: The creation of a calm down area connected to the Dean of Students' office offers students a safe space to manage their emotions and behaviors. This environment allows students to de-escalate before returning to the classroom, reducing the likelihood of suspensions. Research indicates that providing students with a designated space to calm down can significantly reduce disruptive behaviors and improve emotional regulation (Gregory & Fergus, 2017). Social and Emotional Growth: By employing Responsive Classroom and Toolbox strategies, the behavior interventionist supports the social and emotional development of students. These strategies teach students essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Studies have shown that social-emotional learning (SEL) programs can improve students' attitudes and behaviors, leading to a decrease in suspensions and an increase in academic performance (Durlak et al., 2011). Behavioral Plans:	and behavioral records from our SIS, "What Matters to You" survey.

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		Creating and overseeing individualized behavioral plans ensures that interventions are tailored to each student's specific needs. These plans can include goals, strategies, and support mechanisms that address the root causes of behavioral issues. Individualized plans are particularly effective for socioeconomically disadvantaged students, who may face unique stressors and challenges (Murray & Malmgren, 2005). Data Collection and Analysis: Gathering and analyzing data on student behavior allows for informed decision-making regarding classroom management strategies. This data-driven approach helps identify patterns and triggers for disruptive behavior, enabling the school to implement proactive measures. Data collection also facilitates the monitoring of progress and the adjustment of interventions as needed, ensuring that they remain effective (Sugai & Horner, 2009). Restorative Practices: Implementing restorative practices shifts the focus from punishment to repairing harm and restoring relationships. These practices encourage accountability and provide students with the opportunity to reflect on their behavior and its impact on others. Restorative practices have been shown to reduce suspension rates and improve school climate by fostering a sense of community and mutual respect (González, 2012). Supporting All Students:	

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		This approach also benefits all students within the school by promoting a positive and inclusive school climate. The strategies used by the behavior interventionist, such as social-emotional learning, restorative practices, and data-driven interventions, create an environment that supports the well-being and development of every student. Improved School Climate: A focus on social-emotional growth and restorative practices contributes to a more positive school climate, where all students feel safe, respected, and valued. This inclusive atmosphere encourages better behavior and academic engagement across the student body. Universal Strategies: While the interventionist's work is tailored to the needs of specific groups, many of the strategies employed, such as SEL and restorative practices, are universally beneficial. They help all students develop important life skills and foster a more supportive and collaborative learning environment. Decreased Overall Suspensions: Reducing suspension rates among socioeconomically disadvantaged and white students positively impacts the entire school community by promoting equity and reducing the overall number of disruptions to the learning environment. This ensures that more students remain in class, benefiting from continuous instruction and engagement. In summary, by shifting one of our academic interventionists to a behavior intervention role, we	

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		are addressing the specific needs of our socioeconomically disadvantaged and white student populations while also supporting the overall student body. This comprehensive approach aims to reduce suspension rates, promote a positive school climate, and foster a supportive educational environment for all students.	
3.6	**Action:** Bilingual parent support **Need:** Average reporting "Strongly Agree" or "Very Well" on CHKS is only 46% for overall communication. **Scope:** LEA-wide	Providing bilingual office staff to assist families that speak Spanish and are not fluent in English addresses significant communication barriers and enhances the inclusivity and accessibility of school resources for non-English-speaking families. Addressing the Needs of Unduplicated Pupils: Enhanced Communication: Bilingual office staff facilitate clear and effective communication between the school and Spanish-speaking families. This is crucial for ensuring that parents and guardians understand important information regarding their children's education, including academic progress, school policies, events, and available resources. Effective communication is essential for building trust and engagement with families who might otherwise feel disconnected from the school community. Increased Parental Involvement: By providing language support, bilingual office staff enable Spanish-speaking parents to be more actively involved in their children's education. Research indicates that parental involvement is a key factor in student success, particularly for English learners and low-income students	CHKS survey on overall communication

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		(Jeynes, 2016). Bilingual staff can help parents participate in school activities, meetings, and decision-making processes, thereby fostering a stronger home-school connection. Support for English Learners: The presence of bilingual staff helps English learners feel more supported and understood. Knowing that their families can communicate effectively with the school can reduce anxiety and improve students' overall well-being. It also allows for more accurate and timely communication about students' needs and progress, leading to better-targeted interventions and support. Accessibility of Resources: Bilingual office staff ensure that Spanish-speaking families have access to all school resources and information. This includes assistance with enrollment, understanding academic requirements, accessing special education services, and utilizing community resources. Making these resources accessible helps level the playing field for socioeconomically disadvantaged students and their families. Why it is Provided on an LEA-wide or Schoolwide Basis: Equity and Inclusivity: Providing bilingual office staff on an LEA-wide or schoolwide basis ensures that all Spanish-speaking families across the district have equitable access to language support services. This approach promotes inclusivity and ensures that no family is left behind due to language barriers. It is	

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		crucial for maintaining consistent support for English learners and their families, regardless of the specific school they attend. Consistency and Standardization: Implementing this action across the entire LEA or school ensures a standardized approach to communication and support for Spanish-speaking families. This consistency helps build a cohesive and welcoming environment throughout the district, reinforcing the message that all families are valued and supported. Resource Optimization: By providing bilingual staff at the LEA or schoolwide level, the district can optimize resources and ensure that language support is available where it is most needed. This strategic allocation of resources helps to maximize the impact of bilingual services and ensures that all schools can benefit from this support. Community Building: A schoolwide or LEA-wide initiative fosters a sense of community and shared responsibility among schools. It encourages collaboration and sharing of best practices for engaging non-English-speaking families, ultimately strengthening the entire educational community. In summary, providing bilingual office staff to assist Spanish-speaking families directly addresses the communication and engagement needs of unduplicated pupils, particularly English learners and their families. Implementing this action on an LEA-wide or schoolwide basis	

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		ensures equity, consistency, and effective resource utilization, fostering an inclusive and supportive educational environment for all students and their families.	
3.8	**Action:** Bilingual attendance clerk **Need:** CA School Dashboard shows chronic absenteeism is at 28.8% for our socioeconomically disadvantaged students, 26.3% for our students with disabilities, and 13.1% for our white students. **Scope:** LEA-wide	Because our school is in the red for chronic absenteeism among our socioeconomically disadvantaged students, white students, and students with disabilities, we have employed a bilingual attendance clerk to track absenteeism and truancies and support students with attendance barriers and challenges. Additionally, having one person oversee the School Attendance Review Board (SARB) process for chronic absenteeism further enhances our ability to address these issues effectively. Addressing the Needs of Unduplicated Pupils: Tracking Absenteeism and Truancies: The bilingual attendance clerk's role in meticulously tracking absenteeism and truancies allows for early identification of students who are frequently absent. This timely intervention is crucial for socioeconomically disadvantaged students and students with disabilities, who may face unique barriers to consistent attendance. By keeping detailed records, the school can analyze patterns and implement targeted strategies to reduce chronic absenteeism (Balfanz & Byrnes, 2012). Providing Targeted Support: Socioeconomically disadvantaged students often face multiple barriers to regular attendance, including transportation issues, health problems,	CA School Dashboard, Attendance Reports from SIS, SARB letters/ documentation

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		and family responsibilities. A bilingual attendance clerk can communicate effectively with non-English-speaking families to understand and address these challenges. This support helps in developing individualized attendance plans and providing resources such as transportation assistance, access to healthcare, or counseling services. Supporting Students with Disabilities: Students with disabilities may have specific needs that impact their attendance. The attendance clerk can collaborate with special education staff to ensure that these students receive the accommodations and support they need to attend school regularly. This might include arranging for medical appointments, coordinating with healthcare providers, and ensuring that Individualized Education Programs (IEPs) are followed (Chang & Romero, 2008). Engaging Families: Effective communication with families is essential for improving attendance. The bilingual attendance clerk can engage with non-English-speaking families to provide them with information about the importance of regular attendance, school policies, and available resources. This engagement fosters a supportive home-school relationship, making parents feel more connected and involved in their children's education. Overseeing the SARB Process: Having one person oversee the SARB process for chronic absenteeism centralizes the efforts to address attendance issues comprehensively. The	

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		SARB process involves coordinating between the school, families, and community resources to address and resolve chronic absenteeism. By having a dedicated individual manage this process, the school can ensure that: Consistent Follow-Up: There is consistent follow-up with students and families, ensuring that interventions are implemented and monitored effectively. Streamlined Communication: Communication between all parties involved (teachers, administrators, parents, and community agencies) is streamlined, reducing misunderstandings and delays in addressing issues. Tailored Interventions: The attendance clerk can work with the superintendent to develop tailored interventions that address the specific barriers faced by each student, leveraging community resources and support systems to provide comprehensive solutions (Sheldon & Epstein, 2004). Why it is Provided on an LEA-wide or Schoolwide Basis: Equity and Inclusivity: Providing a bilingual attendance clerk on an LEA-wide or schoolwide basis ensures that all students, particularly those from socioeconomically disadvantaged backgrounds and those with disabilities, receive consistent support. This approach promotes equity by ensuring that no student is left behind due to language barriers or lack of resources (Ready, 2010).	

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		Consistency and Standardization: Implementing this role across the entire LEA or school ensures that attendance tracking and intervention strategies are standardized. This consistency helps create a cohesive system where best practices are applied uniformly, improving overall attendance rates and reducing chronic absenteeism. Resource Optimization: Employing a bilingual attendance clerk on a broader scale allows for more efficient use of resources. The clerk can serve multiple schools within the LEA, ensuring that all schools benefit from their expertise. This centralized approach ensures that all students have access to the same level of support and resources. Community Building: An LEA-wide or schoolwide initiative fosters a sense of community and shared responsibility among schools. It encourages collaboration and the sharing of best practices for engaging families and improving attendance, ultimately strengthening the entire educational community. In summary, employing a bilingual attendance clerk and having a dedicated individual oversee the SARB process addresses the specific needs of unduplicated pupils by providing targeted support for attendance challenges, engaging families, and ensuring equity and inclusivity. Implementing these actions on an LEA-wide or schoolwide basis ensures consistency, optimizes resources, and fosters a supportive educational environment for all students.	

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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** English Learner support **Need:** English Learner reclassification rate is 0%. Additionally, our ELPI success has declined 24.4% as noted by the CA School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Addressing the Needs of Our English Learners: Providing bilingual aides to support English learners (ELs) is a critical action to address the specific needs of these students, particularly in light of concerning data regarding their reclassification rates and progress as indicated by the CA School Dashboard. Supporting Reclassification Rates: The reclassification rate for English learners at our school is currently 0%, indicating that no students have transitioned from English learner status to fluent English proficient status. Bilingual aides can significantly impact this area by providing targeted support aimed at accelerating language acquisition. They can offer direct, individualized instruction and interventions that help students develop the necessary language skills to meet reclassification criteria. This includes working on key areas such as reading comprehension, writing proficiency, oral communication, and listening skills, all of which are essential for reclassification. Improving ELPI Success:	ELPI rate and EL reclassification rate from CALPADS and CA School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Our English Learner Progress Indicator (ELPI) success has declined by 24.4%, highlighting a significant area of concern in our ability to support EL students' language development and academic progress. Bilingual aides can help reverse this trend by: Providing Targeted Instruction: Bilingual aides can work with EL students in small groups or one-on-one sessions, focusing on areas where students struggle the most. This targeted instruction is crucial for helping students make measurable progress in their language skills. Scaffolded Learning: Bilingual aides can employ scaffolded learning techniques, breaking down complex tasks into more manageable parts and providing the necessary support at each stage. This approach helps EL students build their language proficiency step by step. Cultural and Linguistic Support: Bilingual aides, who share the same linguistic and cultural background as the students, can create a more inclusive and comfortable learning environment. This support helps EL students feel understood and reduces anxiety, which can positively impact their learning outcomes. Engaging Parents and Families: Bilingual aides can also play a crucial role in engaging non-English-speaking parents and families. They can facilitate communication between the school and families, helping parents understand the importance of reclassification and how they can support their children's language development at home. This engagement is essential for creating a supportive home	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		environment that reinforces the efforts made at school. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing bilingual aides on an LEA-wide or schoolwide basis ensures that all English learners have equitable access to this critical support, regardless of which school they attend. This approach promotes consistency and fairness in addressing the needs of EL students across the entire LEA. Equitable Access: Implementing this action universally ensures that every English learner, regardless of their school, receives the same level of support from bilingual aides. This is especially important for maintaining consistency in language support services across the LEA. Resource Optimization: An LEA-wide or schoolwide initiative allows for more efficient use of resources. Bilingual aides can be strategically placed in schools based on the concentration of EL students and their specific needs, ensuring that support is available where it is most needed. Professional Development and Consistency: Providing bilingual aides on a larger scale allows for standardized training and professional development. This ensures that all aides are equipped with the skills and knowledge necessary	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		to support EL students effectively, leading to more consistent and high-quality support services. Collaboration and Best Practices: An LEA-wide or schoolwide approach fosters collaboration among schools, enabling them to share best practices and strategies for supporting English learners. This collective effort enhances the overall effectiveness of the support provided to EL students. In summary, providing bilingual aides to support English learners directly addresses the critical needs highlighted by the data, including the 0% reclassification rate and the 24.4% decline in ELPI success. Implementing this action on an LEA-wide or schoolwide basis ensures equitable access, optimizes resources, maintains consistency, and promotes collaboration, ultimately leading to improved outcomes for all English learners.	
2.8	**Action:** Additional Support ELPAC **Need:** English Learner reclassification rate is 0%. Additionally, our ELPI success has declined 24.4% as noted by the CA School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Addressing the Needs of Our English Learners: The appointment of an ELPAC (English Language Proficiency Assessments for California) lead staff member to coordinate and analyze testing data is a crucial step in addressing the specific needs of our English learners, especially in light of the concerning data on English Learner reclassification and ELPI success. Supporting Reclassification Rates: With a current reclassification rate of 0%, it is evident that our English learners are not transitioning to fluent English proficient status. The	ELPI rate and EL reclassification rate from CALPADS and CA School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ELPAC lead staff member can directly address this by: Data-Driven Interventions: By closely analyzing ELPAC testing data, the lead staff member can identify specific areas where students are struggling. This detailed analysis allows for the development of targeted interventions tailored to address the unique needs of each student. Individualized Support Plans: The ELPAC lead can create individualized support plans for each English learner, ensuring that instruction is personalized and focused on the skills needed for reclassification. This might include additional language development programs, after-school tutoring, or specialized instructional strategies. Monitoring Progress: Continuous monitoring of student progress ensures that interventions are effective and adjusted as needed. The ELPAC lead can track improvements in real-time, making it possible to respond swiftly to any areas where students are not making adequate progress. Improving ELPI Success: The 24.4% decline in ELPI (English Learner Progress Indicator) success highlights significant challenges in our current approach to supporting English learners. The ELPAC lead staff member can help reverse this trend by: Comprehensive Data Analysis: By systematically analyzing ELPAC results and other relevant data, the lead can gain a deeper understanding of trends and patterns in student performance. This comprehensive analysis is essential for identifying both strengths and weaknesses in our EL program.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Strategic Resource Allocation: With a clear understanding of where support is most needed, the ELPAC lead can allocate resources more effectively. This might include deploying additional instructional aides, providing professional development for teachers, or introducing new educational technologies and materials. Enhanced Instructional Strategies: Using insights gained from data analysis, the ELPAC lead can recommend and implement evidence-based instructional strategies that are proven to be effective for English learners. This ensures that teaching methods are aligned with the specific needs of our students. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing an ELPAC lead staff member on an LEA-wide or schoolwide basis ensures that all English learners have access to consistent, high-quality support. This approach promotes equity and maximizes the impact of data-driven decision-making. Equitable Access: Implementing this role universally guarantees that all English learners benefit from the expertise of the ELPAC lead. This ensures that no student is overlooked and that all schools within the LEA are supported in their efforts to improve English learner outcomes. Consistency and Standardization: An LEA-wide or schoolwide approach allows for the standardization of data analysis and intervention strategies. The ELPAC lead can	

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		establish consistent protocols for tracking and responding to student progress, ensuring that all schools are aligned in their approach to supporting English learners. Resource Optimization: Centralizing the role of the ELPAC lead allows for more efficient use of resources. The lead can coordinate efforts across multiple schools, ensuring that best practices are shared and that interventions are implemented effectively and efficiently. Professional Development and Support: The ELPAC lead can also play a crucial role in providing professional development and support for teachers across the LEA. By training teachers in data analysis and effective instructional strategies for English learners, the lead ensures that all staff are equipped to meet the needs of these students. Collaboration and Best Practices: An LEA-wide or schoolwide approach fosters a culture of collaboration among schools. The ELPAC lead can facilitate the sharing of best practices and successful strategies, helping all schools to improve their support for English learners. In summary, appointing an ELPAC lead staff member to coordinate and analyze testing data addresses the critical needs of our English learners by providing targeted, data-driven interventions and support. Implementing this action on an LEA-wide or schoolwide basis	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ensures equitable access, consistency, and collaboration, ultimately leading to improved reclassification rates and ELPI success for all English learners.	

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.

The additional concentration grant add-on funding will be strategically utilized to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This targeted investment aims to address the specific needs of these high-needs student groups, ensuring they receive the necessary support to succeed academically and socially.

1. Hiring Additional Support Staff
a. Bilingual Educators and Paraprofessionals:

Rationale: English learners require additional language support to achieve proficiency and keep up with academic content.
Plan: Recruit and hire bilingual educators and paraprofessionals who can provide targeted language instruction and support within the classroom setting. These staff members will help bridge the language gap, facilitate communication with non-English-speaking parents, and support students in their academic and language development.
Impact: Enhanced language support will lead to improved academic outcomes and greater parental involvement for English learners.
b. Special Education Specialists:

Rationale: Socioeconomically disadvantaged students and foster youth often face behavioral and social-emotional challenges that impact their learning.

Plan: Hire additional behavioral interventionists who can implement Positive Behavioral Interventions and Supports (PBIS), develop behavioral plans, and provide social-emotional learning (SEL) activities. These professionals will also conduct individual and group counseling sessions to support students' mental health and well-being.
Impact: Addressing behavioral and emotional needs will create a safer and more supportive learning environment, reducing disciplinary issues and improving student engagement.
2. Expanding Community and Family Engagement
a. Family Liaison Officers:

Rationale: Engaging families, especially those of English learners and foster youth, is crucial for student success.
Plan: Employ family liaison officers who can work directly with families to facilitate their involvement in school activities, provide resources, and offer guidance on supporting their children’s education at home. These officers will help bridge the gap between home and school, ensuring that families are informed and engaged.
Impact: Increased family engagement will support better academic outcomes and enhance the overall school community.
b. Attendance Clerks:

Rationale: Chronic absenteeism is a significant issue among socioeconomically disadvantaged students and foster youth.
Plan: Hire additional attendance clerks to monitor student attendance, identify barriers to regular attendance, and implement strategies to improve attendance rates. These clerks will work closely with students and families to address issues such as transportation, health, and family responsibilities that may affect attendance.
Impact: Improved attendance rates will lead to higher student achievement and a more consistent educational experience.
3. Professional Development and Training
a. Ongoing Training for Staff:

Rationale: Continuous professional development ensures that educators are equipped with the latest strategies and best practices to support high-needs students.
Plan: Allocate funds for professional development programs focused on cultural competency, trauma-informed practices, differentiated instruction, and inclusive teaching methods. Training will be provided to all staff members to ensure they can effectively support English learners, foster youth, and low-income students.
Impact: Enhanced teacher effectiveness and improved instructional practices will directly benefit high-needs student populations.
Conclusion
By strategically investing the additional concentration grant add-on funding in hiring more support staff, expanding community and family engagement initiatives, and providing ongoing professional development, we aim to create a comprehensive support system for our high-needs students. This approach will ensure that foster youth, English learners, and low-income students receive the targeted services and interventions they need to thrive academically and socially.

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		Grades TK through 2nd: Number of Students: 16 students in each classroom Number of Paraprofessionals: 1 paraprofessional per classroom Ratio: 1 paraprofessional per 16 students Grades 3rd through 5th: Number of Students: 24 students in each classroom Number of Paraprofessionals: 1 paraprofessional per classroom Ratio: 1 paraprofessional per 24 students Middle school (6th-8th): Number of students: 15 in 6th, 12 in 7th, 12 in 8th Number of paraprofessionals: 1 paraprofessional for all three grade levels Ratio: 1 paraprofessional per 39 students
Staff-to-student ratio of certificated staff providing direct services to students		Grades TK through 2nd: Number of Students: 16 students in each classroom Number of Certificated Staff: 1 teacher per classroom Ratio: 1 teacher per 16 students Grades 3rd through 5th: Number of Students: 24 students in each classroom Number of Certificated Staff: 1 teacher per classroom Ratio: 1 teacher per 24 students Middle school (6th-8th): Number of students: 15 in 6th, 12 in 7th, 12 in 8th Number of certificated staff: 3 teachers for all three grade levels Ratio: 1 teacher per 13 students

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,873,845	309,175	16.499%	0.000%	16.499%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$700,720.00	$66,000.00	$0.00	$23,100.00	$789,820.00	$708,420.00	$81,400.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher credentialing	All	No			All Schools	3 Years	$0.00	$15,900.00	$15,900.00				$15,900.00	
1	1.2	Broad course of study- Supplemental Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	$74,000.00	$5,000.00	$79,000.00				$79,000.00	
1	1.3	Instructional materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	$0.00	$6,000.00		$6,000.00			$6,000.00	
1	1.4	Maintenance	All	No			All Schools	3 Years	$50,000.00	$3,000.00	$53,000.00				$53,000.00	
2	2.1	Academic Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	$150,520.00	$0.00	$150,520.00				$150,520.00	
2	2.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	$0.00	$43,000.00	$43,000.00				$43,000.00	
2	2.3	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	$125,000.00	$0.00	$125,000.00				$125,000.00	
2	2.4	CAASPP Coordination	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	$4,000.00	$0.00	$4,000.00				$4,000.00	
2	2.5	After School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	$10,000.00	$0.00		$10,000.00			$10,000.00	
2	2.6	English Learner support		Yes	Limited to			3 Years	$61,000.00	$0.00	$44,900.00			$16,100.00	$61,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Unduplicated Student Group(s)											
2	**2.7**	Intervention	All	No				3 Years	$29,000.00	$0.00	$29,000.00				$29,000.00	
2	**2.8**	Additional Support ELPAC		Yes	Limited to Unduplicated Student Group(s)			3 Years	$3,500.00	$0.00	$3,500.00				$3,500.00	
2	**2.9**	Leadership Team	All	No				3 years	$6,000.00	$0.00	$6,000.00				$6,000.00	
3	**3.1**	Student engagement and well-rounded educational experience	All	No				3 Years	$50,000.00	$5,000.00	$5,000.00	$50,000.00			$55,000.00	
3	**3.2**	Parent support and engagement	All	No				3 Years	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	**3.3**	Student support and Behavioral Intervention	Low Income	Yes	LEA-wide	Low Income		3 Years	$26,000.00	$0.00	$26,000.00				$26,000.00	
3	**3.5**	Responsive Classroom and CARES	All	No					$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.6**	Bilingual parent support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	$28,000.00	$0.00	$21,000.00			$7,000.00	$28,000.00	
3	**3.7**	Dean of students and Behavioral Data Tracking	All	No					$79,000.00	$0.00	$79,000.00				$79,000.00	
3	**3.8**	Bilingual attendance clerk	Low Income	Yes	LEA-wide	Low Income		3 Years	$12,400.00	$0.00	$12,400.00				$12,400.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,873,845	309,175	16.499%	0.000%	16.499%	$509,320.00	0.000%	27.180 %	**Total:**	$509,320.00
								LEA-wide Total:	$460,920.00
								Limited Total:	$48,400.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Broad course of study- Supplemental Courses	Yes	LEA-wide	English Learners Foster Youth Low Income		$79,000.00	
1	1.3	Instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.1	Academic Achievement	Yes	LEA-wide	English Learners Low Income		$150,520.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Low Income		$43,000.00	
2	2.3	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income		$125,000.00	
2	2.4	CAASPP Coordination	Yes	LEA-wide	English Learners Low Income		$4,000.00	
2	2.5	After School Support	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.6	English Learner support	Yes	Limited to Unduplicated			$44,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	**2.8**	Additional Support ELPAC	Yes	Limited to Unduplicated Student Group(s)			$3,500.00	
3	**3.3**	Student support and Behavioral Intervention	Yes	LEA-wide	Low Income		$26,000.00	
3	**3.6**	Bilingual parent support	Yes	LEA-wide	English Learners Low Income		$21,000.00	
3	**3.8**	Bilingual attendance clerk	Yes	LEA-wide	Low Income		$12,400.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$789,820.00	$626,766.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher credentialing	No	$15,900.00	3,600
1	**1.2**	Broad course of study- Supplemental Courses	Yes	$79,000.00	79,000
1	**1.3**	Instructional materials	Yes	$6,000.00	9,516
1	**1.4**	Maintenance	No	$53,000.00	53,000
2	**2.1**	Academic Achievement	Yes	$150,520.00	84,817
2	**2.2**	Professional Development	Yes	$43,000.00	9,370
2	**2.3**	Class Size Reduction	Yes	$125,000.00	110,808
2	**2.4**	CAASPP Coordination	Yes	$4,000.00	4,000
2	**2.5**	After School Support	Yes	$10,000.00	1,950
2	**2.6**	English Learner support	Yes	$61,000.00	58,183
2	**2.7**	Intervention	No	$29,000.00	29,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Additional Support ELPAC	Yes	$3,500.00	3,500
2	**2.9**	Leadership Team	No	$6,000.00	6,000
3	**3.1**	Student engagement and well-rounded educational experience	No	$55,000.00	53,940
3	**3.2**	Parent support and engagement	No	$1,500.00	158
3	**3.3**	Student support and Behavioral Intervention	Yes	$26,000.00	26.000
3	**3.5**	Responsive Classroom and CARES	No	$2,000.00	498
3	**3.6**	Bilingual parent support	Yes	$28,000.00	28,000
3	**3.7**	Dean of students and Behavioral Data Tracking	No	$79,000.00	79,000
3	**3.8**	Bilingual attendance clerk	Yes	$12,400.00	12,400

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
505,778	$525,320.00	$420,544.00	$104,776.00	16.500%	16.500%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Broad course of study- Supplemental Courses	Yes	$79,000.00	79,000	2.5%	2.5%
1	1.3	Instructional materials	Yes	$6,000.00	9,516	4%	4%
2	2.1	Academic Achievement	Yes	$150,520.00	84,817	0%	0%
2	2.2	Professional Development	Yes	$43,000.00	9,370	0%	0%
2	2.3	Class Size Reduction	Yes	$125,000.00	110,808	0%	0%
2	2.4	CAASPP Coordination	Yes	$4,000.00	4,000	0%	0%
2	2.5	After School Support	Yes	$10,000.00	1,950	0%	0%
2	2.6	English Learner support	Yes	$44,900.00	58,183	2.5%	2.5%
2	2.8	Additional Support ELPAC	Yes	$3,500.00	3,500	0%	0%
3	3.3	Student support and Behavioral Intervention	Yes	$26,000.00	26,000	2.5%	2.5%
3	3.6	Bilingual parent support	Yes	$21,000.00	21,000	2.5%	2.5%
3	3.8	Bilingual attendance clerk	Yes	$12,400.00	12,400	2.5%	2.5%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,983,606	505,778	0.0%	25.498%	$420,544.00	16.500%	37.701%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

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).

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