LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Cooperative Charter School
CDS Code: CA
School Year: 2026-27
LEA contact information:
Sarah Saluta
Executive Director
sarah@sdccs.org
(858) 496-1613

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

Budget Overview for the 2026-27 School Year

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

The text description for the above chart is as follows: The total revenue projected for San Diego Cooperative Charter School is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 San Diego Cooperative Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Cooperative Charter School plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, San Diego Cooperative Charter School is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. San Diego Cooperative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Cooperative Charter School plans to spend $ 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 2026-27

This chart compares what San Diego Cooperative Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Cooperative 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 2026-27, San Diego Cooperative Charter School's LCAP budgeted $ for planned actions to increase or improve services for high needs students. San Diego Cooperative Charter School actually spent $ for actions to increase or improve services for high needs students in 2026-27.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

Plan Summary [2026-27]

General Information

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

San Diego Cooperative Charter School (SDCCS) is built on the foundation of providing a progressive, developmentally focused, child-centered, and constructivist education. In a constructivist classroom, the teacher's role is to observe, note children's interests, ask probing questions, encourage intellectual exploration, and provide necessary resources in a warm and welcoming classroom environment. In practice, this results in a project-based curriculum tailored to students' interests and needs. This facilitates interactions, explorations, and problem-solving, resulting in knowledge construction and conceptual development. Students learn language arts, mathematics, and science concepts through real-world activities, simulations, and projects.

In 2002, San Diego Cooperative Charter School began providing students with an outstanding education ignited by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom and included deep learning in all subjects: honoring art, music, and movement (physical education), and where social-emotional learning was a central tenet. With teachers, parents, and students working in unison, SDCCS became a success measured by student growth, parent interest, and student engagement & retention.

In a typical year, SDCCS serves 462 children in transitional kindergarten through eighth grade, forming a vibrant community of students, teachers, staff, and families. Our students flourish in an environment with high family engagement, and we continually work to foster this community spirit. We are proud to be a school that has focused on and continues to focus on Social-Emotional Learning, with a particular emphasis on empathy.

The SDCCS community believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS can access Performing Arts classes, PE, and Dance courses within and outside the self-contained classroom setting. The entire instructional staff is trained in social-emotional practices supported by credentialed counselors, a Dean, and Administrators. Middle School students have diverse elective classes, some of which include but are not limited to Integrated Math One, 3D Art, Design Engineering, Debate, ASB, and other choices that foster teamwork and creativity.

Educators in a developmentally based, child-centered classroom understand that students progress at different rates and respond to various instructional strategies and tools. Educators at SDCCS recognize and plan for every learning style, providing an environment that supports each learner's progress. Lessons are differentiated to meet each child's needs, whether the student requires additional support or a deeper dive into content to inspire continuous educational growth. Teachers, parents, and students collaborate in Goal Setting Conferences to set individual goals for every child. SDCCS fosters an environment where students and their families are vested partners in the child's education and growth.

Parent involvement is a cornerstone of SDCCS. The parents and families are highly engaged in various volunteer and educational opportunities. Parents are welcomed and encouraged to be co-educators in our classrooms, as well as in many other volunteer opportunities. Teachers and staff provide educational opportunities for parents, and our dynamic PSA organizes community-building events. The community spirit of SDCCS is most evident at our Project Nights. Student work is displayed in classrooms, providing students with an authentic audience for their work and hands-on activities that allow them to share their learning. Families come together in a festive atmosphere to celebrate student learning and gather as a community.

This collaborative spirit of SDCCS extends beyond the school's learning community. SDCCS has a strong working relationship with the University of San Diego and San Diego State University. SDCCS values the acts of service to our community and outside the school walls. The Associated Student Body (ASB) has participated in food drives and community service projects to benefit local outreach organizations. The goal of ASB is to work within the community to build relationships. It is part of the plan to continue working and building relationships within the Linda Vista community.

SDCCS graduates filter into high schools throughout San Diego. Graduates succeed in various charter high schools and International Baccalaureate programs at San Diego High School and Mission Bay High School. SDCCS students are well-prepared to meet the demands of rigorous high school expectations and flourish by utilizing the critical thinking and creative problem-solving skills they have acquired at SDCCS. These students are well-equipped for academic challenges and are self-aware young people who have developed self-advocacy and self-management skills.

SDCCS is a thriving community of students and the adults who support them. The school is a well-established learning institution with 20 years in operation. The staff and administration believe in the continuous growth of students and the educators who teach them; we are always preparing for the future while keeping our Mission and Vision at the center of our work.

Students enrolled at SDCCS reside in many parts of San Diego County, with a preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county and have seen our population from the Linda Vista Community rise to over 45% in the past few years. The school is located on a San Diego Unified School District (SDUSD) property at

7260 Linda Vista Road, San Diego, CA, 92111. We were approved for a $28 million reconstruction through Prop 39 and are currently in Phase 3 of a planned four-phase project. We are excited to work with the San Diego Unified School District and the Linda Vista community through this project.

Mission
The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity, and academic excellence flourish.

Vision
We respect what makes each child unique and promote all students' cognitive, imaginative, creative, social, emotional, and physical development. To provide high-quality educational services, we have built a supportive, cooperative community - a true collaboration of children, families, and school staff, where we embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong learning.

Our vision is to employ differentiated methods to meet each child's needs and to enable the learner to make connections between the curriculum and the outside world. Knowledge of brain development, multiple intelligences, learning styles, and differentiation strategies informs instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum to promote a strong social ethic in our student population. At San Diego Cooperative Charter, all school community members work together to promote the success of each learner.

Our staff is highly skilled and supported in their daily effort to refine their craft. We continuously monitor our progress toward achieving our goals to ensure that we effectively utilize available financial and human resources to maximize student performance and exceed district and statewide standards.

Reflections: Annual Performance

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

As we reflect on the annual performance of San Diego Cooperative Charter School, it is evident that our institution continues to uphold its reputation as a high-achieving charter school. This reflection is based on a comprehensive review of the California School Dashboard (Dashboard) and local data, which provide valuable insights into our academic standing, student progress, and overall school climate.

Academic Achievement:
Our school's performance on academic achievement indicators remains commendable, as evidenced by the Dashboard ratings and local assessment results. Across various subjects and grade levels, our students consistently demonstrate proficiency and excellence, surpassing

state standards. This achievement reflects the dedication of our educators, the support of our families, and the commitment of our students to academic excellence.

Student Progress:
One of the hallmarks of our school's success is not only achieving high academic standards but also ensuring continuous growth and progress among our students. The Dashboard data indicate that our students are making significant strides in their academic journey, with many showing improvement year over year. This progress underscores our focus on individualized learning, differentiated instruction, and ongoing support to meet the diverse needs of our student body.

School Climate and Culture:
Beyond academic metrics, our school prides itself on fostering a positive and inclusive learning environment where every student feels valued, supported, and empowered to succeed. Local data pertaining to school climate reaffirm that our efforts in promoting social-emotional learning, cultivating a sense of belonging, and fostering strong relationships within the school community are yielding positive outcomes. Our students feel safe, engaged, and motivated to excel, which contributes to their overall well-being and academic success.

Continuous Improvement:
While celebrating our achievements, we remain committed to continuous improvement and innovation. Even as a high-achieving charter school, we recognize the importance of setting ambitious goals, addressing areas for growth, and adapting to evolving educational needs. Through ongoing data analysis, stakeholder feedback, and collaboration among staff, students, and families, we strive to enhance our programs, refine our practices, and ensure that every student reaches their full potential.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
San Diego State University	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
University of San Diego	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
National University	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
Linda Vista Multi Cultural Fair and Parade	We dedicate our time and effort to make this community event a success. It is important for us to contribute to this even and be a foundation for its success. Linda Vista is so important to our school community, we prioritize these activities.
Linda Vista Innovation Center	At San Diego Cooperative Charter School (SDCCS), we are excited to collaborate with the Linda Vista Innovation Center to co-create hands-on, inquiry-based learning experiences that align with our constructivist approach. Together, we can develop student-led projects, host community showcases, and offer professional learning for educators focused on real-world problem solving and innovation. The center also provides a valuable hub for mentorship, fieldwork, and partnerships with local experts that enhance our interdisciplinary learning model.

Educational Partner(s)	Process for Engagement
Community Engagement Initiative and San Diego County Office of Education	San Diego Cooperative Charter School (SDCCS) collaborates with the San Diego County Office of Education (SDCOE) through the CEI grant to strengthen inclusive practices and improve outcomes for all learners. This partnership provides our educators with targeted professional development, coaching, and data-driven support focused on equity and access. Together, we are building a more inclusive and responsive learning environment.

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

The feedback provided by our stakeholders has been utilized to develop our Local Control and Accountability Plan (LCAP) and Strategic Plan. The feedback indicated that our current social-emotional program is effective in supporting our students. They have stated that they feel safe and cared for in their educational journey.

Students surveyed indicated that adults are available to support them 100% of the time in academics, artistic expression, and physical fitness. Students also reported feeling both physically and emotionally safe in their classrooms. This statistic holds significant importance for our organization, as it is at the heart of what we do: supporting children.

In a meeting with our ELAC committee, they expressed gratitude for the support and noted that invitations for collaboration were important. They also appreciated the continued efforts of the translators and staff support. There is still work to be done to support our Emergent Bilingual Students best.

Through our surveys, we observed that some parents were unable to volunteer as much as they had in the past or as much as they would like to. There is a plan to ensure that we educate and support families in productive and accessible ways to volunteer, tailored to each family. We have set a goal to include volunteering, and we continue to invite parents to be actively involved in their child's education and the school community. Our hope is that the addition of our Co

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our school has been working on DEI in everything we do, it is a part of our mission, vision, strategic plan, and parents indicated in meetings and through our survey that these focus areas were a priority for our community. Additionally, our staff and parents have indicated the continued growth and understanding of evidence-based pedagogical strategies to meet the needs of our extraordinarily diverse learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A. EL performance on ELPAC Summative Assessment.	2022-2023 28.13% well developed on the summative assessment	2023-2024 36% well developed on the summative assessment		2025-2026 34% well developed on the summative assessment	Exceeded by 2%
1.3	1B.California Assessment of Student Performance and Progress (CAASPP) for students with special needs.	15.75% of ELA Students Meet or Exceed 12.26% of Math Students Meet or Exceed 2022-2023	20% of ELA Students Meet or Exceed 14.67% of Math Students Meet or Exceed 2022-2023		18% of ELA Students Meet or Exceed 16% of Math Students Meet or Exceed	Exceeded by 2% in ELA and in Math -1.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	1C. California Assessment of Student Performance and Progress (CAASPP).	46.66% of ELA Students Meet or Exceed 34.62% of Math Students Meet or Exceed 2022-2023	41.53% of ELA Students Meet or Exceed 33.38% of Math Students Meet or Exceed 2023-2024		49% of ELA Students Meet or Exceed 40% of Math Students Meet or Exceed	-7.47 in ELA and -6.62 in Math
1.5	1D. We will maintain a Middle School Dropout Rate of 0%	0% in 2023-2024	0% in 2024-2025		0% in 2026-2027	Maintained a 0% dropout rate
1.7	1E. We will aim for an attendance rate of 96% or higher.	P2 was 95.08% in 2023-2024	P2 was 97.21%		96.5% attendance in 2026-2027	Exceeded by .71%
1.8	1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% 8th grade exit portfolio pass rate of in 2023-2024	100% 8th grade exit portfolio pass rate of in 2023-2024		100% in 2026-2027	Maintained a 100% pass rate meeting the baseline
1.11						
1.13						
1.16						
1.18						

Goal Analysis [2025-26]

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

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

In the 2024–2025 school year, SDCCS remained committed to Goal 1 by deepening its use of developmental, constructivist approaches through a diversity, equity, and inclusion lens. Teachers engaged in professional development on culturally responsive pedagogy, universal design for learning, and anti-bias strategies, which directly informed classroom instruction and supported diverse learning needs. Standards-aligned curriculum maps were updated across grade levels, and planning time was used to ensure lessons were differentiated and developmentally appropriate.

Implementation largely aligned with the planned actions, resulting in increased student engagement and stronger cross-grade instructional coherence. While the school successfully expanded project-based learning and embedded formative assessments, challenges such as staffing shortages delayed some supports for multilingual learners and limited the rollout of new bilingual materials. Despite this, evidence from student data and community feedback shows progress toward preparing students for a diverse, evolving global world.

Overall, the year's implementation affirmed SDCCS's core belief in inclusive, rigorous education. Lessons learned will guide continued improvements to ensure all students are seen, challenged, and supported in their learning journey.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All expenditures and service improvements were implemented as planned and aligned with our LCAP goals.

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

The actions taken toward achieving Goal 1 have been largely effective in advancing SDCCS's commitment to providing a high-quality, developmental, constructivist education through a diversity, equity, and inclusion lens. Professional development focused on culturally responsive teaching and universal design for learning has strengthened teacher capacity to meet the diverse needs of students. Updates to curriculum pacing guides and increased collaboration time supported the delivery of rigorous, standards-aligned instruction tailored to developmental stages and individual learning styles.

The integration of project-based learning and formative assessment strategies led to greater student engagement and academic growth, particularly among students from historically underserved backgrounds. The expansion of afterschool tutoring and intervention services also proved highly effective in providing targeted support. While some planned initiatives—such as full implementation of bilingual instructional materials—were delayed, the overall approach has meaningfully advanced the goal and positioned SDCCS to continue this progress in the coming year.

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

Based on reflections from the 2024–2025 school year, SDCCS will refine Goal 1 by adjusting specific actions, metrics, and target outcomes to strengthen its impact and ensure equitable access to high-quality learning. While the core goal remains the same, new metrics will track student participation in differentiated supports and afterschool academic interventions, with updated outcomes focused on growth for historically underserved groups. Actions for the coming year will prioritize the implementation of bilingual instructional materials and expanded professional development for multilingual learner support. Additionally, community engagement will be deepened through structured feedback opportunities with families and students, directly informing instructional planning and practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies: a. Multiple measures are used to monitor the progress of all students. b. Teachers and support staff will monitor student progress and implement intervention strategies. c. Instructional & administrative staff will analyze student data to inform strategic decisions. d. Implement the co-created plan to enact higher-level mathematical practices for teachers and students. e.Continued learning around the new math curriculum, Professional Learning Communities will serve as accountability and pacing partners. f. Continued use and training in Orton Gillingham evidence-based reading program. g. Create Professional Learning Communities to strengthen MTSS and data-driven decision-making.	$2,112,561.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Build an EL program that will support the needs of English Learners	Supplemental: a. Provide differentiated professional development for instructional staff to support the EL needs of students supported by an EL expert. b. EL coordinator will analyze the data to facilitate school-wide and team level training focusing on Success For All (SFA) with a Structured English Immersion instructional plan in all classrooms. c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils. d. EL coordinator will implement a parent education program. e. Build mathematical academic vocabulary that is critical to performance tasks and other assessments requiring non-fiction comprehension to structure and solve mathematical equations.	$887,550.00	Yes
1.9	Further build a system of support for EL families.	English Learner Advisory Committee (ELAC) and District Learning Advisory Committee (DLAC) develops a strategic plan to support family-school engagement that is inclusive and accessible. Increase translated materials to support school engagement.	$8,235.00	Yes
1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	The math Coordinator will work with teacher and admin teams to identify needed professional development to strive for a consistent and high level of math instruction across grade levels. and for all learners. Professional Learning Communities will provide the opportunity for accountability, pacing support, and data review of student math work.	$8,235.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	To increase attendance for all students and specifically target those who are chronically absent, utilize the protocol, which includes identifying causes of chronic absenteeism, and continue to document the use of strategies.	$80,751.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to invite and engage parents and other stakeholders to participate in our program through collaboration and communication to support all students in increased attendance, leading to a path to college and career readiness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Research has shown that parent involvement is the most significant predictor of student success. At SDCCS, parent involvement is welcomed and structured to create the greatest possible positive effect on the students.

Parents need a community – friends and acquaintances – who offer advice, sympathy, laughter, and company in the hard work of being a good parent. We are a diverse group by many measures, but we share a passion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2A. Annual parent volunteer hours logged	Our parent volunteer hours were 7,015 in May of the 2023-2024 school year.	Our parent volunteer hours were 6,232 in May of the 2024-2025 school year.		10,000 parent volunteer hours logged	We are short 3,768 hours logged
2.2	2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with	100% of our parents received a narrative report card tailored to their child and		100% of our parents will receive a narrative report card tailored to	We maintained this goal by providing 100% of our parents received a narrative report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	areas of growth in a narrative form and are invited to meet with instructional staff.	the child's classroom teacher.	invited to meet twice a year with the child's classroom teacher.		their child and will be invited to meet at least twice a year with the child's classroom teacher.	card and invitation to meet with teachers at least twice a year
2.3	2C. Annual parent trainings / informational meetings during and outside of the regular school day.	In 2023-2024 we offered 6 informational meetings throughout the school year.	In 2024-2025 we offered 7 informational meetings throughout the school year.		5 or more Parent trainings / informational meetings during and outside of the regular school day.	We have exceeded our target by two parent meetings
2.4	2D. Percent of parents who attend conferences	88% of parents met with teacher for goal setting and student led conferences.	100% of parents who took the LCAP survey indicated that they attended parent conferences		95% of parents met with teachers for student conferences.	We have exceeded our goal by 5%
2.5						

Goal Analysis [2025-26]

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

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

San Diego Cooperative Charter School (SDCCS) has made significant progress toward the goal of engaging parents and stakeholders through improved collaboration and communication to support student attendance and long-term success. One major step forward was the hiring of a Community Engagement Liaison, which has greatly increased our capacity to build relationships with families and ensure more consistent outreach. While our original plan included various family engagement events and communication strategies, the addition of this dedicated role allowed for more personalized follow-up with families facing attendance challenges and deeper collaboration with our community partners. A key success has been the increased participation in family workshops and school events, which we attribute to stronger, more targeted outreach. A challenge we continue to address is re-engaging families most impacted by the pandemic, but with the support of the liaison, we are making steady progress. Overall, implementation has aligned well with the intent of the goal, with the liaison serving as a critical enhancement to our efforts.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All expenditures and service improvements were implemented as planned and aligned with our LCAP goals.

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

The specific actions taken to date—such as hosting family engagement events, increasing regular communication through multiple platforms, and hiring a Community Engagement Liaison—have proven effective in making progress toward our goal of engaging parents and stakeholders to support student attendance and readiness for college and career. The liaison has played a pivotal role in bridging communication gaps, and providing direct support to families. As a result, we have seen increased family participation in school activities and more proactive communication from parents regarding student needs. These efforts have contributed to improved attendance trends and stronger partnerships between home and school. While there is still work to do to fully re-engage all families, especially those most impacted by external stressors, our current actions are having a positive impact and moving us closer to meeting our 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.

Based on reflections from this year's implementation, SDCCS plans to deepen parent engagement by making key adjustments to our actions for the coming year. While the overall goal remains the same, we recognize the need to clarify expectations around family involvement and better support parents in understanding the cooperative model. Next year, we will encourage families to track their volunteer hours more intentionally and provide clearer guidance on how and why to participate in school activities. We also plan to involve students in this effort by having them ask parents to log their hours at events like Project Nights, reinforcing the value of collaboration between home and school. These changes are aimed at fostering a stronger sense of shared responsibility and partnership to further support student success.

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	Parent Engagement	San Diego Cooperative Charter School was founded on the idea that parent and family involvement is essential for student achievement. To ensure meaningful parent and family involvement, the following strategies will be continued or enhanced.	$384,123.00	No

Action #	Title	Description	Total Funds	Contributing
		a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom. b. Provide opportunities for parents to participate in training (i.e., Restorative practices, technology, and mental health). c. Provide translation services at training to increase access for all parents. d. Provide opportunities for parents to develop a sense of educational advocacy through Board meetings, PSA representation, School Site Councils, ELAC meetings, etc. e. Offer childcare to expand access to parent meetings. f. Identify and communicate various volunteer activities on and off-campus, during and outside school hours. g. Utilize technology to expand access to training. h.Make the volunteer tracking system more efficient and easily accessible to all our parents so all volunteers log their hours.		
2.2	Teacher /Parent Communications	a. Teachers will communicate specific details about student progress across subject matter with parents through emails, conferences, and progress reports, including but not limited to report cards, and offer specific ways for parents to support student learning at home. b.Teachers will keep parents informed about the curriculum, the importance of assessments, and school pedagogy through weekly newsletters to parents. c. Increased translated materials to keep non-English speaking parents engaged in their child's academic programs.	$65,948.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Administration/Parent Communications	a. The administration team will send regular monthly updates to parents about school events, including board meetings, PSA meetings, spirit events, and classroom meetings, and continually communicate the importance of student attendance. b. ELPAC Coordinator will send information specific to English Language Learners, including information about preparing students for ELPAC and how to understand the results of ELPAC scores. c. Office staff and the administration team will monitor attendance rates and hold parent meetings with parents of chronically absent students.	$182,795.00	No
2.4	Parent/Teacher Conferences	a. Teachers will use technology to expand parent access and improve parent attendance at parent/teacher conferences. Since the pandemic, most are familiar with platforms like Zoom. These platforms could make a meeting with parents more convenient. b.Teachers will offer parents various dates and times for parent/teacher meetings. c.Teachers will work with the school administrative team to ensure interpreters are available for parents who need one during parent/teacher conferences. d. Teachers will post reminders and send emails for conferences.	$489,288.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our families surveyed indicated the importance of:
Physically and emotionally safe environment: Provides a secure and functional learning environment, essential for effective learning.
Quality Education: Ensures students receive a well-rounded education from qualified teachers.
Equitable Access: Guarantees all students have the necessary resources to succeed.
Future Success: Prepares students for higher education and careers.
Community Benefits: Contributes to developing informed citizens and a prosperous community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A. All core teachers have the appropriate credentials or have received a local assignment	100% of core teachers have the appropriate credentials or have received a local assignment	100% of core teachers have the appropriate credentials or have received a local assignment		100% of core teachers have the appropriate credentials or have received a local assignment	We have maintained 100% of our core teachers having the appropriate credentials or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						received a local assignment
3.2	3B. Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 94 hours of PD and collaboration time		Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	We exceeded this goal by 14 hours
3.3	3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IA's received 7 full days of PD this year plus 2 hours monthly equalling 76 hours.	Classified IA's received 3.5 full days of PD this year plus 2 hours monthly equalling 48 hours.		Classified IA's received 7 full days of PD this year plus 2 hours monthly equalling 76 hours.	We were 28 hours short of the goal of 76 hours
3.4	3C. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	93.1% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey		100% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	6.9% of parents who took the survey did not strongly agree or agree that the students learned in a safe and functional academic environment
3.5	3D.. The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team completely rewrote our Comprehensive Safety Plan by March 1, 2024 with approval our Comprehensive Safety Plan by the Board of Directors	The leadership team completely rewrote our Comprehensive Safety Plan by March 1, 2025 with approval our Comprehensive		Our Comprehensive Safety plan was assessed, updated and approved by the Board of Directors by March 1st.	We maintained the updating of the annual safety plan by March 1st

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Safety Plan by the Board of Directors			
3.6	3E. School staff will practice monthly safety drills	SDCCS staff practice a variety of drills monthly.	SDCCS staff practice a variety of drills monthly.		SDCCS staff practice a variety of drills monthly.	We maintained our monthly safety drills
3.7	3F. SDCCS master schedule will include supervision of students at all times	Students are supervised at all times.	Students are supervised at all times.		Students are supervised at all times.	We maintained that students are supervised at all times

Goal Analysis [2025-26]

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

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

In the previous year, SDCCS successfully implemented actions aligned with the goal of providing all students with a comprehensive course of instruction led by appropriately trained and credentialed teachers, access to standards-aligned materials, and a safe and enriching academic environment. All classrooms were staffed with credentialed teachers, and we continued our investment in professional development focused on constructivist, developmental, and evidence-based practices. Students were provided with standards-aligned curriculum and instructional materials across all core content areas.

A key area of progress was the development of Professional Learning Communities (PLCs), which created structured time for teachers to collaborate, analyze student data, and refine instructional practices. While the planned instructional materials purchases and curriculum updates were fully implemented, facility improvements faced some delays due to the complexity of our ongoing site renovation. Despite this, the school maintained a safe and functional learning environment throughout the year. A major success was our continued ability to attract and retain high-quality educators, even in a competitive hiring landscape. Overall, the goal was effectively implemented, with meaningful progress made in all key areas and important collaboration structures established to support ongoing instructional improvement.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All expenditures and service improvements were implemented as planned and aligned with our LCAP goals.

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

The specific actions implemented to date have been largely effective in making progress toward the goal of ensuring all students receive high-quality instruction from credentialed teachers, have access to standards-aligned materials, and learn in a safe and enriching environment. The hiring and retention of qualified teachers allowed us to maintain instructional consistency across grade levels. The implementation of Professional Learning Communities (PLCs) has strengthened instructional collaboration, allowing educators to reflect on student data, align practices, and improve outcomes. Standards-aligned materials were successfully distributed, supporting curriculum implementation across content areas. While ongoing facility renovations presented minor logistical challenges, they did not interfere with the functionality or safety of the learning environment. These combined efforts have positively impacted instructional quality and student learning conditions, demonstrating overall effectiveness in advancing 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.

As a result of reflections on prior practice, SDCCS made adjustments to the planned actions for the coming year to better align with staffing needs and resource allocation. Specifically, we have reduced the amount of professional development designated for classified staff. This change reflects a shift in focus toward strengthening instructional collaboration through continued development of Professional Learning Communities (PLCs) and targeted training for certificated staff. While we remain committed to supporting all staff, this adjustment allows us to prioritize efforts that directly impact classroom instruction and student learning. Other aspects of the goal, including maintaining credentialed teachers, providing standards-aligned materials, and ensuring a safe learning environment, will continue without significant changes.

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	Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.	Staff and stakeholders will engage in a schoolwide study of data to determine areas to improve student learning by aligning curriculum with CCSS and improving Instructional strategies and Multi-Tiered Systems of Support that enhance student learning across all content areas for all students with an emphasis on our unduplicated students. a. Continue professional development in grades TK-8 in Illustrative Math Curriculum that includes Professional Learning Communities that examine student work, use reliable assessments, and support each other by observing each other and offering feedback to improve instruction and student achievement. Team leads will share student data with the administration team throughout the year. The administration team will	$271,974.00	No

Action #	Title	Description	Total Funds	Contributing
		participate in classroom observations and attend team meetings to identify the most effective teachers and teachers who need to be targeted for more PD to improve instruction. b. Grades TK-2 teachers will have opportunities to continue to improve their implementation of the evidence-based, multimodal reading program as a Tier 1 and Tier 2 intervention. c. Grades TK-8 will continue to have PD opportunities to learn more strategies and resources that promote a safe, inclusive learning environment. All new teachers will be given a mentor teacher and time to collaborate with the school counselors and administrators to help them implement the Responsive Classroom and Positive Behavior Intervention Strategies that are part of the MTSS. All teachers will receive ongoing social and emotional curriculum training and collaboration from the school counselors, Ed: specialists, and the administration team through our new PLC model. The administration will visit classrooms regularly to evaluate the supports and strategies teachers are using as tier 1 and tier 2 interventions. d. All teachers will have designated time in team meetings and PLCs to become knowledgeable in the English Language Development Standards, The CDE English Development Roadmap, including aligning content standards to ELL Standards, using research-proven instructional strategies to scaffold learning for ELL students. All teachers will use the results of the student's ELPAC scores to understand the needs of ELL students enrolled in their classes. The administration team will ask team leads for data on EL and RFEP students' progress. e. PLCs will follow norms and protocols and share agendas and notes from meetings with the administration team after PLC meetings.		

Action #	Title	Description	Total Funds	Contributing
3.2	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	Teachers must be equipped with resources and professional development opportunities focusing on research-based teaching practices that have proven effective and support all students learning needs. Effective schools create communities of professionals that constantly strive to get better. To achieve this, schools must provide high-quality professional development that meets employees at their point of need. a. Provide support to beginning teachers through approved BTSA programs. Principals pair new teachers with mentor teachers and a math coordinator and schedule opportunities and prep time for teachers to observe each other's teaching practices and to meet in weekly planning collaborations. b. Provide specialized support and training for intern teachers, special education teachers, counselors, and administrators. c. Principals and teachers collaborate to develop and reflect on professional goals aligning with the school vision, examine data, and expand knowledge of high-quality teaching strategies and curricula to identify professional development supporting the school vision. Administrators regularly conduct classroom observations and offer supportive feedback to promote teachers' growth in becoming highly effective teachers. d.All teachers will participate in self-reflection to actively participate in their professional growth. Teachers will be observed by a member of the administration team and mentor teachers and collaborate in the teacher reflection process and teacher growth. Teachers will work with school leaders to identify areas for professional growth e. Identify expert resources from within and outside the school community to lead professional development sessions that are proven to meet the needs of our student demographics, with a particular focus on underperforming students. f. Teams support each other's growth as professionals in PLCs that meet regularly to monitor and evaluate the effectiveness of teaching practices on	$338,271.00	No

Action #	Title	Description	Total Funds	Contributing
		student growth through examining student work and data to determine if pacing and instruction are effective g. Implement a newly designed compensation model to retain and recruit highly skilled teaching staff.		
3.3	Expand PD opportunities for classified staff and paraprofessionals	Expand specific professional development opportunities for employees in positions that serve students with limited resources at the site (counselors, specialist staff, IA's, etc.). a. School counselors will attend conferences and have opportunities to lead PLCs and parent meetings about social and emotional curriculum, including suicide prevention, family living, and internet safety. b.School counselors, psychologists, and MTSS staff will attend ongoing PD on MTSS and lead PD sessions with school staff. c. Instructional Assistants will be offered opportunities to attend SELPA webinars and receive training from Ed. Specialists receive specialized training about de-escalating students. Instructional Assistants will meet with Ed specialists to learn how to best support their students, including behavioral support and data collection.	$35,788.00	No
3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	SDCCS values inclusion and equity and will continue to work to maintain a safe and inclusive environment. Staff members are expected to seek to understand and use what we learn from our families to invite diversity, eradicate stereotypes, enhance self-esteem, encourage all community members to have a voice, and demand educational achievement. a. Student and Parent surveys about equity and inclusion will be given to families annually.	$160,445.00	No

Action #	Title	Description	Total Funds	Contributing
		b. School staff will study the responses from the student and parent surveys and work to improve upon creating a safe and equitable learning environment. c. Equity and inclusion will be regular discussion topics at parent meetings, and teachers will seek to understand families and ensure the curriculum and classroom practices reflect the families we serve. d. Teachers and administration will engage in self-study meetings to ensure our school curriculum represents a wide range of perspectives and create a school culture in which the agreements, conditions, and compass of courageous conversations are practices that all educators internalize. e. Take a principled position on critical issues. Staff is trained through professional development and access to community resources to learn about gender, racial equity, equity, and inclusion for students with exceptional needs. f. School leaders will work cooperatively with the community to determine core values to guide all relationships. School administrators will continue to work with USD, an Ashoka changemaker school, and seek connections with other community groups and universities to continue to make progress in creating an inclusive and safe learning environment for all.		
3.5	Staff will be highly trained to maintain a physically safe school environment.	Staff will participate in monthly safety drills and will have opportunities to work on the Comprehensive Safety Plan.	$64,395.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will continue to develop a Multi-Tiered System of Support (MTSS) framework as part of a strategic effort to meet the academic needs of SDCCS's diverse student population, specifically our English Learners, Foster Youth, and students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Strengthening our English Learner (EL) program has been an ongoing goal for our school. Our EL population has been steadily growing since 2007, and as it continues to grow, we need to expand our program accordingly. We are establishing new data baselines for reclassification after the addition of our MTSS program.

As a CoOp, supporting our families is a priority. We have found success in increasing engagement by directly contacting EL families using their native language. Families have reported feeling more included and embraced in our community.

An effective MTSS framework would support SDCCS students by:

- Personalized Support: MTSS provides tailored interventions for students based on individual needs, ensuring English Learners, Foster Youth, and Students with Disabilities receive the help they need to succeed.

Equitable Education: This framework demonstrates a commitment to equity, ensuring that all students have access to necessary resources and support, regardless of their background or abilities.

- Early Intervention: MTSS focuses on early identification of issues and timely interventions, preventing minor problems from escalating and improving overall student outcomes.
- Holistic Support: Integrating academic, behavioral, and social-emotional support, MTSS ensures comprehensive development for students.
- Data-Driven: Using data to monitor progress and inform interventions ensures that support is effective and adjustable as needed.
- Inclusive Environment: MTSS fosters an inclusive culture where all students feel valued and supported.
- Better Outcomes: Schools using MTSS often see improved academic performance, reduced behavioral issues, and higher graduation rates, which families value.

Overall, an MTSS framework helps create a supportive, effective, and inclusive educational environment for SDCCS students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4A. Increased percent of Emergent Bilingual students who scored proficient as measured by the Summative ELPAC.	28.13% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2022-2023.	42.55% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2023-2024.		34% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2025-2026.	We exceeded our goal by 8.55%
4.3	4B. Increased English Learner initial reclassification rate.	Establish a new baseline in the 2023-2024 school year	In 2024-2025 we had a 16.6% English Learner initial reclassification rate.		10.6% of our Emergent Bilingual Students were reclassified in their initial assessment 2025-2026.	We established a new baseline of initial reclassification that was 6% higher target outcome.
4.7	4C. Increased CAASPP scores for students with special needs in Language Arts, and Math.	CAASPP Scores for students with special needs who met or exceeded standards in 2022-2023 L. Arts= 27.40% Math= 19.18%	CAASPP Scores for students with special needs who met or exceeded standards in 2023-2024 L. Arts= 20.00% Math= 14.67%		CAASPP Scores for students with special needs who met or exceeded standards L. Arts=29% Math= 22% Scores from 2025-2026	We were 9% away from meeting our goal in L.Arts and 7.3% away from our goal in Math

Goal Analysis [2025-26]

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

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

In the previous year, SDCCS continued its strategic development of a Multi-Tiered System of Support (MTSS) to address the academic needs of our diverse student population, with a particular focus on English Learners, Foster Youth, and students with Disabilities. Implementation included targeted interventions, small-group instruction, academic support blocks, and continued use of data to identify students in need of additional services. A key success was the establishment and use of Professional Learning Communities (PLCs), which played a central role in analyzing student data and making informed, data-driven decisions about instruction and intervention.

Collaboration between general education and special education teams was strengthened, and Student Success Team (SST) processes were refined to ensure timely support and progress monitoring. While the core components of the MTSS framework were implemented as planned, some challenges arose related to staffing capacity, which impacted the frequency of tiered interventions in certain grade levels. Despite these challenges, the integration of PLCs significantly enhanced our ability to provide responsive and individualized support. Overall, the MTSS framework continued to evolve effectively, laying a strong foundation for continued growth and deeper implementation in the coming year.

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

There was a material difference for Goal 4, where Estimated Actual Expenditures were approximately $39,000 lower than Budgeted Expenditures—a difference of 11%. This variance was due to lower-than-anticipated student participation in the Boys and Girls Club program. In response, we successfully re-negotiated our contract with the organization, resulting in reduced costs while still maintaining essential services for participating students.

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

The actions implemented to date have been moderately effective in advancing our goal of developing a robust Multi-Tiered System of Support (MTSS) to meet the needs of English Learners, Foster Youth, and students with Disabilities. The use of targeted interventions, academic support blocks, and the collaboration fostered through Professional Learning Communities (PLCs) has contributed to more strategic, data-informed decision-making. These efforts have led to increased identification of student needs and more responsive instructional adjustments.

However, one area for growth is the need for a more centralized and streamlined approach to data collection and analysis. While teachers and support staff have used available tools to make informed decisions, the absence of a comprehensive data warehouse has made it more challenging to consistently monitor student progress over time. Enhancing our data infrastructure will support more efficient tracking of interventions and help ensure that our MTSS framework continues to evolve in a responsive and effective way.

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 reflections from the past year, SDCCS plans to make several adjustments to strengthen the implementation of our MTSS framework. Moving forward, we will prioritize the development and integration of a centralized data system to better track student progress, intervention effectiveness, and overall outcomes. This will allow for more consistent monitoring and timely adjustments to supports. Additionally, we plan to provide more structured time within PLCs for data analysis and instructional planning, ensuring that staff have the resources and collaboration needed to make informed decisions. These changes are designed to enhance the precision and impact of our tiered supports, particularly for English Learners, Foster Youth, and students with Disabilities.

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
4.1	An EL Coordinator will oversee a structured program to meet the needs of our Emergent Bilingual Students	We will create an EL committee led by an EL Coordinator. a. We will meet with the ELAC or DLAC committee at least twice a year b. The team will collaborate weekly to develop a structured EL program further. c. We will use The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap). d. The committee will support English learners fully and meaningfully accessing and participating in a twenty-first-century education through small group interventions and support.	$52,726.00	Yes
4.2	School climates and campuses are affirming, inclusive, and safe.	The school will create an EL Master Plan to ensure that all EL students are supported in an environment that promotes equity, diversity, and inclusion. a. We will develop a collaborative framework for identifying Emergent Bilingual students with disabilities and use quality assessment practices. Our school will ensure appropriate individualized education programs	$8,235.00	No

Action #	Title	Description	Total Funds	Contributing
		(IEPs) that support culturally and linguistically inclusive practices and provide proper training to teachers, thus leveraging expertise specific to English learners.		
4.3	We have created a six-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	Our camp will run for six weeks in total with nine-hour days. Programs will consist of targeted interventions in evidence-based, multimodal reading instruction, Illustrated Math activities, Science Labs, and other academically engaging activities. It will be staffed by Teachers and IAs, keeping a low staff-to-student ratio. The staff will be trained before the camp begins, and all will be involved in planning and executing the curriculum.	$75,579.00	No
4.4	Before and after school programs offered to all students.	We will offer a before and after-school program to support the needs of families and to offer a nine-hour school day throughout the year and all camps.	$201,990.00	No

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 [2025-26]

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

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

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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$545,087	$$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.775%	0.000%	$0.00	10.775%

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:** Build an EL program that will support the needs of English Learners **Need:** The identified need for Emergent Bilingual Students at San Diego Cooperative Charter School primarily revolves around their linguistic and academic support requirements. Emergent Bilingual Students, also known as English Language Learners (ELLs), often face	The action designed to address the identified needs of Emergent Bilingual Students is implemented on a schoolwide basis to ensure comprehensive support and inclusion. This approach recognizes that language proficiency affects various aspects of learning across all subjects and grade levels. By integrating support mechanisms across the entire school environment, including curriculum adaptations, teacher training, and cultural sensitivity initiatives, the action aims	English Language Proficiency Assessments: Regular assessments such as the English Language Proficiency Assessment for California (ELPAC) are used to gauge Emergent Bilingual Students' language proficiency levels and

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
	challenges in language acquisition, comprehension, and academic performance due to language barriers. Additionally, socio-cultural factors may impact their integration into the school community and academic environment. Understanding these challenges is crucial to tailor interventions effectively. **Scope:** LEA-wide	to create a more inclusive and supportive learning environment for Emergent Bilingual Students. Providing schoolwide support also fosters a sense of belonging and community among Emergent Bilingual Students, reducing feelings of isolation and enhancing their overall academic experience. Moreover, a schoolwide approach ensures consistency in support delivery, promoting equity and fairness across all classrooms and grade levels. Our ELD program gives targeted and direct services to Emergent Bilingual students in our program to support their progress in the metrics mentioned.	track their progress over time. Academic Achievement Data: Analysis of academic performance in core subjects (e.g., math, reading, science) provides insights into how Emergent Bilingual Students are progressing academically compared to their peers. Attendance and Engagement Rates: Monitoring attendance and participation rates among Emergent Bilingual Students helps assess their level of engagement with school activities and identify any barriers to participation. Parent and Student Surveys: Feedback from Emergent Bilingual Students and their parents regarding their satisfaction with the support services and their overall experiences at the school provides valuable qualitative insights into the effectiveness of the action.

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
			Graduation and Dropout Rates: Tracking graduation rates and dropout rates among Emergent Bilingual Students provides indicators of their academic success and persistence.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Further build a system of support for EL families. **Need:** To further support Emergent Bilingual Students **Scope:** Limited to Unduplicated Student Group(s)	To provide comprehensive support to families of Emergent Bilingual students to facilitate their academic success and integration into the school community. Components: Cultural and Linguistic Workshops: Offer workshops focusing on topics such as cultural integration, bilingualism, understanding the U.S. education system, and effective communication with school staff. These workshops can be conducted by school staff, community members, or external experts.	Family Participation Rate: Measure the percentage of Emergent Bilingual families participating in workshops, events, and other program activities compared to the total number of eligible families. Parent Satisfaction Surveys: Conduct regular surveys to gather feedback from Emergent Bilingual families about their satisfaction with the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Language Support Services: Provide language support services such as translation and interpretation for important school documents, meetings, and parent-teacher conferences. This ensures that families fully understand information related to their child's education. Parent Engagement Activities: Organize events and activities that encourage parent involvement in school activities, such as family literacy nights, cultural celebrations, and volunteering opportunities within the school. Peer Support Groups: Create peer support groups or networks where families of Emergent Bilingual students can connect, share experiences, and provide mutual support. These groups can also serve as platforms for sharing tips and strategies for supporting their children's academic success. Individualized Support Plans: Develop individualized support plans for families based on their specific needs and challenges. These plans can include targeted interventions, referrals to external support services, and regular check-ins to monitor progress. Parent Leadership Development: Offer opportunities for parent leadership development, such as workshops on advocacy skills, leadership training, and opportunities to participate in school decision-making processes. Feedback Mechanism: Establish a feedback mechanism to solicit input from families about the effectiveness of the support services and to	program, perceived usefulness of the support services, and suggestions for improvement. Attendance and Engagement: Track attendance and participation rates in school events, parent-teacher conferences, and other school-related activities to gauge the level of engagement of Emergent Bilingual families. Academic Progress: Monitor the academic performance and progress of Emergent Bilingual students, including their grades, standardized test scores, and English language proficiency levels, before and after participating in the program. Language Proficiency Growth: Assess the growth of language proficiency among Emergent Bilingual students by administering language assessments (e.g., WIDA ACCESS for

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		continuously improve the program based on their feedback. Collaboration with Community Partners: Collaborate with community organizations, cultural centers, and other stakeholders to leverage additional resources and support for Emergent Bilingual families. Ongoing Professional Development: Provide ongoing professional development for school staff to enhance their cultural competence, understanding of bilingual education principles, and ability to effectively engage with Emergent Bilingual families. By implementing these components, the Family Support Program for Emergent Bilingual Students can effectively support families in navigating the educational system, fostering a sense of belonging within the school community, and promoting the academic success of Emergent Bilingual students at San Diego Cooperative Charter School.	ELLs) at regular intervals to measure improvements in listening, speaking, reading, and writing skills. Parent Leadership and Advocacy: Track the number of parents who actively participate in leadership development workshops, advocacy efforts, and school decision-making processes as a result of the program. Community Partnerships and Collaboration: Assess the level of collaboration and partnerships established with community organizations, cultural centers, and other stakeholders to leverage resources and support for Emergent Bilingual families. Long-Term Educational Goals: Monitor the attainment of long-term educational goals set by Emergent Bilingual students and their families, such as high school graduation rates, college

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			enrollment, and career readiness. Retention and Dropout Rates: Analyze retention rates of Emergent Bilingual students within the school and track dropout rates to determine if the program contributes to improved retention and reduced dropout rates. Qualitative Feedback and Case Studies: Gather qualitative feedback through interviews, focus groups, and case studies to capture personal experiences, stories of success, and challenges faced by Emergent Bilingual families participating in the program.
4.1	**Action:** An EL Coordinator will oversee a structured program to meet the needs of our Emergent Bilingual Students **Need:** The accountability and structure will benefit all students and teachers. **Scope:**	An Emergent Bilingual Coordinator plays a crucial role in overseeing the structured program to meet the needs of Emergent Bilingual students. Here's how they could effectively manage the program: Program Planning and Development: Collaborate with school administrators, teachers, and community stakeholders to develop the program's goals, objectives, and action plans.	Attendance and Participation Rates: Measure the attendance and participation rates of Emergent Bilingual students and their families in program activities, workshops, and events. Higher attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	Design a comprehensive program framework that addresses the linguistic, cultural, academic, and social-emotional needs of Emergent Bilingual students and their families. Establish clear protocols and guidelines for implementing each component of the program, ensuring alignment with best practices in bilingual education and family engagement. Resource Allocation and Management: Identify and allocate resources necessary for implementing the program, including funding, staffing, materials, and technology. Coordinate with relevant departments or external agencies to secure additional support services, such as language translation, interpretation, counseling, and community partnerships. Develop systems for monitoring and tracking resource utilization to ensure efficient and effective delivery of services to Emergent Bilingual students and their families. Staff Training and Professional Development: Provide training and professional development opportunities for school staff to enhance their cultural competence, understanding of bilingual education principles, and ability to support Emergent Bilingual students. Facilitate workshops and seminars on effective instructional strategies, language acquisition theories, and culturally responsive teaching practices tailored to the needs of Emergent Bilingual learners. Collaboration and Communication:	indicate greater engagement and involvement in the program. Parent Satisfaction Surveys: Administer surveys to gather feedback from Emergent Bilingual families about their satisfaction with the program, the usefulness of the services provided, and suggestions for improvement. Academic Performance: Analyze academic performance indicators, such as grades, standardized test scores, and English language proficiency levels, to assess improvements among Emergent Bilingual students participating in the program. Language Proficiency Growth: Administer language proficiency assessments, such as WIDA ACCESS for ELLs or other standardized tests, to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Foster collaboration and communication among school staff, families, and community partners to create a supportive and inclusive learning environment for Emergent Bilingual students. Serve as a liaison between school personnel and families to facilitate effective communication, address concerns, and ensure that families are informed and involved in their children's education. Establish regular meetings and feedback mechanisms to solicit input from stakeholders and evaluate the program's effectiveness, making necessary adjustments based on feedback. Data Collection and Evaluation: Develop data collection tools and evaluation metrics to monitor the program's impact on student outcomes, family engagement, and school culture. Collect and analyze quantitative and qualitative data on key performance indicators, such as academic achievement, language proficiency growth, parent satisfaction, and attendance rates. Use data-driven insights to assess program effectiveness, identify areas for improvement, and make informed decisions about program enhancements and modifications. Crisis Intervention and Support: Provide crisis intervention and support services for Emergent Bilingual students and families facing socio-emotional or academic challenges. Collaborate with school counselors, social workers, and external agencies to address issues related to language barriers, cultural adjustment, and trauma-informed care. By assuming these responsibilities, an Emergent Bilingual Coordinator can ensure that the	measure gains in listening, speaking, reading, and writing skills among Emergent Bilingual students over time. Parent Engagement: Track levels of parent engagement through metrics such as participation in parent-teacher conferences, volunteer activities, and school decision-making processes. Referral and Support Services Utilization: Monitor the utilization of support services, such as language translation, interpretation, counseling, and referrals to external resources, to assess the effectiveness of meeting families' needs. Retention and Dropout Rates: Analyze retention rates of Emergent Bilingual students within the school and track dropout rates to determine if the program contributes to improved

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		structured program effectively meets the diverse needs of Emergent Bilingual students, promotes their academic success, and fosters a welcoming and inclusive school environment for all learners.	retention and reduced dropout rates. Long-Term Educational Goals: Monitor progress towards long-term educational goals set by Emergent Bilingual students and their families, such as high school graduation rates, college enrollment, and career readiness. Cultural Competence and Inclusivity: Assess the school's cultural competence and inclusivity through measures such as surveys, focus groups, and observations to ensure that the program creates a welcoming and supportive environment for Emergent Bilingual students and their families. Collaboration and Partnerships: Evaluate the level of collaboration and partnerships established with community organizations, cultural centers, and other

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			stakeholders to leverage resources and support for Emergent Bilingual families. Qualitative Feedback and Case Studies: Gather qualitative feedback through interviews, focus groups, and case studies to capture personal experiences, success stories, and challenges faced by Emergent Bilingual students and their families participating in the program. By collecting and analyzing data from these various sources, we can assess the overall effectiveness of the program for Emergent Bilingual students and identify areas for improvement to better meet their needs and support their academic success.

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 2025-2026, San Diego Cooperative Charter School will expend $796,954 in Supplemental Funds and Concentration funds for continued improvement and increased service and educational support for unduplicated students (English learners (EL), foster youth (FY), and low-income (LI) students).

We will offer summer, winter, and spring camps specifically designed to support our unduplicated students academically, socially, and emotionally. These camps will keep kids engaged in learning and scholarly activities. For the 2025-2026 school year, we will offer tutoring with intentionally designed, targeted interventions, utilizing our ELO-P funding.

San Diego Cooperative Charter School has an unduplicated student rate projection of 53%. The use of Supplement funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being implemented to support our unduplicated students, systems such as increased accountability through common assessments and access to materials aligned with Common Core Standards will benefit all students.

EL = coordinator stipend
Homeless/Foster = Counseling
Low income = EFT and field trips
Parent Training

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.

N/A - SDCCS is not eligible for the concentration grant (below 55%)

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	24:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	24:1	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,058,688	$545,087	10.775%	0.000%	10.775%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,347,378.00	$962,376.00	$0.00	$119,135.00	$5,428,889.00	$5,083,296.00	$345,593.00

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	Maintain an Exceptional Progressive Base Program with Rich Professional Development	All	No					$2,023,022.00	$89,539.00	$1,445,538.00	$584,654.00		$82,369.00	$2,112,561.00	
1	1.2	Build an EL program that will support the needs of English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$840,535.00	$47,015.00	$840,535.00	$47,015.00			$887,550.00	15.00%
1	1.9	Further build a system of support for EL families.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$8,235.00	$0.00	$8,235.00				$8,235.00	0.15%
1	1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	All	No					$8,235.00	$0.00	$8,235.00				$8,235.00	
1	1.12	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	All	No					$80,751.00	$0.00	$80,751.00				$80,751.00	
2	2.1	Parent Engagement	All	No					$382,678.00	$1,445.00	$384,123.00				$384,123.00	
2	2.2	Teacher /Parent Communications	All	No					$65,948.00	$0.00	$65,948.00				$65,948.00	
2	2.3	Administration/Parent Communications	All	No					$182,795.00	$0.00	$140,989.00	$5,040.00		$36,766.00	$182,795.00	

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
2	**2.4**	Parent/Teacher Conferences	All	No					$489,288.00	$0.00	$489,288.00				$489,288.00	
3	**3.1**	Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.	All	No					$270,975.00	$999.00	$271,974.00				$271,974.00	
3	**3.2**	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	All	No					$335,834.00	$2,437.00	$335,834.00	$2,437.00			$338,271.00	
3	**3.3**	Expand PD opportunities for classified staff and paraprofessionals	All	No					$35,788.00	$0.00	$5,937.00	$29,851.00			$35,788.00	
3	**3.4**	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	All	No					$160,445.00	$0.00	$160,445.00				$160,445.00	
3	**3.5**	Staff will be highly trained to maintain a physically safe school environment.	All	No					$64,395.00	$0.00	$56,820.00	$7,575.00			$64,395.00	
4	**4.1**	An EL Coordinator will oversee a structured program to meet the needs of our Emergent Bilingual Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$52,726.00	$0.00	$52,726.00				$52,726.00	0.94%
4	**4.2**	School climates and campuses are affirming, inclusive, and safe.	All	No					$8,235.00	$0.00		$8,235.00			$8,235.00	
4	**4.3**	We have created a six-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	All	No					$73,411.00	$2,168.00		$75,579.00			$75,579.00	
4	**4.4**	Before and after school programs offered to all students.	All	No					$0.00	$201,990.00		$201,990.00			$201,990.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,058,688	$545,087	10.775%	0.000%	10.775%	$901,496.00	16.090%	33.911 %	**Total:**	$901,496.00
								LEA-wide Total:	$840,535.00
								Limited Total:	$60,961.00
								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**	Build an EL program that will support the needs of English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		$840,535.00	15.00%
1	**1.9**	Further build a system of support for EL families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$8,235.00	0.15%
4	**4.1**	An EL Coordinator will oversee a structured program to meet the needs of our Emergent Bilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$52,726.00	0.94%

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,428,889.00	$0.00

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**	Maintain an Exceptional Progressive Base Program with Rich Professional Development	No	$2,112,561.00	
1	**1.2**	Build an EL program that will support the needs of English Learners	Yes	$887,550.00	
1	**1.9**	Further build a system of support for EL families.	Yes	$8,235.00	
1	**1.11**	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	No	$8,235.00	
1	**1.12**	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	No	$80,751.00	
2	**2.1**	Parent Engagement	No	$384,123.00	
2	**2.2**	Teacher /Parent Communications	No	$65,948.00	
2	**2.3**	Administration/Parent Communications	No	$182,795.00	
2	**2.4**	Parent/Teacher Conferences	No	$489,288.00	
3	**3.1**	Schoolwide focus on curriculum development and instructional	No	$271,974.00	

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)
		practices to meet the needs of all students.			
3	**3.2**	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	No	$338,271.00	
3	**3.3**	Expand PD opportunities for classified staff and paraprofessionals	No	$35,788.00	
3	**3.4**	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	No	$160,445.00	
3	**3.5**	Staff will be highly trained to maintain a physically safe school environment.	No	$64,395.00	
4	**4.1**	An EL Coordinator will oversee a structured program to meet the needs of our Emergent Bilingual Students	Yes	$52,726.00	
4	**4.2**	School climates and campuses are affirming, inclusive, and safe.	No	$8,235.00	
4	**4.3**	We have created a six-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	No	$75,579.00	
4	**4.4**	Before and after school programs offered to all students.	No	$201,990.00	

2026-27 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)
	$901,496.00	$0.00	$0.00	16.43%	0.00%	-16.43%

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**	Build an EL program that will support the needs of English Learners	Yes	$840,535.00		15.00%	
1	**1.9**	Further build a system of support for EL families.	Yes	$8,235.00		0.15%	
4	**4.1**	An EL Coordinator will oversee a structured program to meet the needs of our Emergent Bilingual Students	Yes	$52,726.00		0.94%	

2026-27 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)
$5,263,849		0	10.052%	$0.00	0.00%	0.00%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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