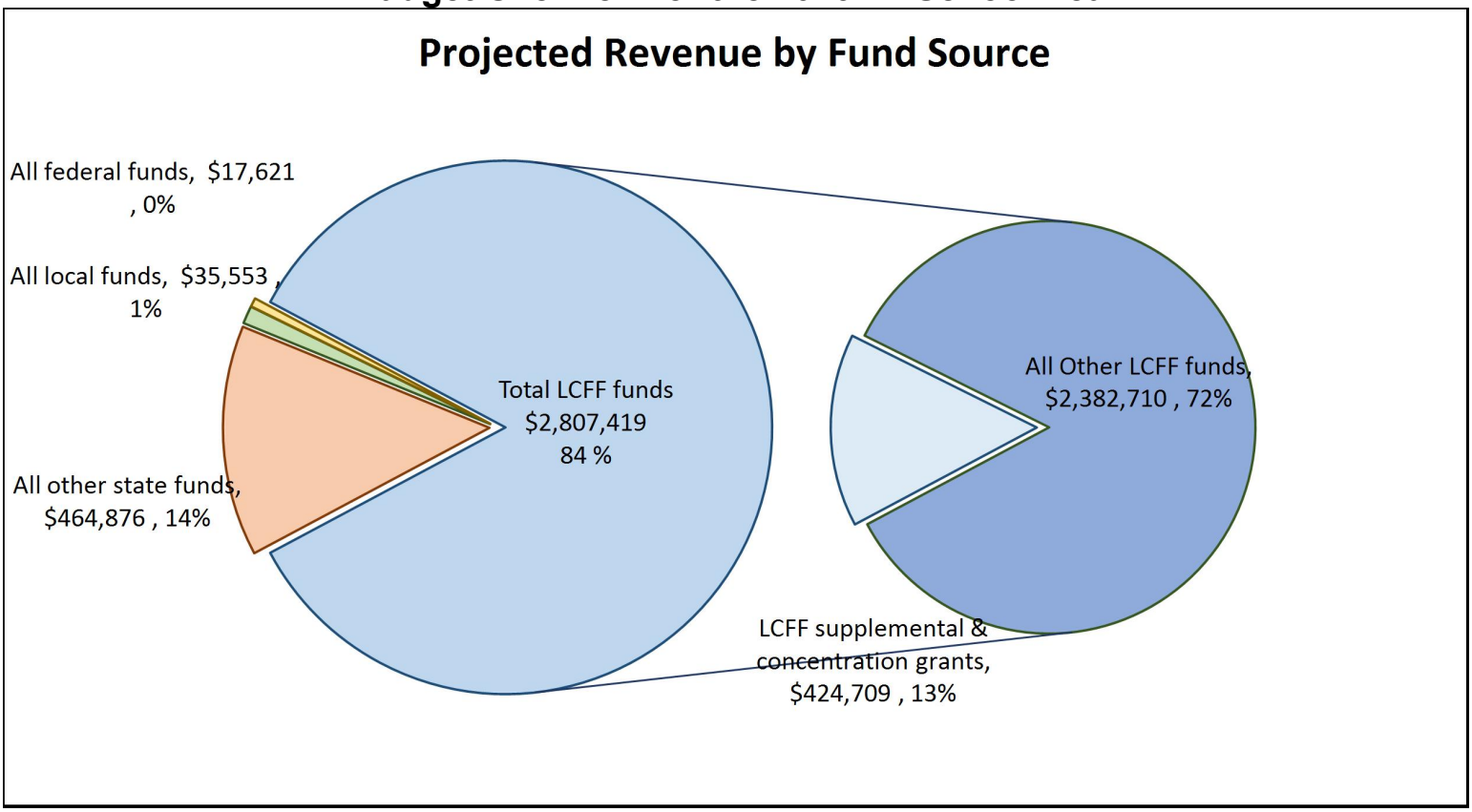
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodland Joint Unified School District
CDS Code: 57727100121749
School Year: 2026-27
LEA contact information:
Maria Martinez
Principal
maria.martinez@wjusd.org
530-735-6435

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

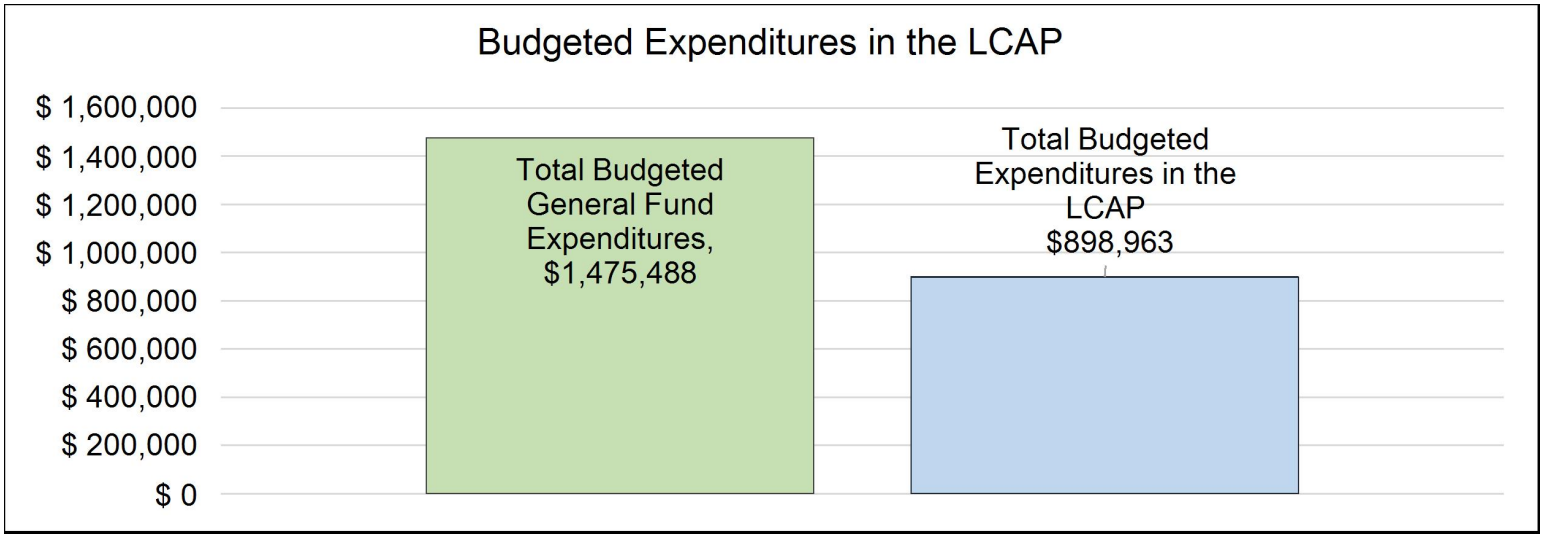


This chart shows the total general purpose revenue Woodland Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodland Joint Unified School District is $3,325,469, of which $2,807,419 is Local Control Funding Formula (LCFF), $464,876 is other state funds, $35,553 is local funds, and $17,621 is federal funds. Of the $2,807,419 in LCFF Funds, $424,709 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 Woodland Joint Unified School District 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: Woodland Joint Unified School District plans to spend $1,475,488 for the 2026-27 school year. Of that amount, $$898,963 is tied to actions/services in the LCAP and $576,525 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of staffing costs for certificated and classified positions are excluded from the LCAP, as are the operating budgets for maintenance and utilities.

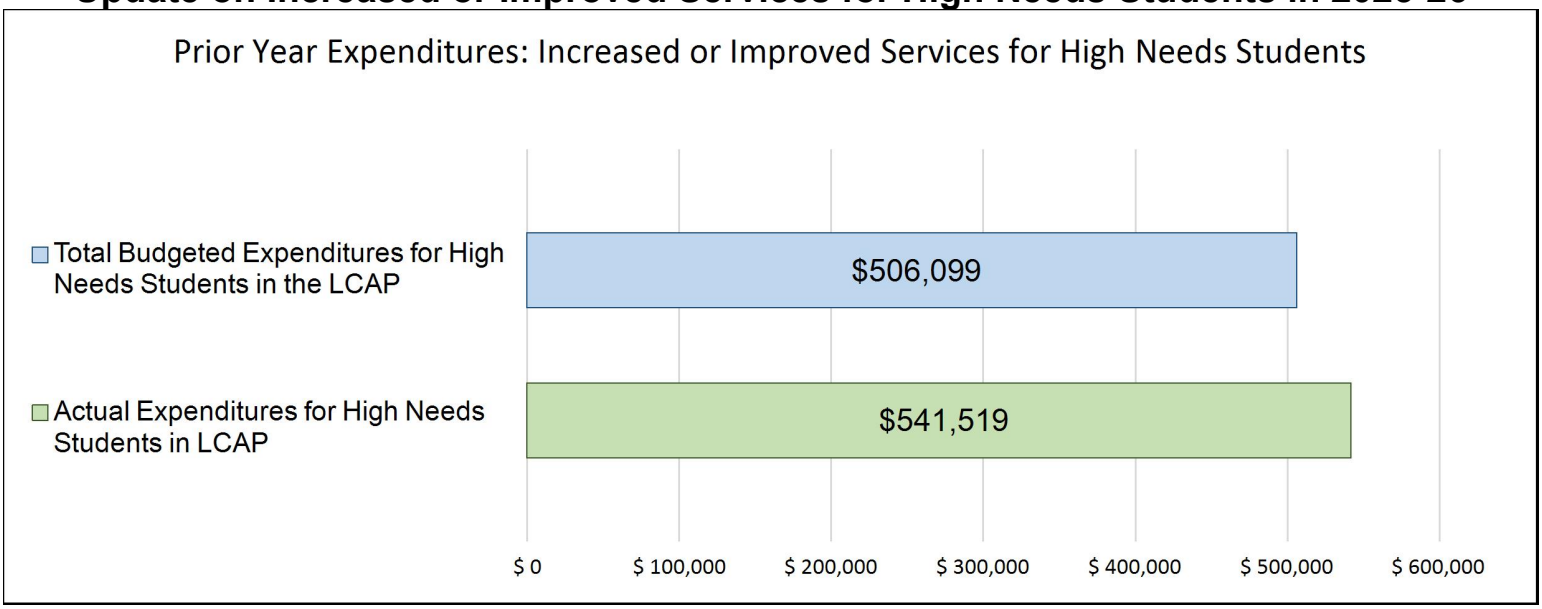
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Woodland Joint Unified School District is projecting it will receive $424,709 based on the enrollment of Foster Youth, English learner, and low-income students. Woodland Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodland Joint Unified School District plans to spend $$395,384 towards meeting this requirement, as described in the LCAP.

The amount budgeted for contributing actions is $29,325 less than the projected LCFF Supplemental and Concentration Grant revenue. To meet the requirement to increase or improve services for foster youth, English learners, and low-income students, the Sci-Tech will use additional LCFF funds to expand targeted academic, behavioral, and family engagement supports for unduplicated pupils. These services include additional staff time for intervention and progress monitoring services to improve access for English learner families, and supplemental student support services that address barriers to attendance, engagement, and academic success. These services are principally directed toward the needs of unduplicated pupils because they provide increased access to academic support, family engagement opportunities, and individualized assistance that addresses identified barriers to student success. Sci-Tech will monitor the effectiveness of these services through student achievement, attendance, engagement, and other LCAP metrics for unduplicated student groups.

LCFF Budget Overview for Parents

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



This chart compares what Woodland Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Woodland Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Woodland Joint Unified School District's LCAP budgeted $$506,099 for planned actions to increase or improve services for high needs students. Woodland Joint Unified School District actually spent $$541,519 for actions to increase or improve services for high needs students in 2025-26.

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
Woodland Joint Unified School District	Maria Martinez Principal	maria.martinez@wjusd.org 530-735-6435

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.

At the Science and Technology Academy at Knights Landing (Sci-Tech), our motto is “hands-on, minds-on” learning. Students engage all their senses—visual, auditory, tactile, olfactory, and gustatory—in the classroom. We strive to create an environment where children are encouraged to take risks while experiencing diverse and challenging intellectual opportunities. Our goal is to nurture them as individuals and as members of a community, helping them develop positive self-concepts and a constructive attitude toward school and learning.

Sci-Tech's mission is to "inspire learning, curiosity, and problem-solving with a focus on science and technology." We integrate technology to support inquiry-based instruction and actively develop strong community partnerships. By using science and technology to drive the teaching and learning of all core competencies, we prepare students for the rapidly changing world of the 21st century.

Sci-Tech serves a diverse group of students from transitional kindergarten (TK) to 6th grade, drawn from the Knights Landing community, Woodland, Esparto, Yolo, West Sacramento, and other surrounding areas. Knights Landing is a small agricultural community, and the school acts as a hub for the town. Sci-Tech is a single-site charter school that receives indirect funding and is part of the Woodland Joint Unified School District (WJUSD). The student population consists of English learners, low-income students, foster and homeless students, and students with special needs. Currently, Sci-Tech has 221 students and 35 staff members, including office, maintenance, and support staff.

We are proud of our high level of parent involvement, boasting a parent conference participation rate of over %. With a strong emphasis on science and technology, students receive daily in-class instruction in these subjects. They participate in an annual Science Fair and take part in a monthly immersive science event known as “Big Science Friday,” which is the highlight of each month.

A breakdown of student enrollment for the 2025-26 school year follows.
Total Enrollment - 221
English Learners - 21 (9.50%)
Gifted and Talented - 41 (18.55%)
Identified Migrant - 2 (0.90%)
Special Education - 59 (26.70%)
Foster - 2 (0.90%)
Homeless - 0
Free and Reduced Meal (FRMP) - 133
Unduplicated (Foster, EL, FRPM) - 135 (61.0%)
Social-Economically Disadvantaged - 134 (60.63%)
Hispanic - 137 (61.99%)
American Indian/Alaskan Native - 0
Filipino - 0
Asian - 4 (1.81%)
Black/African American - 2 (.90%)
Multi-Ethnic (Non-Hispanic) - 13 (5.88%)
White - 63 (28.51%)
White - 65 (28.76%)

Reflections: Annual Performance

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

A review of California School Dashboard indicators and local performance data demonstrates meaningful progress across multiple priority areas during the 2025–2026 school year. Sci-Tech Charter School continues to build strong systems of academic support, school connectedness, family engagement, and targeted intervention while identifying opportunities for continued refinement.

Dashboard data reflect several notable successes. Overall attendance improved from 94.3% to 95%, while chronic absenteeism declined significantly from 25.2% to 18%, reflecting the positive impact of proactive attendance monitoring, family outreach, and intervention supports. Several student groups demonstrated strong improvement in chronic absenteeism, including Students with Disabilities, who improved by 17 percentage points, and White students, who improved by 13.8 percentage points. Suspension performance also improved, returning to Blue status on the California School Dashboard, demonstrating the effectiveness of positive behavior supports, school climate systems, and intervention practices.

Academic local assessment data reflect continued growth in student achievement. STAR Math demonstrated strong progress, with overall student growth increasing approximately 9.3%, while STAR Reading increased 5.36%, indicating positive academic movement. ISIP/Amira reading data also demonstrated growth, including measurable gains among English Learners, with the percentage of English Learners

performing at Levels 4 and 5 increasing from 0% at baseline to 16%. Mathematics performance showed improvement on state measures, with overall movement into Green performance on the Dashboard and no student groups performing in Red.

English Learner outcomes demonstrated both progress and areas for continued focus. The English Learner reclassification rate increased from 27% to 29%, and local literacy growth indicates that targeted reading supports are positively impacting student performance. At the same time, Dashboard academic indicator data reflect continued opportunity to strengthen language acquisition and academic acceleration, particularly in English Language Arts.

School connectedness and educational partner survey results reflect strong positive perceptions of school climate. Student survey data show significant growth in adult support, increasing from 79% to 91%, exceeding the school's established target and reflecting strong adult-student relationships. Parent survey results exceeded targets across all measured categories, including school safety (98%), student success (98%), school welcome (98%), student respect (98%), and social-emotional support (98%). Staff survey results indicate improved trust in school leadership, with 87% of staff reporting they feel comfortable bringing concerns to administration.

These outcomes reflect several key successes, including:

Strengthened attendance systems and reduced chronic absenteeism
Improved school climate and behavioral outcomes
Increased family engagement and educational partner satisfaction
Growth in student academic performance, particularly in mathematics
Increased student perception of adult support and school connectedness
Positive English Learner literacy growth and improved reclassification rates

Sci-Tech will continue building on these successes by refining targeted interventions for socioeconomically disadvantaged students, strengthening peer relationship-building opportunities, expanding literacy intervention supports, deepening professional learning focused on instructional responsiveness, and continuing proactive family engagement efforts.

The school will maintain its focus on data-driven continuous improvement by regularly reviewing Dashboard and local performance data, monitoring subgroup outcomes, and refining instructional, behavioral, and family engagement systems to ensure all students continue to experience academic growth, social-emotional support, and meaningful school connectedness..
*A metric was established to measure the rate of chronic absenteeism for Students with Disabilities and an outcome of a decrease of 10% and a performance level of Green.

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
School Site Council (SSC)	The School Site Council met on September 22, October 27, November 17, January 27, February 24, March 24, April 21, and May 19. During the September 22 meeting, members reviewed the ELOP plan, the charter renewal timeline, went over different LCAP components in the LCAP, and reviewed the finding of students' Visual and Performing Arts survey. On October 27, the focus shifted to Chronic Absenteeism, using data from the previous year's California School Dashboard. The LCAP was reviewed. Metrics and Actions were reviewed. Mick suggested that we add the attendance for parent training as a metric. On November 17, 2024, the LEA conducted a mid-year LCAP update presentation with educational partners. Mrs. Martinez presented current progress on LCAP goals, metrics, and budget expenditures, including up-to-date data on student outcomes and implementation of actions. During the discussion, educational partners asked what additional supports are available to families, particularly given the school’s Title I status. In response, the LEA described existing supports, including English Learner Advisory Committee (ELAC) meetings, access to translators, and services provided by the CAFE Specialist.

Educational Partner(s)	Process for Engagement
	Educational partners indicated a need to expand family support and outreach because some families require additional assistance in accessing school resources and understanding how to support student learning. As a result, the LEA identified opportunities to strengthen family engagement by increasing the capacity of the CAFE Specialist role through additional training and by expanding outreach strategies to provide more consistent and accessible support to families. These expanded efforts are intended to increase family participation in school programs and improve communication between home and school because families who are informed and engaged are better able to support student learning and attendance. The effectiveness of these actions will be measured through family engagement participation rates, attendance at ELAC and school events, and survey feedback from families regarding access to supports and communication. At the January 12 meeting, participants reviewed key components of the LCAP, including the proposed budget for the upcoming year, student survey results, school safety planning, and Dashboard performance data. Student survey results indicated that some students do not feel their positive behavior is consistently recognized. Students shared that peers with challenging behavior often receive more attention, while students demonstrating appropriate behavior may be overlooked. In response to this feedback, staff discussed strategies to improve recognition systems, including the potential implementation of student-led initiatives such as “secret scouts” to identify and acknowledge positive behaviors. This approach is intended to increase positive reinforcement because consistent recognition of appropriate behavior can improve school climate and student engagement. Progress will be monitored through student survey results and school climate indicators, including suspension and behavior data.

Educational Partner(s)	Process for Engagement
	Educational partners also discussed opportunities to expand enrichment activities for students. This feedback reflects a desire to increase student engagement and access to a broader range of learning experiences because enrichment opportunities can support student motivation, connection to school, and overall academic success. The LEA will explore additional enrichment options, with effectiveness measured through student participation rates and feedback surveys. The school safety plan was reviewed, including emergency procedures related to flooding and evacuation protocols. Specific evacuation locations were identified based on the type of emergency. The safety plan was approved by educational partners, reflecting confidence in the school's preparedness and commitment to maintaining a safe learning environment. Additionally, Mrs. Martinez presented Dashboard data, highlighting areas of success and growth in student outcomes. This review supported transparency and informed ongoing discussions about maintaining effective practices while addressing areas of need. As a result of this engagement, the LEA will strengthen systems for recognizing positive student behavior, explore expanded enrichment opportunities, and continue implementing and refining safety procedures. The effectiveness of these actions will be measured through student survey data, participation rates, and school climate metrics. On February 24, members continued the Needs Assessment process, revisiting Goals 1 through 3. They reaffirmed previous feedback and emphasized the importance of aligning actions to student needs based on data. On March 30, 2025, the School Site Council (SSC), consisting of parents, teachers, and school staff, convened to review current programs, student needs, and proposed LCAP actions. Participants analyzed local data, including student achievement, attendance, and

Educational Partner(s)	Process for Engagement
	school climate indicators, and provided input on which services should be continued, strengthened, or added. SSC members emphasized the importance of continuing several existing supports. These included library services, the after-school program, RTI and English Learner supports, VAPA programs, student recognition systems for positive behavior, ongoing safety drills, and mental health services such as counseling and partnerships with community-based providers. These actions were identified as essential because they provide academic, social-emotional, and enrichment supports that students rely on to access instruction and remain engaged in school. Feedback also highlighted the effectiveness of current communication practices using Seesaw and the role of the CAFE Specialist in strengthening family engagement. SSC members recommended continuing and expanding these efforts because consistent communication increases family awareness of student progress and school opportunities, which supports stronger home-school connections and student engagement. Participants identified a need to strengthen staffing and instructional supports, including the use of paraprofessionals, student teachers, and parent volunteers. SSC members proposed establishing a more formal classroom parent structure (e.g., monthly or weekly volunteer opportunities) because increasing adult support in classrooms can provide more individualized attention to students, particularly those needing additional academic assistance. The SSC also raised concerns regarding the high number of students requiring special education services and recommended increasing SPED supports. This recommendation reflects a need to better address diverse learning needs because additional staffing and services would allow for more targeted instruction and improved access to the general education curriculum. Additional input included maintaining safe and well-maintained facilities and ensuring that funding decisions are strategically targeted

Educational Partner(s)	Process for Engagement
	to areas of greatest student need. This reflects SSC priorities for creating a safe, supportive learning environment and aligning resources to maximize impact on student outcomes. As a result of SSC feedback, the LEA will continue key actions related to academic intervention, enrichment, mental health, and school climate, while also exploring expanded supports in special education, classroom assistance, and family engagement structures. The effectiveness of these actions will be measured through metrics including student achievement data, attendance rates, behavioral indicators, and family engagement participation rates. At the April 21 meeting, the principal presented the Sci-Tech LCAP Planning Document. The council reviewed the effectiveness of current actions, discussed proposed changes, and agreed on the recommended adjustments for the upcoming LCAP cycle.
English Learner Advisory Committee (ELAC)	The English Learner Advisory Committee (ELAC) met on Sept 26, Oct 25, Nov 21, Jan 30, Feb 27, Mar 27, April 17 and May 31 ELAC focused on English learner success and parent engagement. In September, they reviewed the LCAP goals, School Safety Plan, and Annual Parent Notifications. They discussed the importance of regular school attendance and began examining student needs. In October, they analyzed ELPAC and Interim data, advised on the School-Parent Compact, and gave feedback on EL program improvement. Committee agree that more parents need to attend meetings. In November, ELAC reviewed the Family Engagement Policy, Biliteracy Seal Pathways, and the EL Roadmap Principles. In January, they contributed to the LCAP monitoring and implementation strategies and shared ideas to support EL students on state assessments like the ELPAC. ELAC parents were engaged during a January meeting in which school and student-level data were presented and discussed through the LCAP mid-year. Data shared included ELPAC results, local

Educational Partner(s)	Process for Engagement
	phonics and mathematics assessment outcomes, and overall school performance indicators. Discussion focused on interpreting trends in English learner progress, including a reported 11.8% decline in one ELPAC measure alongside evidence that 48.3% of students increased performance levels and 18 out of 20 students demonstrated individual growth. Parents also reviewed site performance data, indicating the school is performing at the Accelerated (Orange) level. Following the data presentation, parents engaged in facilitated discussions to provide comprehensive feedback. The after-school compassed perceptions of instructional efficacy, factors contributing to student achievement, and the overall alignment between school programming and student requirements. In identifying elements that sustain a robust academic program and drive subgroup growth, parents highlighted the following key institutional strengths: math program, phonics program, after school program, EL Specialist and RTI Specialist During the February meeting, members conducted a thorough review of the Mid-Year LCAP update for Goal 3 alongside SAEBRS social-emotional data. Furthermore, the committee contributed to organizing tutoring initiatives and campus beautification projects. A key recommendation was to explore transportation options to improve accessibility for bus-riding students, thereby increasing participation in the after-school program. In March and April, they supported the Kermes fundraiser, helped plan the Reclassification Ceremony, discussed ELPAC testing and completed the EL Roadmap. In May, they elected and trained new ELAC and DELAC officers, ensuring sustainability of leadership into the next year.
Parent Teacher Organization (PTO)	The Parent Teacher Organization gave feedback on September 9, October 14, November 11, December 12, January 13, February 10, March 10, April 14,

Educational Partner(s)	Process for Engagement
	The PTO contributed valuable insight throughout the year, actively supporting campus safety, academic development, student engagement, and social-emotional wellness. On September 9, the PTO reviewed the School Safety Plan and discussed preparations for the Great Shakeout, the national earthquake drill. By October 14, they revisited the Great American Shakeout procedures, ahead of the scheduled October 17 drill, ensuring clarity in emergency protocols and communication. Their involvement helped reinforce campus-wide safety awareness and preparedness. In the November 11 meeting, the focus shifted to bullying prevention. The PTO reviewed the school's bullying policy and examined available resources on the school website. This session helped promote the importance of accessible support systems and clear communication channels for students and families. On December 12, the PTO reviewed the Mid-Year LCAP Update, offering feedback and preparing to support school goals moving forward. During their January 13 meeting, the PTO engaged in a deeper analysis of the California School Dashboard. They discussed how large systemic issues, such as a lack of funding, directly impacted teacher quality and, in turn, student outcomes. The group reviewed subgroup performance data, noting disparities among white, Hispanic, socioeconomically disadvantaged (SED), and non-SED students. Their conversation acknowledged how external factors affect student achievement and equity. On February 10, the PTO provided feedback emphasizing the importance of expanding enrichment and communication opportunities for students and families. Parents highlighted the value of after-school programs that promote leadership development, student engagement, and enrichment through activities such as theater, writing, and robotics clubs. PTO members also emphasized the importance of strong communication between school and home,

Educational Partner(s)	Process for Engagement
	including individualized communication with families through platforms such as Seesaw, regular progress monitoring, and parent-teacher conferences to better support student needs. Additional feedback supported continued professional development for staff and the expansion of family engagement events such as Art Night and Science Night to strengthen school connectedness and student participation.
Youth Advisory Council	The Student Youth Advisory Council (YAC) met regularly throughout the 2025–26 school year on September 11, September 25, October 2, October 16, October 30, November 13, November 20, December 11, January 16, January 23, January 30, February 6, February 13, February 20, February 27, April 17, and May 22. Students worked collaboratively with school administration to review student survey data, discuss school climate and safety concerns, plan student engagement activities, and provide input related to attendance, behavior, school connectedness, and student well-being. During the September 11 meeting, students reviewed the school Site Safety Plan and discussed what would make the school feel safer and more welcoming for students. Students identified concerns related to unsafe areas on campus, peer behavior, and student motivation to attend school. Students also began discussing goals related to student safety, well-being, and increasing students' desire to come to school regularly. At subsequent meetings in September and October, students identified priorities for the year including Spirit Weeks, student activities, school beautification, fundraising efforts, and bullying prevention activities. Students planned and implemented a schoolwide Bully Prevention assembly held on October 24, including creating video skits, presentations, and posters designed to promote positive peer interactions and increase student awareness about bullying prevention.

Educational Partner(s)	Process for Engagement
	During the November 13 meeting, students reviewed and analyzed Student Survey results with the principal. Students identified several barriers affecting school attendance and student engagement, including bullying concerns, classroom disruptions, fatigue, video game distractions at home, bathroom privacy concerns, and a lack of recognition for positive behavior. Students also discussed how excessive classroom noise and frequent behavioral interruptions negatively impacted learning environments. Safety concerns on playgrounds and in bathrooms were identified as areas needing continued improvement. Students provided recommendations to improve school climate and student connectedness, including: * Increasing recognition for positive behavior and sustained effort * Creating student-led recognition systems * Developing “Sci-Tech specific” positive language and community-building phrases * Expanding kindness activities and school spirit events * Improving student engagement opportunities During November, December, and January meetings, students planned Kindness Week activities, including kindness booths, poster campaigns, button-making activities, and a canned food drive benefiting the Woodland Food Closet. Students created digital flyers, organized collection efforts, and promoted participation schoolwide. During Kindness Week in February 2026, students collected 162 non-perishable food items for donation to the local food bank. In February, students also planned and coordinated greeter responsibilities for Read Across America guest readers and continued developing classroom “secret shopper” systems to recognize positive student behavior and effort. On April 17, students provided input regarding attendance incentive prizes and created motivational posters to encourage student persistence and positive attitudes during state testing weeks.

Educational Partner(s)	Process for Engagement
	At the May 22 meeting, students reviewed progress toward their yearly goals and compared fall and spring Student Survey results. Students noted improvements in perceptions of playground and field safety, which increased from 76% to 82%, and a slight increase in students reporting that classroom environments support learning. Students also identified ongoing concerns regarding bathroom safety and recognition for positive behavior, and recommended that future YAC groups continue addressing these areas. Student surveys conducted with students in grades 3–6 reinforced concerns related to peer relationships, bullying, and school connectedness. Students reported strong relationships with adults and clear behavioral expectations; however, fewer students reported positive peer interactions, feeling recognized for positive behavior, or having opportunities for meaningful participation in school decision-making. Students also identified concerns regarding safety in bathrooms and playground spaces. Input from the Student Youth Advisory Council influenced the development of actions and services related to school climate, student recognition systems, bullying prevention, attendance improvement efforts, student engagement activities, campus safety, and positive behavior supports. Student feedback also informed continued emphasis on fostering student connectedness, promoting kindness initiatives, and improving safe and supportive learning environments across the school community.
Governance Committee	The Governance Committee met on Sept 24, Oct 30, Nov 22, Jan 29, Feb 27, Mar 26, Apr 30, May 28 The Governance Committee played a key role in aligning site-level decisions with the broader goals of the LCAP. In August, they reviewed how to allocate the one-time Art, Music, and Instructional Discretionary Block Grant and a new three-year music grant, ultimately hiring a VAPA teacher. They also discussed potential partnerships with Woodland Community College to enhance programming. In September, the committee reviewed progress on

Educational Partner(s)	Process for Engagement
	PLC implementation, highlighting how summer-trained teachers were mentoring others in unit writing and analyzing essential math standards. The primary team was using data to provide targeted support to identified students. Student survey data reviewed by the Governance Committee identified both strengths and areas of need related to school climate and student engagement in October. The data indicates that existing behavior systems, including consistent enforcement of rules and student recognition programs, are contributing to improved perceptions of safety and structure because 90% of students report consistent enforcement of rules and 83% report feeling safe at school. As a result, the LEA will continue to implement and refine PBIS strategies, including recognition systems such as “Star Robots,” because reinforcing positive behaviors increases student engagement and supports a safe learning environment. However, the data also identified areas requiring targeted improvement. A significant percentage of students reported concerns related to peer interactions (27% experiencing name-calling) and physical environment conditions (e.g., bathroom safety and cleanliness). These factors impact students’ ability to fully engage in learning because negative peer interactions and unsafe or uncomfortable environments can reduce students’ sense of belonging and time on task. In November, the Governance Committee conducted a midyear review of the LCAP, student survey data, and site safety planning. The committee reviewed progress on LCAP implementation, including refinement of metrics and data reporting. Specific discussion included revising metric language (e.g., clarification of Metric 1.2) and ensuring alignment of assessment measures, including the inclusion and prioritization of Star Reading and Star Math data to accurately monitor student progress.

Educational Partner(s)	Process for Engagement
	Student survey results were revisited to identify actionable next steps. The committee discussed strategies to strengthen student voice and family engagement, including the idea of having student council develop communication to families outlining how parents can support student success. The committee also identified the need to define clear next steps for improvement planning. Additionally, the committee reviewed the site Safety Plan, identifying required updates and compliance actions, including conducting a bus evacuation drill, administering safety-related surveys, and addressing facility needs such as fence line improvements.
Parent Survey regarding the LCAP	Parent gave feedback through Parent Survey in May. Parent feedback gathered through the 2025–26 LCAP Parent Survey indicated that families generally value the school's instructional program, communication efforts, and student supports. Parents identified several areas for continued growth, including additional staff training and professional development, earlier communication regarding academic or behavioral concerns, increased support for students with sensory and social-emotional needs, and continued efforts to address student behavior and peer conflict. Families also expressed interest in increasing parent participation opportunities and expanding community engagement events. Several parents noted appreciation for the school's current efforts and encouraged the school to continue building on existing supports and programs. Feedback from parents informed ongoing refinement of actions related to professional development, school climate and student supports, family engagement, communication systems, and interventions designed to support student academic and social-emotional success.
Teacher and Staff Members	On January 9, teachers and staff shared feedback focused on strengthening literacy instruction, supporting student wellness, and

Educational Partner(s)	Process for Engagement
	improving family engagement. Staff highlighted positive student growth trends, particularly among White students and several student groups showing growth across performance areas. They also noted ongoing concerns regarding achievement gaps for Hispanic, socioeconomically disadvantaged, and students with disabilities, especially in mathematics and overall academic performance. Teachers discussed instructional strategies being implemented to improve reading fluency and comprehension, including the addition of grade-level reading passages to homework routines, continued novel studies in upper grades, Robots Read, and Mystery Writing activities. Staff also emphasized the use of AMIRA data to monitor the impact of literacy interventions and the importance of increasing academic vocabulary development across grade levels. Additional feedback included the need for stronger data discussions across content areas, including mathematics. Staff also identified the importance of maintaining student wellness supports and family engagement practices. Recommendations included continuing wellness teams, home visits, and parent meetings, as well as maintaining attendance review processes with families through conferences and support meetings. Overall, the feedback reinforced the importance of targeted literacy supports, ongoing data analysis, student wellness systems, and strong family partnerships to improve outcomes for students.

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

The adopted LCAP was significantly shaped by the voices of SciTech's educational partners, whose input was gathered through formal meetings, surveys, advisory groups, and ongoing consultation throughout the year. Feedback from the Governance Committee, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), Youth Advisory Council (YAC), teachers, staff, students, and families directly influenced the refinement of goals, development of actions, and allocation of resources within the plan. Educational partners reviewed Dashboard data, local assessment results, attendance trends, student survey data, school climate indicators, and program implementation data to identify priorities and areas of need.

Goal 1: High-Quality Instruction and Learning Opportunities

Educational partners emphasized the importance of strengthening academic intervention systems, differentiated instruction, and supports for underperforming student groups, English learners, and neurodivergent students. Parents and staff identified a need for additional staff training, structured literacy support, and expanded intervention services. Staff also emphasized the importance of continuing literacy interventions, academic vocabulary development, and stronger use of assessment data to guide instruction. In response, the LCAP continues funding for intervention programs, literacy and math supports, paraprofessionals, English learner services, and professional development focused on differentiated instruction, literacy strategies, and inclusive practices because educational partners identified these supports as necessary to improve access to grade-level instruction and close achievement gaps for struggling student groups. Stakeholders also recommended increasing access to enrichment opportunities and hands-on learning experiences, leading to the continued inclusion of after-school enrichment, field trips, robotics, theater, VAPA, and project-based learning opportunities within the LCAP.

Goal 2: Family and Community Engagement
Families expressed appreciation for the school's communication systems and family engagement efforts but requested more consistent communication regarding student concerns, increased volunteer opportunities, expanded outreach supports, and additional opportunities for family participation in school events and activities. Educational partners also emphasized the importance of translation services, parent support systems, and stronger home-school communication. ELAC and SSC members highlighted the importance of the CAFE Specialist role and recommended strengthening outreach strategies to better support families in accessing school resources and understanding how to support student learning. In response, the LCAP strengthens family engagement actions through continued support for the CAFE Specialist role, expanded use of communication platforms such as Seesaw, additional family engagement events, parent workshops, volunteer opportunities, and outreach efforts because educational partners indicated that families who are informed, connected, and engaged are better able to support student attendance, learning, and overall success. Effectiveness will be measured through participation rates, family surveys, and attendance at engagement activities.

Goal 3: Social, Emotional, and Physical Well-Being
Educational partners consistently identified school climate, student behavior, bullying prevention, and social-emotional wellness as priorities. Students, parents, and staff expressed concerns related to peer conflict, classroom disruptions, bullying, bathroom safety, playground supervision, and recognition of positive behavior. Students also requested additional student leadership opportunities, kindness activities, attendance incentives, and enrichment opportunities to improve school connectedness. Families and staff emphasized the importance of maintaining mental health supports, counseling services, and safe learning environments. As a result, the LCAP includes continued implementation of PBIS systems, student recognition programs, kindness initiatives, counseling supports, safety drills, bullying prevention activities, attendance incentives, and student leadership opportunities because educational partners indicated that improving school connectedness and creating safe, supportive learning environments will increase student engagement, attendance, and readiness to learn. The LCAP also maintains investment in campus supervision and school safety procedures to address identified safety concerns. Progress will be monitored through student survey data, attendance rates, suspension data, and school climate indicators.

Goal 4: Academic Achievement and English Learner Progress
Feedback from ELAC, teachers, staff, and families reinforced the importance of accelerating English learner progress and maintaining strong academic supports for all students. Educational partners identified the value of the EL Specialist, RTI supports, phonics instruction, after-school programs, literacy interventions, and classroom support staff in improving student learning outcomes. Parents also recommended exploring transportation supports to increase student participation in after-school learning opportunities. Staff identified the need for stronger mathematics data discussions and continued intervention supports for student groups experiencing achievement gaps. In response, the

LCAP continues funding for classroom paraprofessionals, literacy aides, English learner interventions, academic intervention programs, and professional development focused on designated and integrated ELD strategies because these supports provide targeted instruction, additional learning time, and differentiated assistance designed to improve English language development and academic achievement for English learners and other unduplicated student groups.

Cross-Cutting Themes
Educational partners across all groups emphasized the importance of equity, student engagement, school connectedness, and access to supports. Chronic absenteeism, family engagement, student motivation, and access to enrichment opportunities were recurring themes throughout engagement activities. Feedback led to strengthened actions related to attendance incentives, family outreach, student recognition systems, anti-bullying efforts, enrichment programming, and student leadership opportunities because educational partners identified these strategies as important for improving student connectedness, engagement, and overall student success.

In summary, the adopted LCAP reflects a collective vision shaped by thoughtful and consistent input from Sci-Tech's educational partners. Their feedback ensured that the plan remains responsive to identified student needs, reflective of community priorities, and aligned with long-term goals for academic achievement, student wellness, and meaningful family engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ALL students will demonstrate achievement through high quality instruction and learning opportunities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal one was developed in 2020 and continued in 2023. Our baseline reflected the results from the 2023-2024 school year. Our overall student group, at that time, performed in the Green in ELA, 2.4 points below standard. Our Hispanic students performed 35.8 points below standard, Socioeconomically Disadvantaged students performed 28.8 points below standard, and our English Learners performed 57.1 points below standard. Students with Disabilities performed 72.2 points below standard, but made an increased of 34.5 points, while White students performed 44.3 points above standard. Sci-Tech's teachers continue to make a strong commitment to deliver high quality instruction and learning opportunities. Although our 2025 results demonstrated that our overall student group went from Blue to Orange and are 11.2 points below standard, our Growth data which measures the year to year improvement in student' assessment growth scores indicate that All Students have an Accelerated growth of 79.8% improvement from the prior year. Our Hispanic students performed 46.6 points below standard, but had a 82% Accelerated growth, while our English Learners are 78.7 points below standard and had an Average growth of 92.3%. Our Socioeconomically Disadvantaged students had an 81.4% Accelerated growth, but are 46.6 points below standard, while our Students with Disabilities are 41.5 points below standard, but had an Accelerated growth of 81.4%. Our White students had an Accelerated growth of 77.4% and are 44.1 points above standard. Language Arts is an area of concern, since we have seen a greater gap among our subgroups.

Math continues to be an area of concern on the Dashboard. In 2019 our All Student group was identified in the orange, as a school we only increased by 3.7 points and fell 34.5 points below standard. Our Hispanic students performed 53.7 points below standard, Socioeconomically Disadvantaged students performed 65.9 points below standard, and English Learners performed 68.6 points below standard. White students performed 12.4 points below standard. In 2023 our All Student group was identified in the Yellow, as a school we increased by 7 points and were 28.2 points below standard. Our Hispanic students performed 62.8 points below standard, Socioeconomically Disadvantaged students performed 54.4 points below standard, English Learners performed 87.4 points below standard . White students performed 23.9 points below standard. When comparing scores from 2020 to 2023 we saw the following:

ELA Orange to Blue

All students -
2020: 8.4 points below standard
2023: 2.4 points below standard in ELA
6 points closer to meeting the standard

Hispanics -
2020: 34.7 points below standard
2023: 35.8 points below standard
1 point further away from meeting the standard

Socioeconomically Disadvantaged-
2020: 49.4 points below standard
2023: 28.8 points below standard
More than 20 points growth toward meeting the standard

English Learners -
2020: 59 points below standard
2023: 57.1 points below standard
An increase of 2 points towards meeting the standards

Students with Disabilities -
2020: 79.9 points below standard
2023: 72.2 points below standard
An increase of more than 7 points towards meeting the standard

White students -
2020: 19 points above standard
2023: 44.3 points above standard
More 25 point increase above the standard

Math - Orange to Yellow
All students -
2020: 34.5 points below standard
2023: 28.2 points below standard in Math
6.3 point increase toward standard

Hispanics -
2020: 53.7 points below standard
2023: 62.8 points below standard

9.1 point decrease below standard

Socioeconomically Disadvantaged-
2020: 65.9 points below standard
2023: 54.4 points below standard
11.5 point increase toward meeting standard

English Learners -
2020: 68.6 points below standard
2023: 87.4 points below standard
More than 18 point decrease below standard

Students with Disabilities -
2020: 101.9 points below standard
2023: 104 points below standard
2.1 point decrease below standard

White students -
2020: 12.4 points above standard
2023: 23.9 points above standard
11.5 points points increase above the standard

As we celebrate our successes we can not help but feel a call to action to address the huge disparity between our white students and our subgroups. Although in the grand scheme of things we can say that many subgroups saw growth, the learning gap between our white students and our English Learners and Hispanic students is profound. We continue to commit to best practices, professional development, professional learning communities, and enrichment opportunities. We are confident that our continued adherence to these actions over the next three years will yield improvement in all of our subgroups.

Our Education Partners all agreed to continue with our Goal 1 and Actions.
During Stakeholder Engagement sessions, staff (both certificated and classified) expressed a need to continue with professional development, especially in the area of Math to better address student achievement and the gap between our White students and our subgroups. Teachers also expressed a need for more paid collaboration time (sub days for collaboration) in order to better plan integrated thematic instruction, interventions and continue our Professional Learning Community (PLC) work.
The English Learner Advisory Committee (ELAC) celebrated the growth our English Language Learners are making on the English Learner Progress Indicator , but continue to support the need for training, interventions and enrichment in order to help our English Language Learners in Math and Language Arts. School Site Council continues to agree that a continued focus on Math and ELA needs to continue . They celebrate the growth, but acknowledge the need to support our subgroups. Students identified a continuing need for science-thematic instruction, field trips, and also small group instruction as necessary for their continued growth.

In addressing student achievement, it is essential to first address teacher quality. Numerous studies have indicated that the quality of teachers shows a stronger relationship than school facilities and curricula to pupil achievement. Additionally, it is progressively greater at higher grades, indicating a cumulative impact of the qualities of teachers in a school on the pupil's achievements. Furthermore, teacher quality seems more important to minority achievement than to that of the majority. High quality instruction and increased student achievement are intertwined.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed and assigned teachers (Priority 1)	100% appropriately credentialed and assigned teachers	100% appropriately credentialed and assigned teachers	100% appropriately credentialed and assigned teachers	100% appropriately credentialed and assigned teachers	This metric showed no change.
1.2	Percentage of certificated and classified participating in professional learning opportunities to support student learning goals. (Priority 2)	In 2023-24 100% of Sci-Tech teachers and staff participated in the 5 day professional development through the district which was paid by the Sci-Tech's budget. Teachers and staff members were paid per diem rate. These workshops were developed collaboratively with district teachers and staff. The topics covered were: *Building Professional Learning Community *Inclusivity Training *Differentiation *Tech Tools *Universal Design for Learning *STEM Certification	In 2024-25, 100% of our teachers have participated in 3 days of collaboration during the summer to plan and develop units before the start of the school year. *Four teachers and the principal attended the PLC conference during the summer in Sacramento. *Four teacher finished their STEM Certification *Five teachers participated in The	In 2025-26, 100% of our teachers have participated in 3 days of collaboration during the summer to plan and develop units before the start of the school year. *Seven teachers, which includes 5 new teachers and 2 returning teachers, and the RSP teacher attended the PLC conference during the summer in Sacramento. *Ten gen ed. teachers, the RTI/ELS, RSP	100% percentage of staff participating in professional learning	This metric showed no change, as 100% of our teachers and staff continue to engage in professional development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		During the our Early Release Days teachers received follow up training on professional learning communities, data analysis, Istation, STEM certification, Inclusion strategies and time to meet in PLC groups. Teachers also had time to collaborate, developing units and look at their data. In addition teachers were paid 3 days during the summer to plan and develop units before the start of the school year.	California Teacher Together *Two teachers participated in Preparing Our Youngest Citizens - Civic Education *Two teachers were invited to participate in the Level 2 YouCube training * One teacher participated in Struggly Training *Two teachers participated in the Preservice Teacher training *One teacher mentored our new teacher and participated in the mentoring seminars. *All teachers gen ed teachers, RSP, EL/RTI, paras and admin participated in Eureka Math 2	teacher, and principal were trained in Dyslexia. *Ten gen ed. teachers, the RTI/ELS, and principal were trained in YouCubed. *Ten gen ed. teachers, the RTI/ELS, paraprofessionals, trained on new PBIS adopted protocols and procedures The guiding coalition participated in the Data Analysis training twice this year. *The principal participated in the following training: PLC Coaching *During our Early Release Days, teachers received follow-up training on professional		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* The guiding coalition participated in the Data Analysis training *The principal participated in the following training: PLC Coaching During our Early Release Days, teachers received follow-up training on professional learning communities, data analysis, Istation, STEM certification, Inclusion strategies, and time to meet in PLC groups.	learning communities, data analysis, Amira, and Dyslexia assessment. Teacher also used also had fourteen opportunities to work in their PLT. A four times doing PLC work and looking at data.		
1.3	STAR Reading and STAR Math: Increase by 10% yearly the percentage of students who score at or above typical growth (35th current SGP). (Priority 8)	2023/24 Results: These scores reflect the scores of students Grade 3 - Grade 6 FALL 2023 Star Math - 120 tested 66.67% scored at or above 35th current SGP Star Reading - 123 tested	2024/25 Results: Fall 2024 These scores reflect the scores of students Grader 3- Grade 6 STAR Math - 131 tested 3rd Grade: 59% 4th Grade: 67%	2025/26 Results: Fall 2025 These scores reflect the scores of students Grader 3- Grade 6 STAR Math - 135 tested 3rd Grade: 74% 4th Grade: 61%	Increase by 10%	The metric did not show the hoped 10% growth. There was a 9.3% growth from June 2024 to June 2026 in Star Math and a 5.36% growth in Star Reading.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65.04% scored at or above 35th current SGP As of June 2024 SPRING 2024 Star Math - 120 tested 56.67% scored at or above 35th current SGP Star Reading - 121 tested 63.64% scored at or above 35th current SGP	5th Grade: 64% 6th Grade: 79% 66% scored at or above 35th current SGP STAR Reading - 131 tested 3rd Grade: 64% 4th Grade: 63% 5th Grade: 69% 6th Grade: 69% 66% scored at or above 35th current SGP Spring 2025 STAR Math - 134 tested 3rd Grade: 44% 4th Grade: 48% 5th Grade: 46% 6th Grade: 76% 52% scored at or above 35th current SGP STAR Reading 134 tested 3rd Grade: 59% 4th Grade: 48% 5th Grade: 65% 6th Grade: 76%	5th Grade: 60% 6th Grade: 63% 64% scored at or above 35th current SGP STAR Reading - 134 tested 3rd Grade: 81% 4th Grade: 60% 5th Grade: 61% 6th Grade: 66% 66% scored at or above 35th current SGP Spring 2026 STAR Math - 136 tested 3rd Grade: 68% 4th Grade: 58% 5th Grade: 58% 6th Grade: 71% 64% scored at or above 35th current SGP STAR Reading 136 tested 3rd Grade: 81%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			62% scored at or above 35th current SGP	4th Grade: 73% 5th Grade: 61% 6th Grade: 74% 69% scored at or above 35th current SGP		
1.4	CAASPP: Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math. (Priority 4)	2023 Results: 48% of students met or exceeded standards in ELA 41.93% of students met or exceeded standards for Math	2024 Results 47.61% of students met or exceeded standards in ELA 37.79% of students met or exceeded standards for Math	2025 Results 43.28% of students met or exceeded standards in ELA 44.77% of students met or exceeded standards for Math	Increase by 10%	The metric did not show the hoped 10% growth. The percentage of students meeting or exceeding standards showed a difference. In Language Arts, there was a decline of 4.33%. In math, there was a an increase of 6.98%. We did not meet our goal of 10% increase.
1.5	Istation: Increase the percentage of students in Tier 4 and 5 for Reading and Math K-2nd graders (Priority 8)	As of 23/24 school year IStation switched us from a tiered system to a leveled system. Level 4 & 5 represent what was previously Tier 1 (at or above grade level proficiency) ISIP Reading	K-2 Students in Level 4 and 5 ISIP Reading 45% of students in Levels 4 & 5 ISIP Math 51% of students in Levels 4 & 5	For the 2025-2026, Istation transitioned to Amira. ISIP Reading 41% of students in Levels 4 & 5 ISIP Math (K did not test)	Increase by 10%	We did reach the 10% increase we wanted to see in ISIP Reading, since it grew 11% from 2024 to 2026. Unfortunately, in math we did not see that growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30% of students in Levels 4 & 5 - decrease of 31% ISIP Math 50% of students in Levels 4 & 5 - increase of 100%		48% of students in Levels 4 & 5		
1.6	Show growth on the ELA and Math Academic Indicator (California School Dashboard). (Priority 4)	2023 Academic Indicator (California School Dashboard) The charter has a performance level of Green for ELA and Yellow for Math. We do not have any groups in Red. Our Hispanic and Socioeconomically Disadvantaged subgroups are in the Orange in both ELA and Math. All students are currently 2.4 points below standard in ELA. All students are currently 28.7 points below standard in Math.	2024 Academic Indicator (California School Dashboard) The charter has a performance level of Orange for ELA and Orange for Math. We do not have any groups in Red. Our Hispanic and Socioeconomically Disadvantaged subgroups are in the Orange in both ELA and Math. All students are currently 8.7 points below standard in ELA. All students are currently 25.4 points	2025 Academic Indicator (California School Dashboard) The charter has a performance level of Orange for ELA and Green for Math. We do not have any groups in Red. In Language Arts: Our Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged subgroups are in the Orange in ELA. Our White students are in Green. All students are currently 11.2	The charter's performance level will be Green for both ELA and Math, with no students groups in the red or orange for both ELA and Math.	Language Arts Overall Status: Currently positioned two levels below the "Green" target. Performance Levels: While no groups are in "Red," all subgroups with the exception of White students are currently in "Orange." Math Overall Status: Successfully reached the target "Green" goal. Performance Levels: No subgroups are in "Orange." Most subgroups are in "Yellow," while White students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				points below standard in ELA. In Math: Our Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged subgroups are in the Yellow. Our White students are in Blue. All students are currently 16.7 points below standard in Math.		have achieved "Blue." All students are currently 11.2 points below standard in ELA. All students are currently 16.7 points below standard in Math.
1.7	Facility Inspection Tool (Priority 1)	Facility Inspection Tool Report shows Good for Sci-Tech	Facility Inspection Tool Reports show Fair for Sci-Tech	Facility Inspection Tool Report shows Good for Sci-Tech	Maintain a level of Good on Facility Inspection Tool Report	We have maintained a "Good" on the Facility Inspection Tool Report.
1.8	Percent of students who have access to instructional materials, technology, internet access, and supplies. (Priority 1)	100% of students have access to instructional materials and supplies technology, internet access and supplies.	100% of students have access to instructional materials and supplies technology, internet access and supplies.	100% of students have access to instructional materials and supplies technology, internet access and supplies.	100% of students have access to instructional materials technology, internet access and supplies	There was no difference in this metric since 100% of students have access to instructional materials, technology, internet access, and supplies.
1.9	Increase in VAPA offering for students.	VAPA offering: *Technology	We have a VAPA teacher, and the following offerings	We have a 0.7 FTE VAPA teacher, and the	All students having access to VAPA instruction.	All students have access to VAPA instruction and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			have been offered to our students: Morning theater classes Morning Yoga Sci-Tech News Yearbook Club Willy Wonka Jr. Production VAPA teacher goes into all classes for 30 - 60 minute sessions,	following offerings have been offered to our students: Yearbook Club Alice In Wonderland Jr. Production Art Music Digital Art Video Photography VAPA teacher goes into all classes for 30 - 60 minute sessions		participate in various offerings. There were more offerings this year.
1.10	Site Progress on Self-Evaluation of PLC using the Rubric	Teachers scored a "Our Team Is Addressing This" overall on the Self-Evaluation of PLC	Teachers scored a "Our Team Is Addressing This" overall on the Self-Evaluation of PLC	Teachers continue to score of "Our Team Is Addressing This" overall on the Self-Evaluation of PLC.	Teachers will score a "True of Our Team" overall on the Self-Evaluation of PLC.	Teachers are still scoring "Our Team is Addressing This" as an overall, but within the survey, there were more teachers feeling more comfortable with their growth in PLCs.
1.11	Implementation of Data Analysis 3 times a year.	Teachers met twice in the 2023-24 school year.	Both primary and upper-grade teachers met two times to analyze data.	Data has been analyzed several times during the year regarding our behavioral systems, primary	All teacher will meet in PLC teams to review data three times a year.	All teams met three times this year to review data, therefore we did met this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				phonics data, and upper grade reading data. In addition, the Guiding Coalition also analyzed state test data. Using our behavioral referral data, our PBIS system was revamped this year. As a school, lessons to teach the Robot Way were develop, agreements were made in terms of protocols and procedures and were communicated to teachers, paraprofessionals, custodians, noon duties and the afternoon personal. Data was analyzed five times this year. In addition, the guiding coalition meet with the district consultant twice to look at our		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				data and develop a plan of action, based on our		

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.

During the 2025–2026 school year, Sci-Tech Charter School substantially implemented the actions associated with Goal 1 with fidelity. Professional learning remained a major focus, and all certificated and classified staff participated in three summer collaboration days focused on curriculum planning, instructional alignment, and unit development prior to the start of the school year. Staff also participated in ongoing professional development throughout the year, including Dyslexia training, PBIS implementation training, YouCubed mathematics strategies, data analysis, professional learning community (PLC) coaching, and continued instructional support during early release collaboration days.

Implementation successes included maintaining 100% appropriately credentialed and assigned teachers, ensuring all students continued to have full access to instructional materials and technology, maintaining a “Good” rating on the Facility Inspection Tool, and expanding VAPA opportunities through increased staffing and course offerings. The school also successfully implemented three formal PLC data review cycles and expanded use of student performance data to inform instructional planning.

Challenges emerged in several academic performance areas. While implementation of instructional systems was consistent, student achievement gains in CAASPP English Language Arts and some STAR Reading/Math growth measures did not meet the ambitious 10% growth targets established at the beginning of the cycle. The transition from i-Station to Amira created challenges in maintaining consistent longitudinal comparison data for early literacy measures. Additionally, despite strong professional learning structures, PLC self-evaluation results indicate staff have not yet reached the targeted level of “True of Our Team” and continue to score at the “Our Team Is Addressing This” level overall.

No substantive deviations occurred between planned and actual implementation; however, several actions evolved during implementation to better respond to identified needs, including expanded dyslexia-focused professional learning, revisions to PBIS systems based on behavioral referral data, and additional collaborative data analysis opportunities through the guiding coalition.

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.

Material differences between budgeted and estimated actual expenditures occurred across several Goal 1 actions during the 2025–2026 school year due to adjustments made during implementation to better align resources with student and staff needs.

Action 1.1 expenditures were $1,001.12 less than budgeted due to lower-than-anticipated costs for implementation materials and efficiencies in resource allocation.

Action 1.2 expenditures were $740.80 more than budgeted as additional professional learning opportunities and staff participation costs were necessary to support implementation of instructional initiatives and expanded staff training.

Action 1.3 expenditures were $1,347.97 less than budgeted because the school was able to embed additional collaborative planning and data analysis work within existing early release schedules, reducing the need for additional contracted time and related expenditures.

Action 1.4 expenditures were $14,240.24 more than budgeted due to increased personnel costs associated with the VAPA teacher position compared to the prior year, as well as additional investments in instructional resources and expanded programming to provide students with increased access to visual and performing arts opportunities.
Action 1.5 expenditures were $429.17 more than budgeted as a result of increased costs associated with implementation materials and supplemental instructional supports.

These expenditure adjustments reflect the school's responsiveness to implementation data and emerging needs throughout the year. Despite these variances, all expenditures remained aligned to Goal 1 priorities and supported continued progress toward maintaining strong foundational systems, strengthening professional learning structures, and improving student academic outcomes.

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

The actions implemented during 2025–2026 produced mixed results and demonstrate both areas of effectiveness and areas requiring refinement.

Actions focused on maintaining foundational conditions for student success were highly effective. The school sustained 100% teacher credentialing and assignment compliance, maintained access to instructional materials and technology for all students, preserved a "Good" facilities rating, and successfully expanded broad course access through VAPA programming. These outcomes indicate strong organizational systems and effective operational implementation.

Professional development and collaboration structures also demonstrated positive impact. Staff participation in PLC coaching, data analysis cycles, instructional strategy training, and curriculum planning increased instructional consistency and strengthened collaborative practices. This is evidenced by successful implementation of three formal data review cycles and increased teacher confidence reflected in PLC self-evaluation survey responses, even though the highest rubric target has not yet been met.

Academic outcome data show partial effectiveness. STAR Math demonstrated measurable growth, increasing approximately 9.3% from baseline, while STAR Reading increased 5.36%, indicating progress but falling short of the 10% target. i-Station/Amira reading performance demonstrated growth in literacy outcomes, particularly in reading, though math growth for primary students remained inconsistent. CAASPP math performance showed improvement (+6.98%), while ELA performance declined (-4.33%), indicating instructional strategies in mathematics are producing stronger results than those currently in place for literacy.

Dashboard academic indicator performance also reflects incremental progress, with Math moving to Green and no subgroups in Red; however, ELA remained Orange for several student groups, demonstrating continued need for targeted literacy acceleration and subgroup-specific intervention.

Overall, the evidence indicates that Goal 1 actions are contributing to progress, particularly in operational systems, mathematics performance, and collaborative instructional structures. However, literacy achievement growth and full implementation maturity of PLC systems require continued focused attention.

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 analysis of 2025–2026 implementation and outcome data, several refinements will be made for the coming year.

The school will maintain the overall structure of Goal 1, as foundational systems remain strong and continue to support schoolwide improvement. However, actions will be refined to strengthen academic impact, particularly in English Language Arts and early literacy.

For 2026–2027, the school will:

Increase targeted literacy intervention through full implementation of Amira data analysis protocols and differentiated instructional response cycles;
Strengthen PLC facilitation by increasing coaching support focused on moving teams from implementation toward full internalization of collaborative inquiry practices;
Expand use of disaggregated subgroup data analysis to better target instructional supports for student groups performing below target in ELA;
Continue professional development in structured literacy, dyslexia intervention, and evidence-based reading instruction;
Refine PBIS implementation through ongoing behavioral data review and staff calibration;
Continue expanded VAPA and enrichment opportunities to support student engagement and access to a broad course of study.

Several metric targets will also be adjusted to improve precision and attainability. Where assessment systems changed (such as the transition from i-Station to Amira), baseline language will be updated to ensure consistent measurement. Academic growth targets will remain ambitious but will be calibrated using current performance trends to establish measurable and realistic annual growth expectations consistent with effective LCAP metric development guidance .

These changes reflect the school’s commitment to continuous improvement through reflection on implementation evidence, student performance data, and staff feedback.

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	Base Instruction Program	Implement base instructional program for TK - 6th Grade to include: * appropriately credentialed and assigned teachers * sufficient material for all courses * adequate and engaging Library resources * safe, clean, and orderly facilities * student-centered learning spaces and environments * 1:1 access in classrooms and at home	$59,716.00	No
1.2	Staff Professional Development	Provide 3 full days of professional development prior to the start of the school year to assist staff in better addressing the needs of students. Provide ongoing professional development throughout the year to continue to support staff and monitor student achievement. Principal will collaborate with staff to coordinate and schedule topics to include best practices.	$51,403.00	Yes
1.3	PLC Work	Provide collaboration time for staff through paid release time for PLC work in order to: conduct regular analysis of student learning with formative data, implement focused and strategic teaching strategies, plan interventions, enhance alignment of thematic instruction, identify specific needs and interventions to address our students who require the greatest gains *Continue to implement a process for monitoring schoolwide progress (i.e. Instructional Rounds). *Provide additional funds for interventions based on student need.	$10,460.00	Yes
1.4	Visual, Performing Arts and Media	The hiring of a teacher to implement the VAPA standards and teach TK to 6 grade students, while developing a Visual and Performing Arts Plan.	$135,270.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Enrichment Academic Offerings and Extra-curricular Opportunities	Continue to support and expand enriched offerings for students that help to narrow the “experience gap”, engage and motivate, and fuel interest in learning: field trips, Science Fair, Big Science Fridays, etc. Expand and enhance extra-curricular opportunities for students through the development of clubs, classes, and sports activities. 6th grade science camp and Expanded Minds after school program.	$258,026.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase parent and family members' attendance and participation as a means to support and improve student educational outcomes.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In 2020, our Educational Partners knew that overall, research consistently underscores the crucial role that parental and family involvement plays in supporting and improving student educational outcomes. This partnership more than ever has magnified to hold true in 2024.

- - Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development.
- - This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.
- - Engaging parents in their children's school life is a promising protective factor.
- - Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors,

such as sexual risk behaviors and substance use.

- - Many parents mistakenly believe that their children's education is entirely in the hands of teachers, but research solidly supports the case for parental involvement.
- - Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school.
- - The National PTA reports that "the most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family . . . becomes involved in the child's education at school." It's undeniable that parents who

are active supporters of their children's learning are giving their kids the best opportunity for educational success.

Student engagement in school is promoted through positive home-school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on

student academics and behavior. Helping parents feel comfortable and welcome on our campus is a priority, especially parents from underrepresented groups. Some of the greatest indicators of school success are strong home, school, and community partnerships. The ability for parents and stakeholders to have a common vision and understanding of how best to provide support and opportunities for students is essential to their social, emotional, behavioral, and academic achievement. Research (Dufur, et al., 2012) suggests that schools can support the academic achievement of students through promoting the social capital of families. Family social capital includes those resources that families bring and the practices they engage in to support their children's learning, such as checking homework, discussing school activities, and attending meetings. School social capital includes those practices schools engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. Family social capital has been shown to be more effective in increasing student achievement than school social capital, even when controlling for the variables of family socioeconomic status, size, race, and marital status.

The actions implemented in Goal 2 address the need to support the social capital of families, by promoting the connections between families and schools, through workshops, events, and through the use of communication tools which provide parents with the information they need to support the learning of their child(ren).

Our Educational Partners continue to support the need to continue with this goal and actions. Our English Learner Advisory Committee (ELAC) expressed a need to continue providing parent workshops focused on how to better support students, how to prepare students for middle school, and emotional health workshops. School Site Council expressed a need for increased volunteer opportunities for parent. PTO continue to express the need to diversify opportunities for parents to be more involved in school life and to continue participation, both in-person and remotely. Students value the importance of whole-school activities and celebrations, and a strong desire to continue current traditional activities, as well as look for opportunities to expand family celebrations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain the participation rate of parents at School Site Council/ELAC/PTO/ to represent diversity of student demographics. (Priority 3)	2023-24 School Site Council: 4 staff, 4 parents, 1 student varied diversity ELAC: 9 participants -100% Hispanic	2024-2025 School Site Council: 3 staff, 4 parents, 1 student varied diversity ELAC: 9 participants - 100% Hispanic	2025 - 2026 School Site Council: 3 staff, 4 parents, 1 student varied diversity ELAC: 9 participants - 100% Hispanic	Maintain the participation of parents in all school committees. Continue the 4 parents representation the diversity of the student population	Parent participation in the different committees was maintained, but there has been no increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PTO: 7 participants - varied diversity	PTO: 7 participants - varied diversity	PTO: 7 participants - varied diversity	on the School Site Council Increase ELAC participation by 10% and parents will represent the diversity of the student population Increase PTO participation by 10% and parents will represent the diversity of the student population	
2.2	Maintain the participation rate of parents at conferences/PLPs to represent diversity of student demographics. (Priority 3)	2023 - 24 Attendance of parents at conferences and PLPs 98%	2024-2025 PLP/Conference Attendance Data: 98%	2025-2026 PLP/Conference Attendance Data: 98%	Maintain a 100% of parents attending conferences and PLPs.	No change was made this year.
2.3	Provide opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency/learning.	2023-24 Art Night Science Fair Open House	2024-2025 Art Night Science Fair Theater Performance Open House presentation	2025-2026 Art Night Science Fair Theater Performance Open House Presentation Writer's Workshop Celebration Science Fair	Offer two to three opportunities in which students lead demonstrations of proficiency/learning	Six different student-led demonstrations were provided for students to demonstrate proficiency/learning.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Offer family/community events to foster community	2023-24 Family/Community Events * Ice-Cream Social *Back to School Night * Dia de los Muertos/Harvest Festival * Progressive Dinner and Art Show *Explorit Science Nights *Pi Night *Kermes *Open House *Science Fair *Beautification Days	Family/Community Events * Beautification *Ice-Cream Social *Back to School Night *Reading Night * Dia de los Muertos/Harvest Festival * Progressive Dinner and Art Show *Pi Night/Math Night * Kermes *Open House *Theater Performance (Willy Wonka Jr.) *Science Fair *Explorit Science Night	Family/Community Events * Beautification *Ice-Cream Social *Back to School Night * Dia de los Muertos/Harvest Festival * 4th- 6th Writer's Camp presentation *K-1st Around the World Celebration Presentation * Progressive Dinner and Art Show *Strings Concert *Band Concert *PTO/ELAC Social Night * Kermes *Open House	Maintain family/community events	There were are more Family and Community events offered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				*Theater Performance (Alice in Wonderland Jr) *Science Fair		
2.5	Number of opportunities for parents learning to address the needs of unduplicated students (Priority 3)	2023 - 24 CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops Participation in CABE Regional Conference was offered - 2 parent participated Reading Night Math Night 6 grade Jr. High Informational and UC Davis EAOP (Early Academic Outreach Program) Night	2024-2025 CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops Participation in CABE Regional Conference was offered - 2 parent participated Reading Night - 18 parents participated 6 grade Jr. High Informational and UC Davis EAOP (Early Academic Outreach Program) Night Explorit Science Night	2025-26 * 2nd - 6th grade Family Writing Night - 7 families *K-1st Family Writing Night - 9 families *Participation in CABE National Conference was offered - 2 parent participated *6 grade Jr. High Informational Night PTO and ELAC Social	Offer 3-4 parent learning opportunities.	There are 5 offerings in which parents participate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Parent Survey to gain a more thorough understanding of stakeholder needs. (Priority 4)	Spring survey was given to parents in May of 2024. Survey included questions about the LCAP 46 families participated 98% of families strongly agree that SciTech has high standards for achievement. 100% of families strongly agree that teachers at SciTech work hard to make sure that students do well. 100% of families strongly agree that teachers at SciTech promote academic success for all students. 86% of families strongly agree that SciTech sets clear rules for behavior. 95% of families strongly agree that their student(s) feels safe at SciTech. 95% of families strongly agree that they feel	Spring survey was given to parents in May of 2025. Survey included questions about the LCAP 45 families participated: They strongly/somewhat agree 95% of families strongly agree that SciTech has high standards for achievement. 100% of families strongly agree that teachers at SciTech work hard to make sure that students do well. 97% of families strongly agree that teachers at SciTech promote academic success for all students. 98% of families strongly agree that SciTech sets clear rules for behavior.	Spring survey was given to parents in May of 2026. Survey included questions about the LCAP 55 families participated: They strongly/somewhat agree 100% of families strongly agree that SciTech has high standards for achievement. 100% of families strongly agree that teachers at SciTech work hard to make sure that students do well. 98% of families strongly agree that teachers at SciTech promote academic success for all students. 98% of families strongly agree that SciTech sets clear rules for behavior.	End of the year Climate/LCAP input survey	There were several positive changes from baseline. First of all, more parents took the survey in 2025 and all areas had a 98% or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		comfortable talking to teachers at SciTech 91% of families strongly agree that SciTech communicates well with families 98% of families strongly agree that they feel welcome at SciTech	95% of families strongly agree that their student(s) feel safe at SciTech. 98% of families strongly agree that they feel comfortable talking to teachers at SciTech 98% of families strongly agree that SciTech communicates well with families. 98% of families strongly agree that they feel welcome at SciTech	98% of families strongly agree that their student(s) feel safe at SciTech. 100% of families strongly agree that they feel comfortable talking to teachers at SciTech 98% of families strongly agree that SciTech communicates well with families. 98% of families strongly agree that they feel welcome at SciTech		
2.7	Develop relationships with local organizations to encourage student connection within our community	Current partnerships: • Knights Landing Volunteer Fire Dept • Yolo Community Foundation • District 5 Yolo County Supervisor Angel Barajas • Lion's Club	Current partnerships: • Knights Landing Volunteer Fire Dept • Yolo Community Foundation • District 5 Yolo	Current partnerships: • Knights Landing Volunteer Fire Dept • District 5 Yolo County Supervisor Angel Barajas	Continue to develop and maintain relationships with local organizations to encourage student connection within our community.	We continue to build partnerships with community partners. This year, we added: A Touch of Understanding, Woodland and Community College

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Elks Club • UC Davis EAOP • Yolo Sherriff • Local Knights Landing business • North Valley Indian Health Inc. • Victor Services • CalTrans • Yolo County Traffic Safety • Woodland Police Department	County Supervisor Angel Barajas -Knights Landing Park -County of Yolo General Services Department • Lions Club • Elks Club • UC Davis EAOP • Yolo Sheriff • Local Knights Landing businesses • North Valley Indian Health Inc. • Victor Services • CalTrans • Yolo County Traffic Safety • Woodland Police Departmen t	-Knights Landing Park -County of Yolo General Services Department • Lions Club • Elks Club • Yolo Sheriff • Local Knights Landing businesse s • North Valley Indian Health Inc. • Victor Services • CalTrans • Yolo County Traffic Safety • Woodland Police Departme nt -Friday Night Live -A Touch of Understanding -Bike Garage -Woodland Community		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Friday Night Live -Waste Management -Blueblossom Consulting -Explorit Science	College -River Partners		
2.8	CAFE Log of Parent/Family contacts	Log will be establish in 2024-25 school year.	May of 2025 There were 70 Seesaw messages to families this year.	May of 2026 Per the CAFE Specialist Log, there were a total of 99 Seesaw general messages and 169 individual messages to parents.	Increase the parent/family contacts by 5%	There was a 70% increased from last years.

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.

During the 2025–2026 school year, Sci-Tech Charter School substantially implemented the actions associated with Goal 2 to strengthen family engagement, educational partner participation, and community connections that support student success.

Implementation successes included maintaining consistent parent participation in School Site Council, ELAC, PTO, parent conferences, and Personalized Learning Plan (PLP) meetings. School Site Council maintained representative participation with three staff members, four parent representatives, and one student representative. ELAC participation remained stable with nine participants representing the school's Hispanic parent population, and PTO participation remained consistent with seven participating families representing varied student demographics. Parent participation in PLP conferences remained high at 98%.

The school exceeded planned opportunities for family and community engagement by offering six student-led demonstrations of learning, surpassing the target of two to three annual demonstrations. Additional family and community events were successfully implemented, including Beautification Day, Back to School Night, Día de los Muertos/Harvest Festival, Writer's Camp presentations, Progressive Dinner and Art Show, Strings Concert, Band Concert, Science Fair, Kermes, and Open House. Parent learning opportunities also exceeded planned targets through Family Writing Nights, CABE conference participation, junior high informational nights, and PTO/ELAC family engagement events.

Implementation also reflected continued growth in community partnerships. New partnerships were established with Friday Night Live, Waste Management, and Blueblossom Consulting, expanding opportunities for student connection to the broader community.A notable success was increased family engagement through communication systems and survey participation. Parent climate survey participation increased to 55 families, and family responses reflected strong satisfaction across multiple indicators, including 100% agreement that Sci-Tech maintains high academic standards and 100% agreement that teachers work hard to ensure student success.

No substantive differences occurred between planned and actual implementation. The primary challenge was increasing participation growth beyond already high baseline participation rates in committees and conferences, as participation remained stable rather than showing significant numerical increases in some targeted areas.

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.

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 material difference occurred in Action 2.3 Parent Learning Opportunities, where estimated actual expenditures were $2,741.33 less than budgeted. This variance occurred because the trainer who facilitated the school's Family Writing Night provided services without charging for instructional time.

This in-kind contribution allowed the school to fully implement the planned parent learning opportunities while reducing actual expenditures. Families still received the intended instructional support through the Family Writing Nights and related engagement activities, ensuring that the action was implemented as planned and continued to support parent capacity-building to strengthen student learning at home.

The reduced expenditure did not impact the quality or scope of services provided. Parent learning opportunities exceeded planned targets during the year, demonstrating continued progress toward Goal 2 and effective implementation of family engagement supports.

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

The actions implemented under Goal 2 have been effective in sustaining strong family engagement systems and increasing opportunities for meaningful educational partner participation.

Parent participation metrics indicate sustained effectiveness. School Site Council, ELAC, PTO, and conference participation rates were maintained at high levels, demonstrating continued family investment in school decision-making and student support processes. While numerical increases were limited in some committee participation metrics, maintaining high engagement levels reflects continued success in preserving strong structures for educational partner involvement.

Actions designed to increase family participation in student learning opportunities were highly effective. The school exceeded its target for student-led demonstrations by offering six opportunities for families to engage directly with student learning. These events strengthened school-home connections and increased family visibility into student academic progress.

Family learning opportunities also demonstrated strong effectiveness. The school exceeded its target of three to four parent learning opportunities by providing five distinct offerings that supported families in understanding academic expectations, supporting literacy development, and preparing students for future educational transitions.

Parent climate survey results indicate strong effectiveness in fostering positive school-family relationships. Survey responses improved from baseline in several areas, including communication, safety, academic expectations, and parent sense of welcome. Family responses demonstrated particularly strong confidence in instructional quality and school culture.

Community partnership development also proved effective, as the expansion of local partnerships increased authentic student connections to community resources and learning opportunities.

Overall, the available evidence demonstrates that Goal 2 actions have been effective in maintaining high levels of family engagement, strengthening communication systems, expanding family learning opportunities, and deepening community partnerships that support student success.

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 analysis of 2025–2026 implementation data, Goal 2 will remain substantively unchanged for the coming year because implementation data demonstrate strong performance across family engagement, communication, and community partnership metrics.

Several refinements will be made to strengthen continuous improvement efforts:

Participation targets for parent committees will be revised to focus not only on maintaining participation but also on increasing representation from families whose participation has historically been limited.
Family engagement metrics will be refined to include stronger measures of participation diversity and engagement quality in addition to attendance counts.
Additional family learning opportunities will be developed to address academic support strategies for unduplicated pupils, literacy development, and middle school transition readiness.
Communication metrics will continue to monitor parent contact frequency through CAFE logs and Seesaw messaging to strengthen two-way communication systems.
Community partnership efforts will continue to expand to provide students with authentic learning experiences connected to local organizations and career exploration.

The school will continue implementing successful family engagement events, student-led demonstrations, and survey feedback cycles while refining outreach strategies to further strengthen inclusive participation and educational partner voice in continuous improvement planning.

These adjustments reflect the school's commitment to building on established strengths while strategically enhancing engagement systems to ensure continued progress toward Goal 2.

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	Home/School Communication	Continue to develop and refine internal and external communication systems (website, newsletter, phone calls, Seesaw) to ensure alignment of messages and engagement of TK-6th Grade parents and families with school and staff. The CAFE (Community and Family Engagement) Specialist will continue to play a pivotal role in outreach, especially to our families of students in need of the greatest gains,	$30,847.00	Yes
2.2	Family/Community Activities	Enhance home/community/school partnerships as well as parent and community interests such as: *Offer community-building events such as Kermes, Art Night, Harvest Festival, Read Across America, Robots Read and celebrations of student learning and student exhibitions.	$5,120.00	No
2.3	Parent Learning Opportunities	Increase opportunities for parent participation in learning experiences regarding education, such as: CABE, Parent University, school sponsored workshop.	$2,356.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Schools are an ideal setting to support the social and emotional well-being of students and offer resources and opportunities to build resilience. When schools support social and emotional well-being, students typically have fewer disciplinary issues, can focus more on school work, and can develop skills to communicate better. This can translate to improved academic outcomes and better health later in life. A setting that promotes social and emotional well-being and resilience is particularly important for students who face challenges at home or have a history of stressful or traumatic events in their youth, commonly referred to as Adverse Childhood Experiences (ACEs). Supporting students in this way can lead to better health and educational outcomes for individuals while also creating a positive school environment for all. Unfortunately, during the COVID-19 pandemic, the immediate need to have virtual school and learning revealed inequity in resources, access, and connectivity across students and communities. Children's social and emotional health affects their overall development and learning. Research indicates that children who are mentally
healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance than less mentally healthy peers (Hyson 2004; Kostelnik et al. 2015). Children who exhibit social and emotional difficulties tend to have trouble following directions and participating in learning activities. Compared with healthier peers, they may be more likely to suffer rejection by classmates, have low self-esteem, do poorly in school, and be suspended (Hyson 2004; Kostelnik et al. 2015). Thus, children's social and emotional health is just as important as their physical health, and affects their capacity to develop and potential to lead a fulfilling life.
As a result of the COVID-19 pandemic, we recognized a greater need in addressing the social, emotional, and physical well-being of our students and their families. Therefore, our Educational Partners all agreed to continue with Goal 3 and its actions. Throughout the years, we have improved wrap-around services which has included partnering with different agencies to provide both students and families the services needed to support their social, emotional, and physical well-being. We have been able to slowly school attendance in all subgroups, except our Students with Disabilities. Our School Site Council (SSC) look closely on the root-causes for the high percent of chronically absent of Students with Disabilities. It was concluded that this subgroup has a higher compromised immune system, resulting in a higher fear from parents to send them to school or send them ill. In addition, when surveying parents and asking, "Has attendance been a challenge for your student this year? If yes, can you help us understand what barriers to attendance your family may be facing?", five of the nine responses stated that their child was absent due to their, "constantly getting sick." Two of the nine responses shared that their child "missed a lot of school due to illness and mental health/physical issues." For that reason, it is imperative that we continue with our partnerships to provide

social-emotional services, support our student through Response to Intervention (RTI), and monitor those support through our Wellness Team to support all students, especially our Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate (Priority 5)	Based on April 2024 Attendance Data. Sci-Tech had a 94.3% Attendance Rate.	Based on the WJUSD dashboard our year to date attendance is 94%	Based on the WJUSD dashboard our year to date attendance is 95%	Increase attendance rate to 98%	There was not change in the baseline. Based on the WJUSD dashboard our year to date attendance is 94%. We are .4% away from the target.
3.2	Percent of students who are chronically absent concentrating on our subgroups. (Priority 5)	Dashboard 2023 Chronic absenteeism Yellow - 25.2% , declined 3% Rates for each student group are as follows: Total number of students is 222 Disabilities - 29.2% (48 students total) Socioeconomically Disadvantaged - 27.5% (138 students total) White - 27.4% (73 students total)	Dashboard 2024 Chronic absenteeism Yellow - 20.9%, declined 4.4% Rates for each student group are as follows: The Total number of students is 224 Disabilities - 23.7% (59 students total) - declined 5.4% Socioeconomically Disadvantaged - 24.8% (153 students total) - declined 2.7%	Dashboard 2025 Chronic absenteeism Yellow - 18.0%, declined 2.8% Rates for each student group are as follows: The Total number of students is 217 Disabilities - 12.1% (66 students total) - declined 11.6% Socioeconomically Disadvantaged - 25% (156 students total) - maintained 0.2%	Decrease the percent of students chronically absent by 5% including all subgroups. Receive a performance level of Green on the CA School Dashboard	Although we remained in the Yellow category, our chronic absenteeism declined by 7.2%. Disabilities - decreased by 17% Socioeconomically Disadvantaged - had a 2.5% White - Saw a 13.8% decrease. Hispanic - 3.5% decrease African American - 0% (5 students total)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 24.2% (128 students total) African American - 0% (2 students total) Homeless - 0% Foster Youth - 0% (1 students total) Two or More Races - 0% (10 students total) English Learners - 18.5% (27 students total) Asian - 0% (7 students total) Filipino - 0% (2 students total)	White - 13.6% (66 students total) - declined 13.6% Hispanic - 23.4% (145 students total) - declined 0.8% African American - 0% (2 students total) Homeless - 0% Foster Youth - 0% (3 students total) Two or More Races - 25% (12 students total) English Learners - 11.1% (27 students total) - declined 7.4% Asian - 0% (11 students total)	White - 13.6% (65 students total) - maintained 0.2% Hispanic - 20.7% (140 students total) - declined 2.7% African American - 0% (5 students total) Homeless - 0% (3 students total) Foster Youth - 0% (4 students total) Two or More Races - 0% (16 students total) English Learners - 15% (20 students total) - increased 3.9% Asian - 0% (6 students total)		Homeless - 0% (3 students total) Foster Youth - 0% (4 students total) Two or More Races - 0% (16 students total) English Learners - 3.5 decrease Asian - 0% (6 students total)
3.3	Suspension Rate (Priority 6)	2023-24 Dashboard Blue - 0.5%	2024-2025 Dashboard Orange - 1.3% - Increased 0.8%	2025-26 Dashboard Blue - 0.4% - Declined 0.9%	Maintain a performance level of Blue on the CA School Dashboard	We have maintain a performance level of Blue on the CA School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Survey students, teachers and families regarding school connectedness and social-emotional well-being. (Priority 6)	STUDENT SURVEY September 2023 110 students surveyed Connectedness 77% of students "always feel safe at school" 93% of students feel that their teacher/school wants them to do well. Social-emotional well-being 79% of students “feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe” 76% of students feel they always/often get along with other students March 2024 109 students surveyed Connectedness 79% of students "always feel safe at school"	STUDENT SURVEY September 2024 111 students surveyed Connectedness 82% of students "always feel safe at school" • of students feel that their teacher/school wants them to do well. (Change question to) 84% of students feel their teacher has high standards for them. Social-emotional well-being 90% of students feel there is an adult at my school who will help me if I need it.	Student Survey Sept/Oct 2025 118 students surveyed Connectedness 81% of students "always feel safe at school" • of students feel that their teacher/school wants them to do well. (Change question to) 92% of students feel their teacher has high standards for them. Social-emotional well-being 90% of students feel there is an adult at my school who will help me if I need it.	Increase student feeling of connectedness and social-emotional well-being to 85% Increase parents feeling of connectedness to 85% Increase teacher feeling of connectedness to 85%	Comparison of baseline and current outcomes demonstrates meaningful progress toward Goal 3, particularly in student perceptions of adult support and parent perceptions of school connectedness and student success. While several indicators exceeded the established 85% target, student peer relationship data and overall staff perception of positive school culture indicate areas for continued refinement in social-emotional supports and internal culture-building efforts. These results will inform continued implementation and targeted adjustments for the coming year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94% of students feel that their teacher/school wants them to do well. Social-emotional well-being 80% of students “feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe” 72% of students feel they always/often get along with other students STAFF SURVEYED May 2024 CONNECTEDNESS Positive School Culture I feel we have a positive school culture. 55% somewhat agree 45% strongly agree Social Emotional Well-being I feel comfortable going to my administrator with my concerns.	74% of students feel they always/often get along with other students April/May 2025 125 students surveyed Connectedness 75% of students "always feel safe at school" • of students feel that their teacher/school wants them to do well. (Change question to) 90% of students feel their teacher has high standards for them. Social-emotional well-being	65% of students feel they always/often get along with other students April 2026 120 students surveyed Connectedness 81% of students "always feel safe at school" • of students feel that their teacher/school wants them to do well. (Change question to) 87% of students feel their teacher has high standards for them. Social-emotional well-being 91% of students		Student perception of school safety increased from 77% at baseline (September 2023) to 81% in 2025–2026, reflecting a 4 percentage point increase, though the school has not yet met the 85% target. This indicates continued progress in strengthening school connectedness and maintaining a safe learning environment. Student perceptions related to teacher expectations remained strong. Because the survey question was revised from whether students felt their teacher/school wanted them to do well to whether students felt their teacher had high

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% neutral 46% somewhat agree 36% strongly agree PARENTS SURVEYED - 46 April/May 2024 CONNECTEDNESS Positive School Culture 95% of parents either agree or somewhat agree that their student feels safe at school. 100% of parents either agree or somewhat agree that teachers at SciTech promote academic success for all students Social Emotional Well-being 87% of parents either agree or somewhat agree that their student feels successful at school. 98% of parents either agree or somewhat agree	94% of students feel there is an adult at my school who will help me if I need it. 68% of students feel they always/often get along with other students STAFF SURVEYED May 2025 CONNECTEDNESS Positive School Culture I feel we have a positive school culture. 50% somewhat agree 20% strongly agree Social Emotional Well-being I feel comfortable going to my	feel there is an adult at my school who will help me if I need it. 69% of students feel they always/often get along with other students STAFF Survey May 2026 CONNECTEDNESS Positive School Culture I feel we have a positive school culture. 28% neutral 25% somewhat agree 47% strongly agree Social Emotional Well-being I feel comfortable going to my administrator with		standards for them, direct comparison to baseline is limited. However, 87% of students reported that their teacher has high standards for them, indicating continued strong student perception of academic expectations. Student perception of adult support improved significantly. Baseline results showed 79% of students reported having a reliable adult at school, compared to 91% in 2025–2026, representing a 12 percentage point increase and exceeding the 85% target. This reflects substantial growth in students' sense of adult support and school connectedness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they feel welcome at SciTech. 93% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect. Added this year: 93% of parents feel that their child's social-emotional needs are being met at school	administrator with my concerns. 10% neutral 40% somewhat agree 50% strongly agree PARENTS SURVEYED - 45 April/May 2025 CONNECTEDNESS Positive School Culture 95% of parents either agree or somewhat agree that their student feels safe at school. 97% of parents either agree or somewhat agree that teachers at SciTech promote academic success for all students Social Emotional Well-being	my concerns. 13% neutral 22% somewhat agree 65% strongly agree PARENTS SURVEYED - 45 April/May 2026 CONNECTEDNESS Positive School Culture 98% of parents either agree or somewhat agree that their student feels safe at school. 100% of parents either agree or somewhat agree that teachers at SciTech promote academic success for all students Social Emotional Well-being 98% of parents		Student peer relationship data declined from 76% at baseline to 69% in 2025–2026, a 7 percentage point decrease, indicating an ongoing need to strengthen social-emotional learning structures and peer relationship supports. Overall, student connectedness and adult support indicators show positive growth, while peer relationship data indicate an area for continued improvement. Staff perceptions of positive school culture remained strong. In 2023–2024, 100% of staff responded positively, with 55% somewhat agreeing and 45% strongly agreeing that the school has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			98% of parents either agree or somewhat agree that their student feels successful at school. 98% of parents either agree or somewhat agree that they feel welcome at SciTech. 100% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect. Added last year: 98% of parents feel that their child's social-emotional needs are being met at school	either agree or somewhat agree that their student feels successful at school. 98% of parents either agree or somewhat agree that they feel welcome at SciTech. 98% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect. 98% of parents feel that their child's social-emotional needs are being met at school		a positive culture. In 2025–2026, 72% responded positively, with 25% somewhat agreeing and 47% strongly agreeing, while 28% responded neutral. While this reflects a decline in overall positive responses relative to baseline, the increase in “strongly agree” responses suggests that many staff continue to experience a strong sense of positive school culture. The increase in neutral responses indicates an opportunity to strengthen staff collaboration, communication, and systems of support. Staff comfort in bringing concerns

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to administration improved substantially. Baseline positive responses totaled 82%, compared to 87% in 2025–2026, representing a 5 percentage point increase, exceeding the 85% target. This reflects strengthened trust and increased staff confidence in school leadership responsiveness. Overall, staff connectedness demonstrates progress in leadership trust while indicating continued need to strengthen collective perceptions of schoolwide culture. Parent perceptions of school connectedness and school climate demonstrated strong improvement and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						exceeded the 85% target across all measured indicators. Parent perception that their student feels safe at school increased from 95% at baseline to 98% in 2025–2026, reflecting a 3 percentage point increase. Parent confidence that teachers promote academic success remained stable at 100%, sustaining exceptionally high confidence in instructional quality. Parent perception that their student feels successful at school increased from 87% to 98%, reflecting an 11 percentage point increase, demonstrating meaningful growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						in family confidence regarding student success. Parent sense of welcome remained stable at 98%, maintaining a highly positive school-family relationship climate. Parent perception that teachers treat students with respect increased from 93% to 98%, representing a 5 percentage point increase. Parent perception that their child's social-emotional needs are being met increased from 93% to 98%, reflecting a 5 percentage point increase. Overall, parent survey results demonstrate sustained and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						improved family connectedness, strong confidence in school systems, and significant progress in family perceptions of student academic and social-emotional support.
3.5	Chronic absenteeism rate for Students with Disabilities (Priority 5)	For 2022-23 the chronic absenteeism rate for Students with Disabilities was 29.2% (48 students total) Students with Disabilities received a performance level of Red.	For 2024-25 the chronic absenteeism rate for Students with Disabilities was 23.7% (59 students total) - decreased by 5.4% Students with Disabilities received a performance level of Orange.	For 2025-26 the chronic absenteeism rate for Students with Disabilities was 12.1% (66 students total) - Declined by 11.6% Students with Disabilities received a performance level of Yellow.	The chronic absenteeism rate for Student with Disabilities decrease by 10% Performance level of Green	Although we did not achieve the Performance level of Green, there was a 17% decrease in our Students with Disabilities chronic absenteeism.
3.6	Chronic absenteeism rate for Socioeconomically Disadvantaged (Priority 5)	Dashboard 2023 Socioeconomically Disadvantaged - 27.5% (138 students total) Socioeconomically Disadvantaged received a performance level of Orange	Dashboard 2024 Socioeconomically Disadvantaged - 24.8% (153 students total) - declined 2.7% Socioeconomically Disadvantaged received a	Socioeconomically Disadvantaged - 25% (156 students total) - maintained 0.2% Socioeconomically Disadvantaged Students received a performance level of Red	The chronic absenteeism rate for Socioeconomically Disadvantaged Students decrease by 10% Performance level of Green	Although we did not achieve the Performance level of Green, there was a 2.5% decrease in our Socioeconomically Disadvantaged Students chronic absenteeism from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performance level of Orange			

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.

During the 2025–2026 school year, Sci-Tech Charter School substantially implemented the actions associated with Goal 3 to improve student attendance, reduce chronic absenteeism, maintain positive student behavior, and strengthen school connectedness and social-emotional well-being.

Implementation included continued monitoring of attendance data, proactive outreach to families through the Community and Family Engagement (CAFE) Specialist, regular attendance communication with families, and targeted intervention supports for students demonstrating attendance concerns. School staff collaborated to monitor attendance trends and provide responsive supports to students and families requiring additional intervention.

The school continued implementation of positive school climate systems, including PBIS-aligned behavioral supports, restorative practices, student recognition systems, and social-emotional learning structures designed to foster student connectedness and strengthen school culture. Survey administration for students, staff, and parents was conducted as planned to monitor school connectedness and social-emotional well-being.

Notable successes included an increase in overall attendance from 94.3% at baseline to 95%, a substantial reduction in chronic absenteeism from 25.2% to 18%, and meaningful improvement for students with disabilities, whose chronic absenteeism decreased by 17 percentage points. Suspension rates also improved, returning to Blue performance on the California School Dashboard after temporarily declining to Orange during the prior year.

Student and parent survey data reflected continued strength in perceptions of school safety, adult support, and school connectedness. Parent connectedness indicators exceeded established targets across all measured categories.

Challenges included continued efforts to improve student peer relationship perceptions and to reduce chronic absenteeism among socioeconomically disadvantaged students, where rates remained relatively stable. Staff survey results also indicate an opportunity to strengthen internal school culture and systems of collaboration.

No substantive differences occurred between planned and actual implementation. Actions were implemented substantially as designed, with ongoing adjustments made throughout the year to respond to attendance trends, survey feedback, and student support needs.

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

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

Material differences between budgeted and estimated actual expenditures occurred in Actions 3.1 and 3.2, resulting in a combined increase of $16,748.19.

This variance was primarily due to higher-than-anticipated personnel costs resulting from salary increases for staff supporting the implementation of Response to Intervention (RTI), intervention services, and contracted counseling/community agency services. Additional expenditures were also incurred due to increased transportation costs needed to support student access to intervention services, school engagement opportunities, and family support activities.

These increased expenditures were necessary to ensure full implementation of planned services and to maintain responsive academic, behavioral, and social-emotional supports for students and families. The additional investment supported continued implementation of intervention systems, counseling services, attendance supports, and school climate initiatives designed to address chronic absenteeism, strengthen school connectedness, and improve outcomes for unduplicated pupils.

Despite the expenditure variance, all costs remained aligned to Goal 3 priorities and directly supported the school's efforts to improve student engagement, attendance, social-emotional well-being, and positive school climate outcomes.

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

The actions implemented under Goal 3 have been largely effective in making progress toward improving student engagement, attendance, school climate, and social-emotional well-being.

Attendance improvement demonstrates positive progress, increasing from 94.3% at baseline to 95% in 2025–2026. While the school has not yet met the 98% target, this reflects continued growth in overall student attendance.

Chronic absenteeism actions demonstrated strong overall effectiveness. Overall chronic absenteeism declined by 7.2 percentage points, from 25.2% at baseline to 18%.

Significant subgroup improvements were observed, including:

Students with Disabilities: decreased by 17 percentage points
White students: decreased by 13.8 percentage points
English Learners: decreased by 3.5 percentage points
Hispanic students: decreased by 3.5 percentage points

For Socioeconomically Disadvantaged students, chronic absenteeism measured 25% (156 students total) in 2025–2026, reflecting that rates were essentially maintained, with only a 0.2 percentage point change from baseline. While this reflects stability, this subgroup did not demonstrate the same level of improvement as other student groups and continues to experience persistent attendance barriers requiring more targeted intervention.

These results indicate that attendance outreach and intervention systems are positively impacting many student groups while highlighting the need for more focused attendance supports for socioeconomically disadvantaged students.

Suspension prevention efforts were effective. After moving to Orange in 2024–2025, the school returned to Blue performance in 2025–2026, demonstrating successful implementation of behavioral supports and positive school climate systems.

School connectedness survey data show mixed effectiveness. Student perceptions of adult support increased substantially from 79% to 91%, exceeding the 85% target and reflecting strengthened adult-student relationships. Parent connectedness indicators exceeded targets across all measured categories.

However, student peer relationship perceptions declined from 76% to 69%, indicating the need for additional peer relationship-building opportunities and enhanced social-emotional learning supports. Staff survey results similarly indicate the need for continued attention to strengthening internal culture and collaboration systems.

Overall, Goal 3 actions have been effective in improving attendance, reducing chronic absenteeism for several student groups, strengthening behavioral outcomes, and increasing school connectedness, while identifying socioeconomically disadvantaged student attendance and peer connectedness as areas for continued refinement.

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 analysis of implementation outcomes and educational partner feedback, Goal 3 will remain substantively unchanged, as current actions are producing measurable progress across attendance, chronic absenteeism, behavior, and school connectedness indicators.

Several refinements will be made for the coming year:

Strengthen targeted attendance interventions for socioeconomically disadvantaged students, whose chronic absenteeism remained at 25%, by increasing individualized family outreach, attendance monitoring, early identification of attendance concerns, and responsive intervention supports designed to address persistent barriers to consistent attendance.
Continue focused attendance supports for students with disabilities and other identified student groups to sustain recent gains.
Increase peer relationship-building opportunities through expanded social-emotional learning activities, restorative circles, and structured student connection opportunities.
Continue refinement of PBIS implementation and restorative practices to sustain positive behavioral outcomes.
Expand proactive family outreach through the Community and Family Engagement Specialist to strengthen home-school collaboration related to attendance and engagement.

Strengthen staff collaboration and internal culture-building efforts to improve staff connectedness and collective efficacy.
Refine survey tools as needed to ensure consistency in longitudinal data collection and stronger trend analysis.

Metric targets will remain focused on increasing attendance toward 98%, reducing chronic absenteeism across all subgroups, maintaining Blue suspension performance, and increasing student, parent, and staff connectedness to at least 85%.

These refinements reflect the school's commitment to continuous improvement through data-driven reflection and targeted adjustment of systems designed to improve student attendance, engagement, connectedness, and overall well-being.

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	Response to Intervention (RTI)	Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *Including RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Provide Reading Intervention Specialists to support the development of reading skills.	$86,917.00	Yes
3.2	Community Agency/Services	Contract counseling/agency services to serve students and their families, focused on social-emotional counseling and well-being, and/or parenting classes.	$24,000.00	Yes
3.3	Attendance and Engagement	Address and support barriers (e.g., social-emotional needs, mental health, homelessness/foster) which may impact chronic absenteeism. Ensure evidence-based and culturally relevant practices are implemented as proactive tiered systems of support to increase attendance. Support through attendance liaisons and social workers. Provide training on unconscious bias to support classroom practices that are inclusive and engaging for all students, especially students in Special Education, unduplicated students, and students in historically	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
		underrepresented groups. Provide anti-bullying training for teachers, staff, and administrators.		
3.4	Transportation to School	Provide transportation to and from school.	$70,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Accelerate the academic achievement and English proficiency of every English Learner (EL) through an asset-oriented approach and standards-based instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As we continue to recruit more students from the Knights Landing area, and our population becomes more diverse, we are seeing a natural increase in the number of students needing greater supports with language acquisition. English Learners account for 11.6% of our school population. On the 2019 Dashboard, our English Learners performed 59 points below standard in ELA, while White students performed 19 points above standard. And in Math, English Learners performed 68.6 points below standard, while White students performed 12.4 points below standard. On the 2023 Dashboard, our English Learners performed 57.1 points below standard in ELA, while White students performed 44.3 points above standards. In math we saw a astonishing Covid impact. Our English Learners performed 87.4 points below standards, while our White students performed 23.9 points above standards. The consistent academic under-performance of this group has led to important questions on identifying strategies to facilitate the learning of ELLs and signifies a necessary shift in pedagogical approaches to increase learning outcomes among ELLs.
There are classroom management techniques that help increase the learning outcomes among ELL students. The National Center on Time & Learning (NCTL) studied three schools with ELLs representing 25% of the population and that have a record of closing the achievement gap, to identify key strategies to successful ELL education. They found the following practices to be effective in advancing ELL students; structuring classes effectively, integrating relevant and challenging content, allowing students to take reasonability for their own learning and encouraging the students to develop a wide range of competencies and skills (NCTL, 2015). Additionally, new approaches to professional development can help teachers facilitate these learning environments. Sci-Tech must strive to focus on ELL interventions which can accelerate language acquisition and give students the academic vocabulary they need to meet grade-level expectations. Effective approaches to accelerating learning demand that curricula be tailored to deliberately and intentionally meet individual learners' specific needs over a prescribed period. Rather than approaching instruction from a deficit model, efforts should focus on student strengths, simultaneously providing compensatory strategies and additional instruction to address gaps in learning and needed areas of growth. As a school community, we must leverage student interests that lead to deep, engaging learning. When content is aligned to student interests, the result is an increase in engagement and learning outcomes. Culturally responsive education that recognizes and affirms students' cultural and racial identity also leads to better academic outcomes. This asset-oriented approach will guide our work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Show growth on the English Learner Progress Indicator (California School Dashboard). (Priority 4)	For 2022, 72.2% of EL students at Sci-Tech (18 students) made progress towards English language proficiency.	For 2024, 55.6% of EL students at Sci-Tech (18 students) made progress towards English Language Proficiency.	For 2025, 43.8% of EL students at Sci-Tech (16 students) made progress towards English Language Proficiency.	Maintain growth on the English Learner Progress Indicator (California School Dashboard).	There was a 28.4% difference from the baseline in terms of the English Learner Progress Indicator. In 2022 our EL students' progress towards English language proficiency
4.2	Show growth for EL students on the ELA and Math Academic Indicator. (Priority 4)	For 2022-23 The EL students of Sci-Tech does not have a Performance Color due to only 22 students. EL students are currently 57.1 points below standard in ELA. EL students are currently 68.6 points below standard in Math	For 2024-25 The English Learner (EL) students at Sci-Tech do not have a Performance Color rating due to the small group size of only 22 students. Currently, EL students are 73.3 points below the standard in English Language Arts (ELA), which represents a decline of 16.2 points. In Math, EL students are 74.3 points below the standard, showing	For 2025-26 The English Learner (EL) students at Sci-Tech do not have a Performance Color rating due to the small group size of only 19 students. Currently, EL students are 78.7 points below the standard in English Language Arts (ELA), which represents a decline of 5.4 points. In Math, EL students are 55.8 points below the standard, showing	Improve the distance from standard for EL Students on the ELA and Math Academic Indicator by 10%.	Although our English Learner (EL) students do not have a designated performance color due to their numbers, our goal was to improve their distance from the standard in both English Language Arts (ELA) and Math. However, we observed an increase in the distance from the standard in both subjects. In ELA, EL students experienced a decline of 21.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			a decline of 13.1 points.	a decline of 18.5 points.		points from the standard. In Math, EL students had a decline of 12.8 points from the standard.
4.3	Reclassification rate for English Learners (Priority 4)	2023-24 - Reclassification rate: 27%	2024-2025 - Reclassification rate: 48%	2025-2026 Reclassification rate: 29%	Increase by 1%	There was a 2% increase in our reclassification from baseline.
4.4	Istation: Increase the percentage of students in Tier 4 and 5 for Reading and Math for our ELs TK-6. (Priority 8)	2023-24 Istation for ELs in K-6 READING - 21 students tested Level 1: 10 Level 2: 9 Level 3: 2 Level 4: 0 Level 5: 0 0% are in Level 4 or 5 MATH - 23 students tested Level 1: 11 Level 2: 7 Level 3: 3 Level 4: 1 Level 5: 1	2024-2025 Istation for ELs K-6 READING - 18 students tested Level 1: 13 Level 2: 3 Level 3: 1 Level 4: 1 Level 5: 0 6% are in Level 4 or 5 MATH - 18 students tested Level 1: 12 Level 2: 4 Level 3: 0 Level 4: 1 Level 5:	2025-26 Amira (Istation) for ELs K-6 READING - 19 students tested Level 1: 8 Level 2: 7 Level 3: 1 Level 4: 2 Level 5: 1 16% are in Level 4 or 5 MATH - 19 students tested Level 1: 11 Level 2: 6 Level 3: 2 Level 4:	Increase by 2% yearly the number of EL students in Tier 4 or 5 for both ELA and Math	In Reading, there was a 16% growth in the number of EL students in Tier 4 or 5, surpassing the increase of 2% yearly growth. In Math, there was a decrease of 9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9% are in Level 4 or 5	6% are in Level 4 or 5	Level 5: 0% are in Level 4 or 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.

During the 2025–2026 school year, Sci-Tech Charter School substantially implemented the actions associated with Goal 4 to improve outcomes for English Learners through targeted language development supports, designated and integrated English Language Development instruction, intervention services, progress monitoring, and individualized academic support.

Implementation included continued coordination between classroom teachers, English Learner support staff, and intervention personnel to provide instructional strategies aligned to English language acquisition and academic development. English Learner progress was regularly monitored using local assessment measures, including Amira/iStation benchmark data, classroom-based progress monitoring, and analysis of California School Dashboard indicators.

The school implemented targeted reading interventions and provided structured instructional supports designed to improve literacy development and accelerate English language acquisition. Ongoing monitoring of reclassification criteria, English Learner Progress Indicator performance, and academic growth measures informed instructional adjustments throughout the year.

A notable implementation refinement included the transition from iStation to Amira as the primary reading progress monitoring platform for 2025–2026. This allowed for more precise progress monitoring and individualized literacy data collection to inform intervention planning.

Successes included an increase in English Learner reclassification from 27% at baseline to 29%, as well as substantial growth in reading performance, with the percentage of English Learners performing at Levels 4 and 5 increasing from 0% at baseline to 16%.

Challenges included declining performance on the English Learner Progress Indicator, which decreased from 72.2% at baseline to 43.8%, and continued increases in distance from standard in English Language Arts and Mathematics. Small English Learner subgroup size also limited California Dashboard performance color designation, making local measures especially important for progress monitoring.

No substantive differences occurred between planned and actual implementation. Actions were implemented substantially as designed, with adjustments made to assessment systems and intervention delivery based on student performance data.

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 material difference of $1,200.85 occurred between budgeted and estimated actual expenditures for Goal 4.

This variance was primarily due to higher-than-anticipated personnel costs resulting from salary increases for staff providing English Learner instructional support, intervention services, and progress monitoring.

The additional expenditure was necessary to ensure continued implementation of planned English Learner services, including designated and integrated English Language Development instruction, targeted intervention supports, literacy progress monitoring, and individualized academic assistance for English Learner students.

Despite this minor variance, all expenditures remained aligned to Goal 4 priorities and directly supported the implementation of services designed to improve English language acquisition, literacy development, academic progress, and reclassification outcomes for English Learners.

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

The actions implemented under Goal 4 have produced mixed results in making progress toward improving English Learner outcomes.

Progress in reclassification demonstrates effectiveness. The English Learner reclassification rate increased from 27% at baseline to 29% in 2025–2026, reflecting a 2 percentage point increase and indicating that targeted language development supports are contributing to English proficiency growth for some students.

Local reading assessment data also demonstrate positive effectiveness. The percentage of English Learners performing at Levels 4 and 5 in reading increased from 0% at baseline to 16% in 2025–2026, significantly exceeding the annual growth target. This suggests that targeted literacy interventions and reading supports are positively impacting English Learner reading development.

However, academic indicator outcomes reflect continued challenges. English Learners remained below standard in both English Language Arts and Mathematics. In English Language Arts, distance from standard declined from 57.1 points below standard at baseline to 78.7 points below standard, representing a decline of 21.6 points. In Mathematics, English Learners moved from 68.6 points below standard to 55.8 points below standard, reflecting improvement overall, though performance remains significantly below standard.

The English Learner Progress Indicator also declined from 72.2% at baseline to 43.8%, representing a 28.4 percentage point decrease. This indicates that while some students are demonstrating local growth and reclassification progress, broader acceleration in language acquisition remains an area requiring intensified focus.

These mixed outcomes suggest that existing instructional supports are producing gains in targeted literacy development and reclassification, but stronger alignment between language development instruction, intervention systems, and academic acceleration is needed to improve overall English Learner academic performance.

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 reflection on implementation outcomes and analysis of English Learner performance data, Goal 4 will remain substantively unchanged, as current actions continue to provide necessary supports for English Learners.

Several refinements will be made to strengthen implementation and accelerate progress:

Increase targeted designated and integrated English Language Development instructional supports to strengthen English language acquisition.
Expand intervention coordination between classroom teachers, intervention specialists, and English Learner support staff to improve alignment of academic and language development instruction.
Continue use of Amira for more precise reading progress monitoring and instructional planning.
Increase targeted support for English Learners demonstrating persistent gaps in English Language Arts and Mathematics performance.
Strengthen analysis of student-level progress toward reclassification criteria to ensure timely intervention and individualized support.
Continue focused professional development for staff related to instructional strategies for English Learners and academic language development.
Refine progress monitoring systems to ensure earlier identification of students requiring intensified support.

Metric targets will remain focused on improving English Learner Progress Indicator performance, reducing distance from standard in English Language Arts and Mathematics, increasing reclassification rates, and increasing the percentage of English Learners performing at Levels 4 and 5 on reading assessments.

These refinements reflect the school's commitment to continuous improvement through data-driven reflection and targeted instructional adjustments designed to improve academic achievement and language acquisition outcomes for English Learners.

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	Professional Development	Training and support will be provided to TK-6th Grade teachers and staff to increase the achievement of English Learners through... *implementing the California English Language Development Standards *utilization of the EL Road Map for enhanced instruction *support for leveled ELD instruction to target proficiency levels *targeted support for RTI, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessment	$14,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Target Support of EL Students and Families	Continue to support supplemental programs for English Learner pupils, continually monitor student progress, and provide necessary support for classroom teachers regarding best practices, work with parents in understanding state requirements, testing and reclassification through a fulltime (.5 FTE) English Learner Specialist. The use of paraprofessionals to enable small group instruction and targeted time for EL students.	$126,618.00	Yes
4.3	English Language Development	Ensure that all students who are English Learners have instruction in designated and integrated English Language Development. Students are provided with a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. English Learners are provided access to the full curriculum in addition to appropriate English Learner supports and services.		Yes

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
$424,709	$29,964

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
20.319%	0.000%	$0.00	20.319%

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:** Staff Professional Development **Need:** Analysis of local assessment data, California School Dashboard performance indicators, and educational partner feedback identified the need to strengthen instructional practices to better support the academic achievement of unduplicated pupils, including socioeconomically disadvantaged students,	This action addresses the identified needs of unduplicated pupils by providing staff with three full days of professional development prior to the start of the school year, as well as ongoing professional learning throughout the year focused on instructional best practices, data analysis, differentiated instruction, structured literacy, inclusive practices, and targeted intervention strategies. These professional learning opportunities increase staff capacity to analyze student performance data, identify instructional	Percentage of certificated and classified participating in professional learning opportunities to support student learning goals. Academic outcome improvement by subgroups on CAASPP and local assessments.

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
	English learners, and students requiring targeted academic intervention. Student performance data in English Language Arts and mathematics indicate the need for continued refinement of evidence-based instructional strategies, differentiated instruction, structured literacy practices, and data-driven intervention planning to accelerate student learning and close achievement gaps. Educational partner feedback also identified a need for continued staff development in inclusive instructional practices, data analysis, literacy intervention, and collaborative problem-solving to ensure staff are equipped to meet the diverse academic needs of all learners. **Scope:** LEA-wide	barriers, and implement responsive instructional strategies that better meet the needs of unduplicated pupils. The principal collaborates with staff to coordinate and schedule professional development topics based on student performance data, staff input, and identified instructional priorities. This ensures that professional learning is directly connected to improving student outcomes and provides ongoing opportunities for staff to monitor progress and adjust instructional practices throughout the year. This action is provided on an LEA-wide basis because strengthening instructional capacity across all classrooms creates consistent, high-quality teaching practices that directly benefit unduplicated pupils. While all students benefit from improved instructional practices, this action is principally directed toward addressing the greater academic needs of unduplicated pupils because these students require highly responsive, differentiated, and data-informed instruction to accelerate progress and improve academic outcomes. Progress will be monitored through local assessment data, California Dashboard indicators, PLC data analysis cycles, and student achievement metrics identified in Goal 1.	
1.3	**Action:** PLC Work **Need:** Analysis of California School Dashboard indicators and local assessment data identified continued academic performance gaps for unduplicated pupils, including	This action addresses the identified needs of unduplicated pupils by providing paid release time for staff to engage in structured Professional Learning Community (PLC) collaboration focused on analyzing formative assessment data, reviewing Dashboard and local performance trends, identifying specific student learning needs, and planning targeted instructional interventions.	Site Progress on Self-Evaluation of PLC using the Rubric; Implementation of Data Analysis 3 times a year.

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
	socioeconomically disadvantaged students and English learners. The 2025 Dashboard reflected that while mathematics performance improved and moved into the Green performance level, English Language Arts performance remained in the Orange performance level, with several unduplicated student groups continuing to perform below schoolwide averages. Local STAR Reading and STAR Math benchmark data similarly indicated that unduplicated pupils require additional targeted instructional support to accelerate growth and close achievement gaps. PLC data analysis cycles also revealed that students requiring the greatest gains continue to need more frequent instructional adjustments, targeted interventions, and consistent progress monitoring. Educational partner feedback identified the need for dedicated collaboration time that allows staff to analyze student performance trends, identify barriers to achievement, and coordinate timely instructional responses to address the academic needs of unduplicated pupils. **Scope:** LEA-wide	Through regular PLC collaboration, staff conduct ongoing analysis of student performance data to identify academic barriers affecting unduplicated pupils, implement focused instructional strategies, adjust classroom instruction based on student progress, and coordinate interventions for students requiring the greatest academic gains. This collaborative process strengthens instructional alignment across grade levels and ensures that instructional decisions are based on timely evidence of student need. The continued implementation of instructional rounds further strengthens this action by allowing staff to observe instructional practices, identify effective strategies, and refine schoolwide systems that support stronger instructional delivery. Additional intervention funds provide flexibility to implement responsive academic supports when data indicate unduplicated pupils require intensified assistance. This action is provided on a schoolwide basis because a coordinated, data-driven instructional system across all classrooms is necessary to address the persistent performance gaps reflected in Dashboard and local assessment data. While all students benefit from improved instructional collaboration and aligned intervention planning, this action is principally directed toward unduplicated pupils because it increases staff capacity to identify and respond to their specific academic needs through timely, differentiated, and targeted instructional support. Effectiveness will be monitored through Dashboard performance	

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
		indicators, STAR benchmark growth, formative assessment cycles, intervention progress monitoring, and Goal 1 academic achievement metrics.	
2.1	**Action:** Home/School Communication **Need:** Analysis of family engagement data, parent climate survey results, and school communication logs identified the ongoing need to strengthen consistent, accessible, and responsive communication systems for families of unduplicated pupils, including socioeconomically disadvantaged students, English learners, and families requiring additional outreach and support. While parent survey data reflect strong family satisfaction and engagement, continued analysis indicates that families of students requiring the greatest academic gains benefit from proactive, individualized communication to ensure timely access to academic information, school resources, intervention supports, and opportunities for meaningful participation in their child's education. Communication data also indicate the need to maintain multiple communication platforms to ensure all families can access information in formats that meet their individual needs. Educational partner feedback identified the importance of timely, clear, and consistent communication between home and school to strengthen family understanding of academic	This action addresses the identified needs of unduplicated pupils by continuing to develop and refine internal and external communication systems, including the school website, newsletters, phone calls, and Seesaw communication platforms, to ensure consistent messaging and timely family access to important school information. The Community and Family Engagement (CAFE) Specialist plays a critical role in implementing this action by providing targeted outreach to families, particularly those whose students require the greatest academic gains. The CAFE Specialist monitors communication needs, provides individualized follow-up, facilitates family-school connections, and ensures that families receive timely information regarding student progress, interventions, school events, and available support services. This coordinated communication system increases family engagement because families receive clear, accessible, and consistent information that enables them to actively support student learning, participate in school decision-making, and respond quickly to academic or social-emotional needs. Strong communication systems improve outcomes for unduplicated pupils because consistent family-school partnerships strengthen attendance, academic support at home, intervention responsiveness, and student engagement.	Effectiveness of this action will be monitored through: CAFE communication logs, including frequency of general and individualized family contacts through Seesaw, phone calls, and direct outreach Parent participation rates in school events, conferences, and family engagement opportunities Parent climate/LCAP survey results, including family perceptions related to communication, school connectedness, responsiveness, and access to information Family participation data for educational partner engagement activities, including ELAC, PTO, School Site Council, and family learning events

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
	expectations, support student attendance and engagement, and increase participation in school programs and decision-making processes. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because a comprehensive schoolwide communication system is necessary to ensure equitable access to information for all TK–6 families. While all families benefit from improved communication systems, this action is principally directed toward unduplicated pupils because these students often require more frequent and individualized communication to address barriers to engagement and ensure families have the information and support necessary to promote academic success.	Student attendance and engagement trends, particularly for unduplicated pupils receiving targeted family outreach These metrics will provide evidence of whether communication systems are increasing family engagement and strengthening school-home partnerships that support improved outcomes for unduplicated pupils.
3.1	**Action:** Response to Intervention (RTI) **Need:** Analysis of California School Dashboard data, local attendance monitoring, behavioral data, and school connectedness survey results identified the need to strengthen coordinated academic, behavioral, and social-emotional intervention systems for unduplicated pupils, including socioeconomically disadvantaged students, English learners, and students with disabilities. California School Dashboard chronic absenteeism data indicate that while overall chronic absenteeism improved from 25.2% at	This action addresses the identified needs of unduplicated pupils by strengthening the school's Response to Intervention (RTI) framework through coordinated academic, behavioral, and social-emotional supports. Including RTI and English Learner staff in regular lesson planning and instructional design increases collaborative problem-solving and ensures that instructional strategies are responsive to the needs of students requiring additional support. This improves access to differentiated instruction and targeted interventions for unduplicated pupils because instructional barriers are identified and addressed earlier through collaborative planning. Developing universal awareness, common language, shared ownership, and consistent	Effectiveness of this action will be monitored through: California School Dashboard Chronic Absenteeism Indicator, including subgroup performance for: Socioeconomically Disadvantaged students English Learners Students with Disabilities Hispanic students Overall attendance rate California School Dashboard Suspension Indicator

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
	baseline to 18% in 2025–2026, persistent subgroup needs remain. Students with disabilities demonstrated significant improvement, declining from 29.2% to 12.1%, and English Learners improved from 18.5% to 15%. However, Socioeconomically Disadvantaged students remained at 25%, reflecting only a 0.2 percentage point change, indicating persistent attendance barriers for this student group. Student connectedness data further indicate areas of need. While student perception of adult support increased from 79% to 91%, exceeding the 85% target, student peer relationship data declined from 76% to 69%, demonstrating the need for continued social-emotional support and stronger schoolwide relationship-building systems. These data indicate the need for a coordinated intervention framework that increases early identification of academic and behavioral needs, strengthens de-escalation supports, improves staff-student relationships, and provides targeted reading and intervention services to improve engagement, attendance, and academic outcomes for unduplicated pupils. **Scope:** LEA-wide	implementation of PBIS practices strengthens schoolwide expectations and provides a structured system for proactive behavioral support and appropriate de-escalation. This improves outcomes for unduplicated pupils because predictable behavioral systems reduce barriers to engagement, increase school connectedness, and create safe learning environments that support regular attendance and active participation. Identifying and allocating academic, behavioral, and social-emotional interventions ensures that students experiencing attendance challenges, behavioral needs, or academic risk receive timely and responsive support. This is particularly important for socioeconomically disadvantaged students, whose chronic absenteeism remained at 25%, indicating continued need for intensified intervention and family support. Providing Reading Intervention Specialists addresses foundational literacy needs by delivering targeted reading support for students requiring accelerated academic growth. This increases access to intensive literacy intervention because students receive focused instruction designed to address skill deficits that may contribute to academic frustration, disengagement, and absenteeism. This action is provided on an LEA-wide basis because a coordinated, schoolwide intervention framework is necessary to ensure consistent systems of support across all classrooms and grade levels. While all students benefit from improved intervention structures and positive	Student connectedness and social-emotional survey data, including: Student perception of adult support Student perception of school safety Student peer relationship data These metrics will provide evidence of whether the RTI framework is increasing school connectedness, reducing attendance barriers, strengthening behavioral supports, and improving academic access for unduplicated pupils.

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
		school climate systems, this action is principally directed toward unduplicated pupils because these students are disproportionately impacted by attendance barriers, academic skill gaps, and social-emotional challenges that require early identification and targeted intervention to improve outcomes.	
3.2	**Action:** Community Agency/Services **Need:** Analysis of 2025–2026 student survey data identified the need to strengthen social-emotional supports, peer relationship development, and school connectedness for unduplicated pupils, including socioeconomically disadvantaged students, English learners, and students requiring additional social-emotional intervention. Student survey results indicate areas of both strength and continued need. In 2025–2026, 81% of students reported that they always feel safe at school, demonstrating a generally positive school climate but remaining below the established target of 85%. Student sense of adult support was strong, with 91% of students reporting that there is an adult at school who will help them if needed, exceeding the school's target and reflecting positive adult-student relationships. However, student peer relationship data indicate an ongoing area of concern. Only 69% of students reported that they always or	This action addresses the identified needs of unduplicated pupils by contracting counseling and community agency services to provide social-emotional counseling, family support services, and parent education opportunities that strengthen student emotional well-being and school connectedness. Contracted counseling services provide students with access to targeted emotional support, individualized counseling, and intervention services designed to address social-emotional barriers that may impact attendance, behavior, academic engagement, and peer relationships. These supports increase student well-being because students receive structured opportunities to develop coping strategies, emotional regulation skills, conflict resolution strategies, and positive peer interaction skills. Agency services and parenting classes strengthen family capacity to support student social-emotional development because families receive tools and strategies that improve home-school collaboration and reinforce social-emotional growth outside of school.	Effectiveness of this action will be monitored through: Student survey connectedness and social-emotional well-being data, including: Percentage of students reporting they always feel safe at school Percentage of students reporting they have an adult at school who will help them Percentage of students reporting positive peer relationships Student perceptions of teacher expectations and school climate

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
	often get along with other students, reflecting a decline from the baseline of 76% and indicating a need for additional support in strengthening peer relationships, conflict resolution skills, and student-to-student connectedness. Student perceptions of academic expectations remained strong, with 87% of students reporting that their teacher has high standards for them, indicating a positive academic climate. Despite these strengths, survey data suggest continued need for targeted counseling, social-emotional supports, and family resources to address peer relationship challenges and strengthen emotional well-being. These findings indicate that unduplicated pupils would benefit from expanded access to counseling services, family support resources, and social-emotional interventions designed to increase school connectedness, improve peer interactions, and strengthen student well-being. **Scope:** LEA-wide	This action is particularly important for unduplicated pupils because these students may experience additional barriers related to social-emotional stress, attendance challenges, or limited access to outside counseling supports. Access to school-based counseling and family support services increases opportunities for early intervention and responsive support. This action is provided on an LEA-wide basis because establishing comprehensive access to counseling and agency-based support services ensures that all students can access social-emotional support when needed. While all students benefit from strengthened counseling systems, this action is principally directed toward unduplicated pupils because these services are designed to reduce barriers that disproportionately impact student engagement, peer connectedness, and overall school success.	
3.4	**Action:** Transportation to School **Need:** Analysis of chronic absenteeism data in Sci-Tech indicates that unduplicated students, particularly those identified as Foster Youth,	An analysis of chronic absenteeism data at Sci-Tech reveals that unduplicated students, particularly Foster Youth, Homeless, and Low-Income students, experience elevated rates of absenteeism—often tied directly to inconsistent or unavailable transportation. While the school increased to 95% overall attendance rate,	Attendance Rate The chronic absenteeism rate of Socioeconomically Disadvantaged Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless, and Low-Income, experience elevated rates of absenteeism, often linked to barriers in consistent transportation access. Although our attendance increased by 1% at 95% according to the WJUSD Dashboard, our Socioeconomically Disadvantaged Students continue to have a high percentage. **Scope:** LEA-wide	Socioeconomically Disadvantaged Students continue to experience disproportionately high absenteeism rates, suggesting that barriers still exist for these groups. To address this critical need, Action 3.4 provides transportation services to and from school for students facing these challenges. Reliable transportation is a foundational support that enables students to access instruction, build routine, and stay engaged in their learning. For many families, especially those experiencing housing instability or financial hardship, providing transportation ensures that students can attend school consistently—removing a key barrier to academic participation and success. This action is offered on a schoolwide basis to ensure equity and accessibility for all students who may face transportation barriers, particularly those in unduplicated student groups. Implementing this support schoolwide allows the school to respond flexibly to student needs as they	

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
4.1	**Action:** Professional Development	This action addresses the identified needs of English Learners by providing targeted professional development and instructional	Effectiveness of this action will be monitored through:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Analysis of 2025–2026 English Learner performance data identified the need to strengthen instructional capacity to accelerate English language acquisition and academic achievement for English Learners. California School Dashboard data indicate that 43.8% of English Learners made progress toward English language proficiency, reflecting a decline from the baseline of 72.2%. English Learners also continue to perform below standard academically, with students performing 78.7 points below standard in English Language Arts and 55.8 points below standard in Mathematics. Although the English Learner reclassification rate increased from 27% at baseline to 29%, and reading assessment data demonstrate growth, the Year 2 outcomes indicate that many English Learners continue to require accelerated progress toward proficiency and stronger academic language development. These data indicate the need for continued professional learning to strengthen staff implementation of the California English Language Development Standards, improve instructional alignment with the English Learner Roadmap, and ensure that instruction is appropriately differentiated to address varying English proficiency levels.	support for TK–6 teachers and staff focused on strengthening English Learner instruction and accelerating language acquisition. Training on implementation of the California English Language Development Standards strengthens instructional practice because teachers increase their ability to explicitly teach academic language development aligned to student proficiency levels. Professional learning focused on utilization of the California English Learner Roadmap improves instructional planning because staff develop stronger systems for integrating language development into core academic instruction and creating linguistically responsive learning environments. Support for leveled ELD instruction ensures that teachers differentiate instruction according to student English proficiency levels. This increases access to appropriately scaffolded instruction because English Learners receive targeted language development that matches their current proficiency and accelerates progress toward English fluency. Targeted professional development for RTI staff, special education teachers, English Learner specialists, and support staff strengthens intervention systems because staff improve their understanding of proficiency levels, alternative assessments, and ELPAC expectations. This improves early identification of student needs and	California School Dashboard English Learner Progress Indicator English Learner distance from standard on California School Dashboard Academic Indicators, including: English Language Arts Mathematics English Learner reclassification rate ELPAC progress and proficiency level data Amira reading benchmark growth for English Learners Percentage of English Learners performing at Levels 4 and 5 in reading These metrics will provide evidence of whether professional development is strengthening staff instructional capacity and increasing English Learner progress in language acquisition, academic achievement, and reclassification outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Additional support is needed to build staff capacity to effectively use leveled ELD instruction, interpret English Learner assessment data, implement targeted intervention supports, and monitor student progress toward proficiency and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	increases the effectiveness of intervention planning. This action is provided on an LEA-wide basis because all instructional staff share responsibility for supporting English Learners across grade levels and instructional settings. While all teachers benefit from increased instructional capacity, this action is principally directed toward English Learners because it is specifically designed to improve language acquisition, academic performance, and reclassification outcomes for this unduplicated student group.	
4.2	**Action:** Target Support of EL Students and Families **Need:** Analysis of 2025–2026 Amira/iStation reading assessment data identified the continued need for targeted literacy intervention and individualized instructional support for English Learner students to accelerate reading development and language acquisition. While reading growth is evident, many English Learners continue to require additional support to reach grade-level proficiency. In 2025–2026, 19 English Learner students were assessed using Amira. Of those students, 8 students performed at Level 1, 7 at Level 2, and 2 at Level 3, indicating that the majority of English Learners continue to perform below proficiency. At the same time, 16% of English Learners achieved Levels 4 or 5 in reading,	This action addresses the identified literacy and language development needs of English Learners through targeted supplemental support provided by the 0.5 FTE English Learner Specialist and paraprofessional staff. The English Learner Specialist continually monitors Amira reading data to identify students requiring additional literacy intervention and to adjust instructional supports based on individual reading performance. This improves outcomes because instructional decisions are informed by real-time student progress data and targeted to specific literacy skill gaps. The English Learner Specialist also provides direct support to classroom teachers regarding instructional best practices for English Learners. This strengthens classroom literacy instruction because teachers receive guidance in implementing targeted scaffolds, language supports, and differentiated reading strategies aligned to student reading performance levels.	Effectiveness of this action will be monitored through: Amira reading assessment data for English Learners Percentage of English Learners performing at Levels 4 and 5 (Baseline: 0%; 2025–2026: 16%) Movement of English Learners from Levels 1 and 2 to Levels 3, 4, and 5 These metrics will provide evidence of whether targeted literacy intervention and supplemental English Learner supports are increasing reading proficiency, accelerating language acquisition, and improving progress toward

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	representing growth from the baseline when 0% of students performed at Levels 4 or 5. This progress demonstrates that instructional supports are having a positive impact but also highlights the continued need to accelerate literacy growth for students performing in lower reading levels. The English Learner reclassification rate increased from 27% at baseline to 29%, indicating modest progress toward language proficiency. However, the large percentage of students performing in Levels 1 and 2 indicates continued need for targeted literacy intervention and structured language development support. Educational partner feedback and student progress monitoring also indicate the need for continued family support to strengthen understanding of reading progress, English language development expectations, and reclassification pathways. These data demonstrate the need for targeted small-group reading instruction, individualized progress monitoring, and direct family engagement to accelerate literacy growth and English language acquisition for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	The use of paraprofessionals enables small-group reading instruction and targeted intervention time, increasing instructional intensity for students performing at Levels 1 and 2. This improves literacy growth because students receive focused practice in foundational reading skills, vocabulary development, language comprehension, and fluency in smaller instructional settings. Family support provided through the English Learner Specialist helps parents understand reading progress reports, assessment expectations, and reclassification requirements. This strengthens home-school partnership because families are better equipped to reinforce literacy development and support student progress toward English proficiency. This action is provided on an LEA-wide basis because English Learners are enrolled across grade levels and require coordinated systems of literacy support throughout the school. While all students benefit from strengthened instructional systems, this action is principally directed toward English Learners because it is specifically designed to accelerate reading growth, improve English language development, and increase progress toward reclassification.	reclassification for English Learner students.
4.3	**Action:** English Language Development	This action addresses the identified academic needs of English Learners by ensuring that all	Effectiveness of this action will be monitored through:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Analysis of 2025–2026 California School Dashboard Academic Indicator data identified the need to strengthen designated and integrated English Language Development instruction to improve academic achievement for English Learners in both English Language Arts and Mathematics. English Learners continue to perform below standard in both academic areas. In English Language Arts, English Learners performed 78.7 points below standard, declining from the baseline of 57.1 points below standard, reflecting a decline of 21.6 points. In Mathematics, English Learners performed 55.8 points below standard, which reflects improvement from the baseline of 68.6 points below standard, but performance remains significantly below grade-level expectations. These data indicate that while some progress is occurring in mathematics, English Learners continue to experience substantial academic language barriers that impact access to grade-level content, particularly in English Language Arts. Because English Learners require both language development and access to rigorous academic instruction, these outcomes demonstrate the need for strengthened instructional scaffolding, intentional integration of language supports across content areas, and consistent implementation of designated	English Learner students receive both designated and integrated English Language Development instruction aligned to California English Language Development Standards. Designated English Language Development provides explicit instruction focused on language acquisition, vocabulary development, grammar, oral language production, and academic discourse. This increases English Learners' language proficiency because students receive direct instruction targeted to their current language development level. Integrated English Language Development ensures that language development occurs across all content areas. Instructional scaffolding embedded within core academic instruction increases comprehension because teachers intentionally provide linguistic supports that make grade-level academic content accessible while simultaneously developing language proficiency. Providing a rigorous, intellectually rich, standards-based curriculum with strategic scaffolding strengthens academic achievement because English Learners engage with grade-level concepts while receiving the language supports necessary to participate meaningfully in instruction. Access to the full curriculum, combined with appropriate English Learner supports and services, improves academic outcomes because students are not removed from rigorous learning opportunities and instead receive targeted	California School Dashboard Academic Indicator for English Language Arts (Baseline: 57.1 points below standard; 2025–2026: 78.7 points below standard) California School Dashboard Academic Indicator for Mathematics (Baseline: 68.6 points below standard; 2025–2026: 55.8 points below standard) Annual change in distance from standard for English Learners in ELA and Mathematics English Learner Progress Indicator English Learner reclassification rate ELPAC proficiency level growth These metrics will provide evidence of whether designated and integrated English Language Development instruction is improving English Learner access to rigorous academic content, accelerating language

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Development aligned to student proficiency levels. The data also indicate a need to ensure that all English Learners receive consistent access to standards-based instruction that builds academic language, strengthens comprehension, and increases participation in rigorous classroom learning. **Scope:** Limited to Unduplicated Student Group(s)	supports that enable success within core instruction. This action is provided on an LEA-wide basis because English Learners are enrolled across multiple grade levels and content areas, requiring a coordinated schoolwide instructional system that ensures consistent implementation of designated and integrated English Language Development. While all students benefit from strengthened instructional practices, this action is principally directed toward English Learners because it is specifically designed to address language acquisition barriers contributing to below-standard performance in English Language Arts and Mathematics.	acquisition, and reducing performance gaps in English Language Arts and Mathematics.

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.

In Action 4.3: Our methodology for including the planned percentage of 5.6% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE.

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.

Additional concentration grant funding will be used to pay for a percent of a teacher to implement Visual and Performing Arts standards.

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		28:1
Staff-to-student ratio of certificated staff providing direct services to students		18:1

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	$2,090,186	424,709	20.319%	0.000%	20.319%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$587,835.00	$291,581.00	$0.00	$19,547.00	$898,963.00	$741,030.00	$157,933.00

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	Base Instruction Program	All	No			All Schools		$26,616.00	$33,100.00	$31,716.00	$28,000.00			$59,716.00	
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$49,403.00	$2,000.00	$51,403.00				$51,403.00	
1	1.3	PLC Work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$10,460.00	$0.00	$10,460.00				$10,460.00	
1	1.4	Visual, Performing Arts and Media	All	No			All Schools		$130,270.00	$5,000.00	$102,270.00	$33,000.00			$135,270.00	
1	1.5	Enrichment Academic Offerings and Extra-curricular Opportunities	All	No			All Schools		$226,337.00	$31,689.00	$27,445.00	$230,581.00			$258,026.00	
2	2.1	Home/School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$24,123.00	$6,724.00	$11,756.00			$19,091.00	$30,847.00	
2	2.2	Family/Community Activities	All	No			All Schools		$0.00	$5,120.00	$5,120.00				$5,120.00	
2	2.3	Parent Learning Opportunities	All	No			All Schools		$1,056.00	$1,300.00	$1,900.00			$456.00	$2,356.00	
3	3.1	Response to Intervention (RTI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$86,917.00	$0.00	$86,917.00				$86,917.00	
3	3.2	Community Agency/Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$24,000.00	$0.00	$24,000.00				$24,000.00	
3	3.3	Attendance and Engagement	All	No			All Schools		$24,000.00	$0.00	$24,000.00				$24,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Transportation to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$70,000.00	$70,000.00				$70,000.00	
4	4.1	Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$11,230.00	$3,000.00	$14,230.00				$14,230.00	
4	4.2	Target Support of EL Students and Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$126,618.00	$0.00	$126,618.00				$126,618.00	
4	4.3	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										5.6%

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
$2,090,186	424,709	20.319%	0.000%	20.319%	$395,384.00	5.600%	24.516 %	**Total:**	$395,384.00
								LEA-wide Total:	$254,536.00
								Limited Total:	$140,848.00
								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**	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$51,403.00	
1	**1.3**	PLC Work	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,460.00	
2	**2.1**	Home/School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$11,756.00	
3	**3.1**	Response to Intervention (RTI)	Yes	LEA-wide	English Learners Foster Youth Low Income		$86,917.00	
3	**3.2**	Community Agency/Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$24,000.00	
3	**3.4**	Transportation to School	Yes	LEA-wide	English Learners Foster Youth Low Income		$70,000.00	
4	**4.1**	Professional Development	Yes	Limited to Unduplicated	English Learners		$14,230.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
4	**4.2**	Target Support of EL Students and Families	Yes	Limited to Unduplicated Student Group(s)	English Learners		$126,618.00	
4	**4.3**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners			5.6%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$904,404.71	$932,274.09

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**	Base Instruction Program	No	$20,126.71	21,127.83
1	**1.2**	Staff Professional Development	Yes	$73,698.00	74,438.80
1	**1.3**	PLC Work	Yes	$11,700.00	10,352.03
1	**1.4**	Visual, Performing Arts and Media	No	$106,328.00	120,568.25
1	**1.5**	Enrichment Academic Offerings and Extra-curricular Opportunities	No	$212,151.00	212,580.17
2	**2.1**	Home/School Communication	Yes	$70,328.00	70,426.67
2	**2.2**	Family/Community Activities	No	$5,100.00	5,300.00
2	**2.3**	Parent Learning Opportunities	No	$4,600.00	1,560
3	**3.1**	Response to Intervention (RTI)	Yes	$119,000.00	128,857.00
3	**3.2**	Community Agency/Services	Yes	$50,500.00	57,034.53
3	**3.3**	Attendance and Engagement	No	$30,000.00	29,618.66

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)
3	3.4	Transportation to School	Yes	$69,000.00	69,738.00
4	4.1	Professional Development	Yes	$15,600.00	12,670.61
4	4.2	Target Support of EL Students and Families	Yes	$116,273.00	118,001.54
4	4.3	English Language Development	Yes		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$467,570	$506,099.00	$541,519.18	($35,420.18)	5.600%	5.600%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Staff Professional Development	Yes	$73,698.00	74,438.80		
1	1.3	PLC Work	Yes	$11,700.00	10,352.03		
2	2.1	Home/School Communication	Yes	$50,328.00	70,426.67		
3	3.1	Response to Intervention (RTI)	Yes	$119,000.00	128,857.00		
3	3.2	Community Agency/Services	Yes	$50,500.00	57,034.53		
3	3.4	Transportation to School	Yes	$69,000.00	69,738.00		
4	4.1	Professional Development	Yes	$15,600.00	12,670.61		
4	4.2	Target Support of EL Students and Families	Yes	$116,273.00	118,001.54		
4	4.3	English Language Development	Yes			5.6%	5.6%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,287,958	$467,570	0%	20.436%	$541,519.18	5.600%	29.268%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024