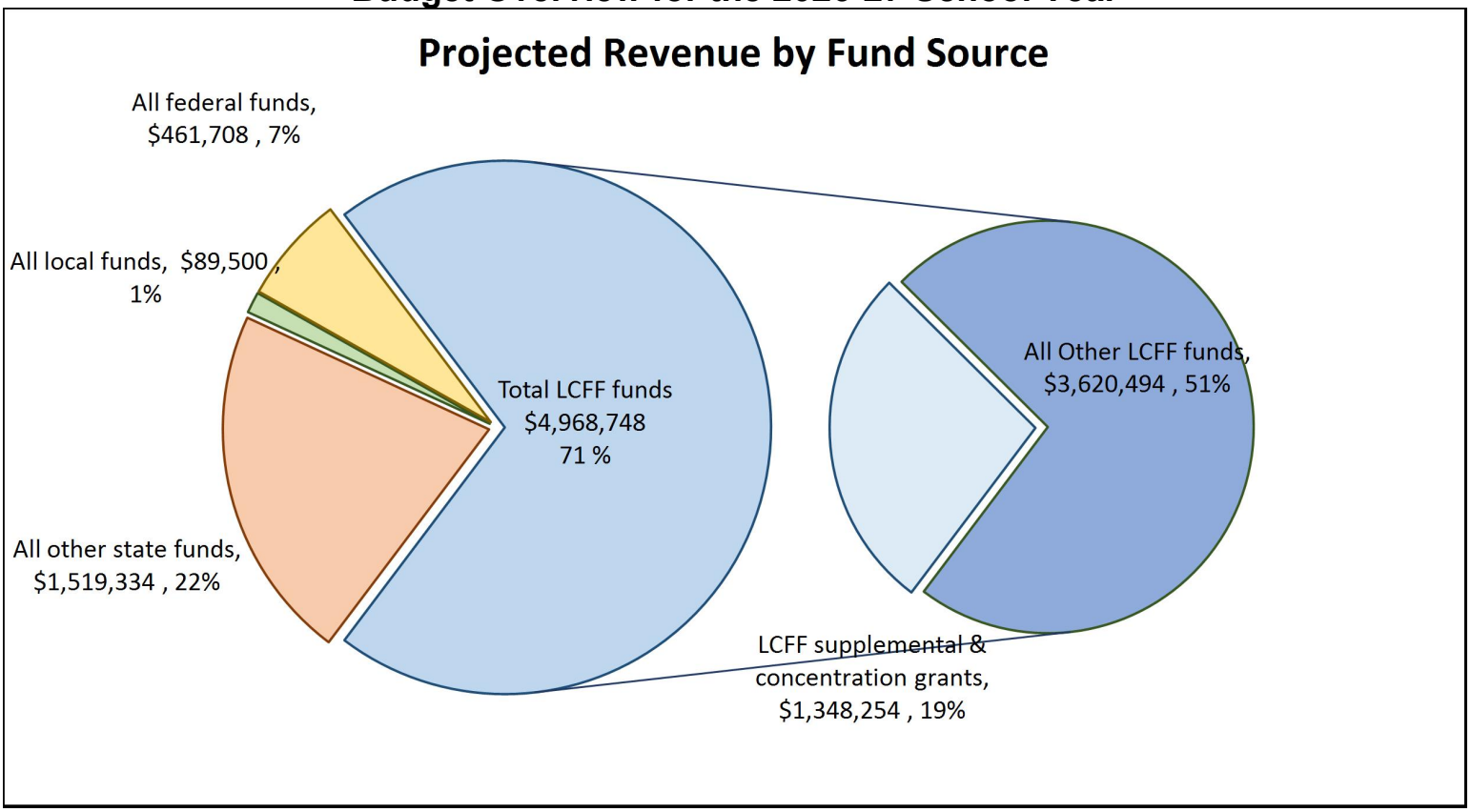
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha Cindy Avitia High School
CDS Code: 43694270132274
School Year: 2026-27
LEA contact information:
Dave Hoopes
Principal

408-209-4458

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

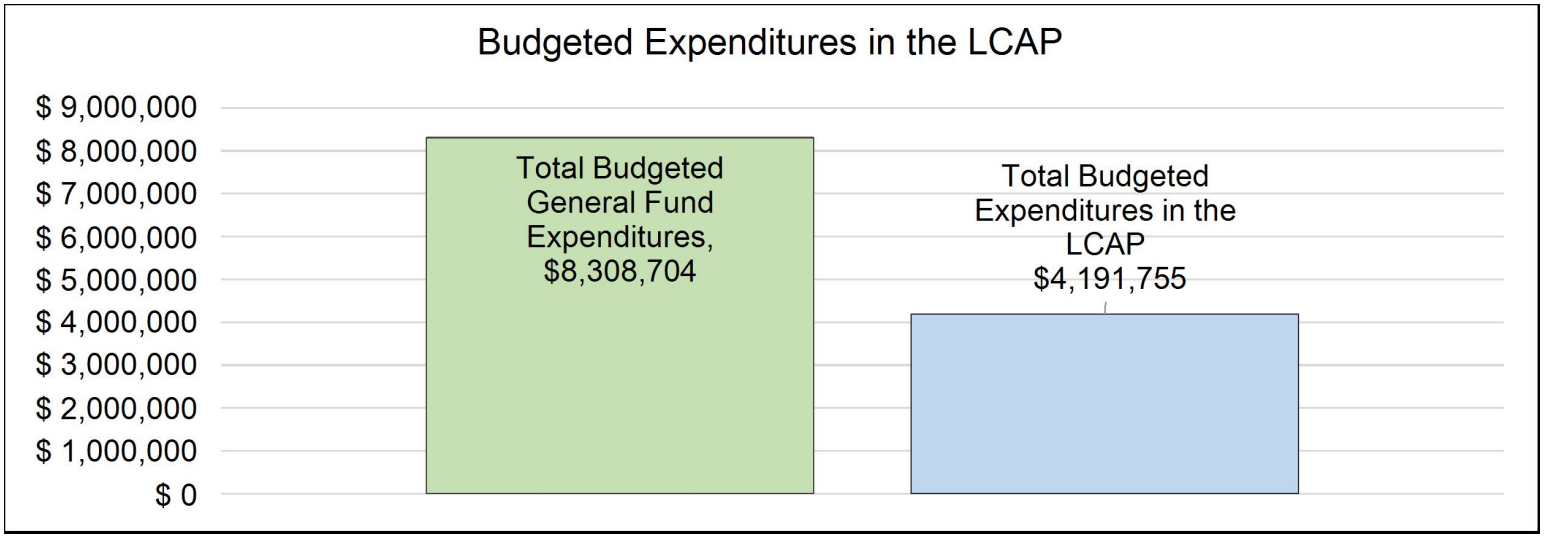


This chart shows the total general purpose revenue Alpha Cindy Avitia High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpha Cindy Avitia High School is $7,039,290, of which $4,968,748 is Local Control Funding Formula (LCFF), $1,519,334 is other state funds, $89,500 is local funds, and $461,708 is federal funds. Of the $4,968,748 in LCFF Funds, $1,348,254 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 Alpha Cindy Avitia High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alpha Cindy Avitia High School plans to spend $8,308,704 for the 2026-27 school year. Of that amount, $4,191,755 is tied to actions/services in the LCAP and $4,116,949 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

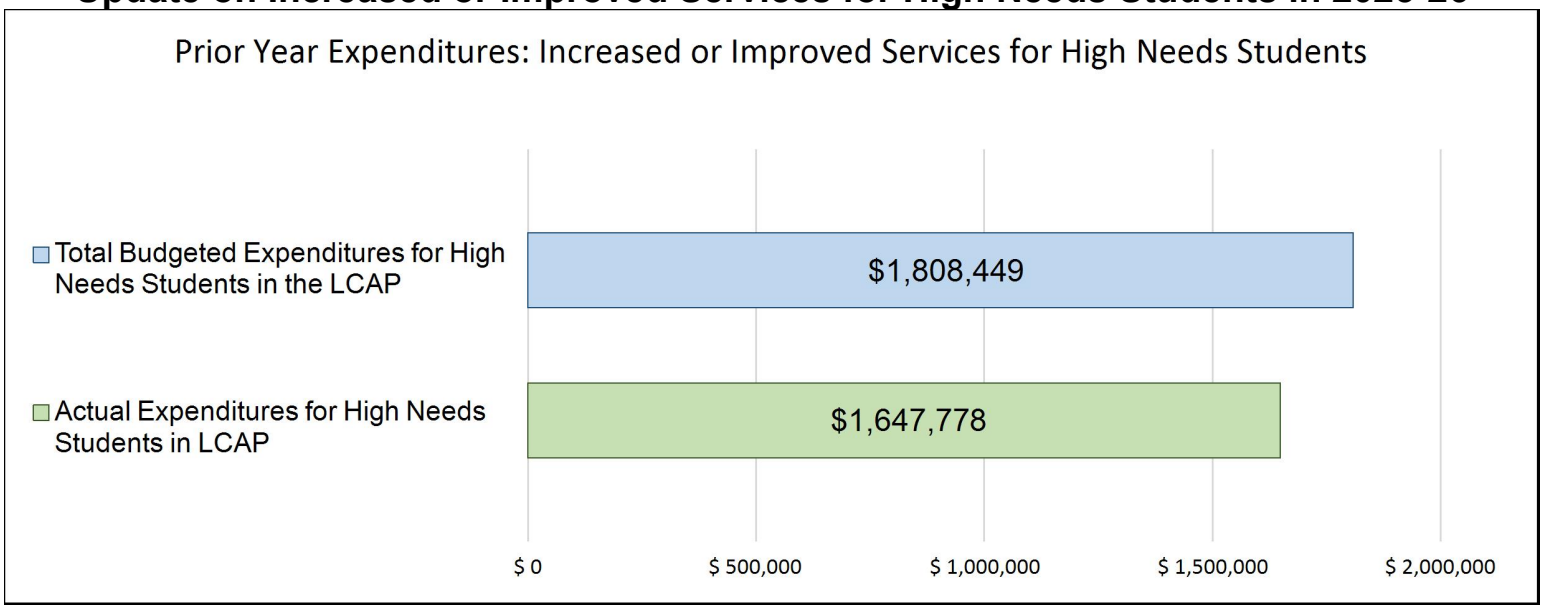
Within the school's General Fund Budgeted Expenditures, there are some core services that are not included within the LCAP. This includes services such as Core Teachers and Administrators and operational expenses.

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

In 2026-27, Alpha Cindy Avitia High School is projecting it will receive $1,348,254 based on the enrollment of foster youth, English learner, and low-income students. Alpha Cindy Avitia High School must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha Cindy Avitia High School plans to spend $1,724,892 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Alpha Cindy Avitia High School's LCAP budgeted $1,808,449 for planned actions to increase or improve services for high needs students. Alpha Cindy Avitia High School actually spent $$1,647,778.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $160,671 had the following impact on Alpha Cindy Avitia High School’s ability to increase or improve services for high needs students:

School enrollment was lower than originally budgeted, impacting available revenues. Actions and Services were adjusted in accordance with that revenue change.

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
Alpha Cindy Avitia High School	Dave Hoopes Principal	dhoopes@alphapublicschools.org 408-209-4458

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.

Alpha: Cindy Avitia High School (CAHS) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by Principal David Hoopes and a team of dedicated and skilled teachers, Alpha: Cindy Avitia High School (CAHS) prepares all students for college with the knowledge, skills, and self--discipline needed to succeed in college and beyond. Alpha supports families through every step of the college process to ensure students successfully apply to, enroll, and succeed throughout college. CAHS is a small, safe and tuition--free community school that opened its doors to its first class of 9th graders in the summer of 2015.

The school currently serves grades 9 to 12, and graduated its first class in 2018-19. CAHS students are primarily Latino, and reside in East San Jose. CAHS serves approximately 340 students, 83.3% of which are socioeconomically disadvantaged. The school's demographic profile is 95% Latino, 2.3% Asian, 1.2% White, and less than 1% African American, American Indian, and Pacific Islander. We serve a student body that is 48.7% English Learners and 18.2% Students with Disabilities (Source: CDE DataQuest). Many students will be the first in their families to attend college. The school is named in honor of Alpha's first board president, Cindy Avitia. Born and raised in East San Jose, Cindy served her community as an activist across many issues, a social and civil rights advocate, and an immigration attorney. Alpha is honored to memorialize Cindy, her commitment to empowering her community, and the spirit of service she embodied.

Reflections: Annual Performance

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

As we reflect on our annual performance, Alpha Cindy Avitia High remains committed to evaluating our progress using data from the California School Dashboard and local data. This year's data reflects a mixed set of outcomes, with notable progress in English Learner achievement and school climate, alongside areas where academic performance continues to require focused attention and support. We remain committed to refining our strategies and implementing targeted actions to ensure equitable outcomes for all students. Based on the 2025 CA School Dashboard, our strengths and growth areas are as follows:

- Dramatic Improvement in English Learner Progress: 52.7% of English Learners made progress toward English language proficiency, receiving a Green performance level - an increase of 21.9 percentage points. Long-Term English Learners achieved an even more exceptional result, with 56.4% making progress - a 29.2-point increase, earning a Blue performance level. The percentage of ELs who progressed at least one ELPI level nearly doubled from 27.2% to 49.7%, while those who decreased fell from 34.9% to 16.6%.
- Significant Decline in Suspension Rate: The Suspension Rate declined by 4.6 percentage points to 3.0%, receiving a Green performance level. All five reportable student groups earned Green: English Learners (3.2%, declined 7.0 points), Hispanic students (3.2%, declined 4.5 points), Long-Term English Learners (2.3%, declined 7.2 points), Socioeconomically Disadvantaged students (3.0%, declined 4.8 points), and Students with Disabilities (1.3%, declined 6.6 points). The reduction from 7.6% in 2024 to 3.0% in 2025 reflects a meaningful shift in discipline approach across the school.
- College/Career Preparedness Above State Average: 56.7% of graduates were designated as Prepared on the College/Career Indicator, receiving a Yellow performance level and exceeding the state average of 51.7%. English Learners maintained their Prepared rate at 39.3% (Yellow). After a steep decline to 28.8% Prepared in 2023, the school has recovered to 56.7%, demonstrating continued focus on its college readiness programming.

We are encouraged by the areas of growth reflected in our Dashboard results, particularly in school climate and English learner progress. However, we acknowledge several areas where outcomes declined and additional focus is needed to improve student achievement and outcomes.

- Decline in English Language Arts Performance: ELA performance saw a significant decline of 66.6 points to 104.7 points below standard, receiving a Red performance level. All three reportable student groups received Red: English Learners at 140.9 points below standard (declined 35.8 points), Hispanic students at 117.0 points below standard (declined 66.7 points), and Socioeconomically Disadvantaged students at 107.7 points below standard (declined 66.0 points).
- Decline in Mathematics Performance: Math performance declined 40.9 points, with All Students at 163.3 points below standard, resulting in a Red performance level. Student groups including English Learners (189.1 points below standard), Hispanic students (174.6 points below standard), and Socioeconomically Disadvantaged students (165.0 points below standard) also received a Red performance level, highlighting the need for targeted mathematics interventions and instructional support.
- Decline in Graduation Rate: The Graduation Rate Indicator is Orange, with 82.7% of students graduating, representing an 8.8% decline from the prior year. Several student groups also received an Orange performance level, including English Learners (73.2%), Hispanic students (81.1%), Long-Term English Learners (77.5%), and Socioeconomically Disadvantaged students (81.8%), indicating the need to strengthen systems that support students toward on-time graduation.

Alpha Cindy Avitia is not an Equity Multiplier School.

Learning Recovery and Emergency Block Grant: Cindy Avitia has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

NA: Not on DA

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.

NA: Not on 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.

NA: Not on CSI

Monitoring and Evaluating Effectiveness

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

NA: Not on CSI

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
All educational partners (administrators, teachers, non-instructional staff members, students, SSC (PAC) members, ELAC members, SELPA, and other parents of our students)	During the 2025-26 school year, Alpha Public Schools undertook a robust and inclusive engagement process with all educational partners: administrators, teachers, non-instructional staff members, students, School Site Council members, English Learner Advisory Committee members, and families. Please see below for the various ways that stakeholders have been engaged:
Families	• Family Survey: This survey is administered to families two times per year, in Fall and Spring. The survey included statements for families to provide their input on the school's engagement efforts and their perspectives on student experience. Questions centered on school safety, belonging, efforts to include family voice in school decision making, and satisfaction with instruction and levels of preparedness for their students. • SSC and ELAC Meetings: Our SSC and ELAC met quarterly this past year and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and Actions. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. • Coffee with the Principal: These meetings took place regularly this past year, providing families with the opportunity to give input on the work happening at the school and progress being made toward our goals

Educational Partner(s)	Process for Engagement
Staff/Admin	• Teacher & Staff Engagement Survey: These surveys were administered to all teachers and to all staff members two times per year in Fall and Spring and gave an opportunity for staff to share feedback on their experience at Alpha. • Lead Team Meetings: The lead team met regularly to plan for the leading of professional learning communities for staff, driving decisions around academic, attendance and social emotional supports and needs. • Leadership LCAP Meetings: Principals met with network-wide leadership to discuss the successes and challenges of the 25-26 action implementation.
Students	• Annual Student Survey: Student Culture Surveys were administered two times a year in Fall and Spring. Questions centered on school safety, belonging, and student experience in school. • Student Leadership: A new student leadership elective class was created this year, providing students with a structure to identify and address areas of opportunity at the school.
SELPA	Our LCAP was sent to our El Dorado County SELPA for review and comment in June 2026.
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 10, 2026 and the LCAP was approved at the board meeting on June 10, 2026.

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

Educational partner feedback gathered through surveys, community engagement, meetings, and data reflection processes played an important role in shaping the development of the 2026–27 LCAP. Overall, educational partners expressed satisfaction with the school's current goals, actions, and the progress being made toward improving student outcomes, school culture, and family engagement. Feedback from students, families, and staff reflected a strong sense of community and support across the school.
Student survey results demonstrated positive perceptions of school climate and student-adult relationships. During the 2025–26 school year, 88.2% of students responded favorably to the survey question measuring student safety and to the statement, "I feel that there is at least one adult who cares about me." Family survey data similarly reflected strong positive perceptions of the school community, with 96.19% of

families reporting a strong sense of belonging and connectedness to the school community, 94.29% agreeing that the school listens to family voice and input when making decisions, 95.02% reporting satisfaction with opportunities to engage in school activities and programs, and 92.3% reporting satisfaction with the level of physical and emotional safety at the school.
Educational partners consistently shared positive feedback regarding the school culture, supportive relationships with staff, and the overall sense of community at the school. Stakeholders also expressed appreciation for the continued growth of student activities, clubs, engagement opportunities, and leadership experiences available to students. Students specifically expressed a desire for additional opportunities for student voice, leadership, school activities, and clubs that promote greater connection and engagement on campus.
While educational partners expressed overall satisfaction with the school's direction and progress, engagement and data reflection also identified several opportunities for refinement and continuous improvement within the adopted LCAP.
Under Goal 1, the school will continue strengthening its Multi-Tiered System of Supports (MTSS) through weekly Coordination of Services Team (COST) and MTSS meetings, ongoing use of a digital "watch list" tool to monitor attendance, academics, and behavior, and the development of individualized student support plans. Additionally, Action 1.4 was updated and renamed "Academic Intervention Model" to capture the range of interventions the school adopts to support student academics.

Under Goal 2, the school will continue prioritizing instructional quality through strengthened observation and coaching cycles focused on the use of high quality instructional materials with fidelity, as well as professional learning opportunities to develop teacher practice in providing rigorous, standards-aligned instruction with access to all students.

Under Goal 3, the school will deepen implementation of restorative justice practices by building teacher capacity to independently and consistently implement restorative approaches within daily classroom routines. Additionally, in response to stakeholder feedback requesting more leadership opportunities and student engagement activities, the school will be expanding the Student Leadership class that began in the 25-26 SY into a more formal student government structure with elected student leadership positions and increased opportunities for student voice in decision-making processes.

Under Goal 4, the school will prioritize improving communication systems with families by strengthening the collection and verification of family contact information and implementing more consistent outreach processes to ensure families reliably receive school communications and updates.

Under Goal 6, the school will transition from a standalone College Prep Seminar to a more integrated advisory-based model to provide students with instruction focused on college readiness and access. Advisory teachers will deliver differentiated instruction by grade level, and the Dean of College Programs will focus more on curriculum development, teacher coaching, targeted student supports, and earlier intervention for 9th and 10th grade students. The school will also strengthen systems for monitoring A-G completion through a more collaborative, cross-functional team approach and continue expanding college readiness visibility and engagement across the campus.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The rationale for establishing the academic goal focused on our subgroups, particularly in English Language Arts (ELA) and Math, is grounded in our commitment to equity and the urgent need to address the educational disparities exacerbated by the pandemic. The pandemic's impact on education has been profound and uneven, with our subgroups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, facing significant challenges that have resulted in disproportionate outcomes compared to their peers. As a result, on the 2023 CA Dashboard in ELA, our EL, SED, and Hispanic subgroups had a performance color of Red in ELA and Orange in Math.

Of note, in ELPI, our English Learners had a 50.9% progress rate and were Green on the 2023 CA School Dashboard.

Our decision to prioritize this goal is in direct response to feedback from our educational partners, including teachers, staff, and parents, who have consistently emphasized the necessity of improving academic outcomes for these subgroups. The collective insights gathered through the LCAP engagement process highlighted a shared understanding that targeted efforts are needed to ensure all students have equitable opportunities to succeed.

To address these disparities, we are committed to implementing comprehensive strategies that include enhancing our Tier 1 instructional practices to ensure a strong foundation of quality teaching and learning for all students. We recognize the importance of specialized intervention programs that provide additional support to students who are not meeting standards. Our approach includes strengthening English Language Development (ELD) support to better assist English Learners in achieving proficiency in ELA, and enhancing academic and behavioral supports for students with special education needs. These targeted interventions are designed to address the specific learning gaps and challenges faced by these students.

Our commitment to this goal is data-driven, relying on comprehensive analysis to identify the areas of greatest need and to monitor the effectiveness of our interventions. Through continuous assessment and reflection, we will adapt our strategies to ensure they are meeting the intended objectives and making a measurable impact on student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL access to CCSS and ELD standards Data Source: Local Indicator Priority 2 Survey	2023-2024 Survey: 4.3 (Average score on the Priority 2 Self-Reflection Survey for EL students Accessing CCSS and ELD Standards)	SY 24-25: 4.3 out of 5	SY 25-26: 5 out of 5	Maintain 4.0 or higher	+.7
1.2	ELPI Data Source: CA School Dashboard	2023 CA School Dashboard: 50.9% (Green)	2024 CA School Dashboard: 30.8% (Red)	2025 CA School Dashboard: 52.7% (Green)	2026 CA School Dashboard: 57% (Green)	+1.8 percentage points
1.3	Reclassification Rates Data Source: Internal Calculations	2023-2024: 7.35%	SY 24-25: 2.5%	SY 25-26: 13%	2026-2027: 10%	+5.65 percentage points
1.4	SBAC Distance From Standard (DFS) ELA Data Source: CA School Dashboard	2023 CA School Dashboard EL: Red 105.4 pts below SPED: 165.2 pts below Hispanic: Red 73.1 pts below SED: Red 77 pts below	2024 CA School Dashboard: EL: -105.1 (Red), +0.3 LTEL: -110, +54.3 SWD: -115.7, +49.5 Hispanic: -50.3 (Orange), +22.7 SED: -41.7 (Yellow), +35.3	2025 CA School Dashboard: EL: -140.9 (Red), -35.8 LTEL: -158.2, -48.2 SWD: -166.5, -50.7 Hispanic: -117 (Red), -66.7 SED: -107.7 (Red), -66	2026 CA School Dashboard: EL: Orange 90 pts below SWD: Orange 150 pts below Hispanic: Orange 58 pts below FRL: Orange 62 pts below	EL: -35.5 points LTEL: N/A — no baseline listed SWD: -1.3 points Hispanic: -43.9 points SED: -30.7 points
1.5	SBAC Distance From Standard (DFS) Math Data Source: CA School Dashboard	2023 CA School Dashboard EL: Orange 150.4 pts below SPED: 182.6 pts below Hispanic: Orange 116 pts below	2024 CA School Dashboard: EL: -164.3 (Red), -13.9 LTEL: -154.3, +36.4 SWD: -185.7, -3	2025 CA School Dashboard: EL: -189.1 (Red), -24.9 LTEL: -193.2, -38.9 SWD: -220.1, -34.5	2026 CA School Dashboard: EL: Orange 135 pts below Hispanic: Yellow 101 pts below FRL: Yellow 102 pts below	EL: -38.7 points LTEL: N/A — no baseline listed SWD: -37.5 points Hispanic: -58.6 points SED: -47.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: Orange 117.4 pts below	Hispanic: -132.4 (Red), -16.4 SED: -129.3 (Red), -11.9	Hispanic: -174.6 (Red), -42.1 SED: -165 (Red), -35.8	SWD: Orange 168 pts below	

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.

Overall, the actions under Goal 1 were largely implemented as planned, with only minor adjustments made in response to staffing changes and emerging student needs. The school maintained a strong focus on improving outcomes in English Language Arts (ELA) and Math for all student groups through targeted supports for English Learners, Students with Disabilities, and students requiring additional academic intervention.

The school expanded its English Language Development (ELD) programming by adding an additional ELD teacher and increasing the number of ELD classes offered (Action 1.1). This expansion strengthened designated ELD instruction and allowed for more targeted support for English Learners and Long-Term English Learners (LTELs). In addition, the Associate Director of ELD conducted co-observations of ELD blocks across classrooms to monitor implementation and provide feedback to site leadership, supporting continuous improvement. A key success was the increased focus on curriculum alignment and instructional consistency. Additionally, for action 1.2 (High Quality ELD Curriculum), the school continued to implement its high-quality ELD curriculum and aligned professional development to help staff build skills on supporting English Learners across all content areas.

For Action 1.3 (Students with Disabilities Supports), collaborative structures between General Education and Special Education staff were maintained, including co-teaching and data-driven planning. The school began the year with two Education Specialists, with a mid-year vacancy addressed by transitioning to a virtual Education Specialist model to ensure continuity of services. Despite this adjustment, the school continued to provide small group interventions and accommodations aligned to student needs.

We continued to implement a tiered intervention model focused on small group instruction, informed by analysis of student data (Action 1.4). The school staffed one Academic Interventionist who collaborated with teachers to provide small group instruction and supports for students. The use of Learning Recovery Emergency Block Grant (LREBG) funds supported intervention efforts at the school. Notably, this year the school implemented a more robust Multi-Tiered System of Supports (MTSS model), including a weekly Coordination of Services Team (COST) and a formal Student Success Team (SST) referral system. The school developed a system using a point-based approach that incorporates data such as attendance, behavior, and academic performance to proactively identify students in need of support. This system improved early identification and intervention for students who may have otherwise been overlooked, and this system will continue to be refined in the 26-27 SY.

Tier 1 instructional practices (Action 1.5) were implemented with increased strength and consistency. The Alpha Network Team strengthened the teacher observation cycle, which was used to regularly calibrate expectations, provide feedback, and ensure alignment to the school's instructional vision. These structures created more frequent and intentional opportunities for collaboration between site leadership and the network academic team. This reinforced strong messaging and focus on the implementation of adopted instructional materials with fidelity

Across all actions, successes included expanded and strengthened ELD programming, strengthened MTSS process, and a focus on implementing strong Tier 1 instruction. Challenges primarily centered around staffing transitions, particularly impacting the school's ability to provide a robust intervention model. Despite these challenges, the school maintained a strong commitment to implementing planned actions and adapting systems to ensure continued support for all student groups.

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.

No material differences between budgeted and estimated expenditures.

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

The effectiveness of the actions under Goal 1 shows clear strengths in English Learner progress alongside continued growth opportunities in improving academic outcomes in English Language Arts (ELA) and Mathematics for key student groups.

The strongest evidence of effectiveness is seen in the English Learner Progress Indicator (ELPI), where Alpha Cindy Avitia High achieved a Green performance level, with 52.7% of English Learners making progress—an increase of 21.9 percentage points from the prior year . Additionally, Long-Term English Learners (LTELs) performed at the Blue level, with 56.4% making progress, increasing by 29.2 percentage points. This significant growth reflects the impact of strengthened ELD systems (Actions 1.1 and 1.2), including the expansion of ELD supports, the addition of a second ELD teacher, implementation of a high-quality ELD curriculum, and increased monitoring of instruction through walkthroughs and co-observations. These actions improved access to designated and integrated ELD, and the school demonstrated meaningful progress toward English language proficiency, particularly for LTEL students.

At the same time, the data indicate that these gains in language development have not yet translated into improved academic outcomes in ELA for student groups. All numerically significant student groups were in the Red performance level on the 2025 CA School Dashboard. English Learners are 140.9 points below standard (declined 35.8 points), Hispanic students are 117.0 points below standard (declined 66.7 points), and Socioeconomically Disadvantaged students are 107.7 points below standard (declined 66.0 points). Long-Term English Learners and Students with Disabilities represent the most significant areas of need, at 158.2 points below standard (declined 48.2 points) and 166.5 points below standard (declined 50.7 points) respectively. These results suggest that while instructional and intervention systems (Actions 1.3, 1.4, and 1.5) are in place—including co-teaching, MTSS structures, and small group intervention—they have not yet been effective in accelerating literacy outcomes for these student groups.

A similar pattern is evident in Mathematics, where student group outcomes indicate that current strategies have not yet resulted in meaningful acceleration toward grade-level standards. English Learners are 189.1 points below standard (declined 24.9 points), Hispanic

students are 174.6 points below standard (declined 42.1 points), and Socioeconomically Disadvantaged students are 165.0 points below standard (declined 35.8 points). The most significant areas of need continue to be Long-Term English Learners at 193.2 points below standard (declined 38.9 points) and Students with Disabilities at 220.1 points below standard (declined 34.5 points).

These results directly informed the school's strategic shifts and increased focus during the current year. In response to the identified gaps in ELA and Math outcomes for student groups, the school implemented several key improvements, including expanding ELD programming, strengthening curriculum implementation and professional development, refining co-teaching and collaboration structures for Students with Disabilities, and enhancing intervention systems. Additionally, the launch of a more robust MTSS framework, including weekly COST meetings, a formal SST process, and new data dashboard for student tracking represents a significant advancement in proactively identifying and supporting students in need. While these initiatives were implemented after the data reflected in the current CA School Dashboard, they represent a targeted and responsive effort to address root causes of underperformance. As a result, the school is optimistic that these strengthened systems and increased alignment across its tiered instructional model will lead to improved student outcomes in the upcoming assessment cycle.

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

Following a year of mixed outcomes, including strong increases in ELPI but declines across student groups in English Language Arts and Mathematics, the school will maintain the overall Goal 1 focus, metrics, target outcomes, and actions for the coming year while making some strategic adjustments. While academic outcomes in ELA and Math indicate that current strategies have not yet resulted in the desired levels of growth, the school did see positive progress in English Learner outcomes, achieving a Green performance level on ELPI. This signals that targeted language development supports are having a meaningful impact and can serve as a foundation for continued improvement. While no significant structural changes will be made to the goal for our final year of our 3-year LCAP cycle, we will instead focus on strengthening the implementation of existing actions and refining instructional practices to better meet the needs of student groups.

Next year, we will continue to deepen and refine our Multi-Tiered System of Supports (MTSS) through the continued implementation of a clear MTSS structure for the school. Building on the foundation established this year, the school will maintain weekly Coordination of Services Team (COST) and MTSS meetings, led by a cross-functional team that includes the Dean of Students, Counselor, Dean of College Programs, and Community Schools Coordinator. A key component of this work is the use of a "watch list" data dashboard which allows staff to identify and prioritize students based on indicators such as attendance, academics, and behavior. This system enables more strategic, data-driven decision-making and ensures that students most in need receive timely and targeted support. Following MTSS meetings, individualized academic and/or behavior plans will be developed in collaboration with students and teachers, with progress monitored through regular follow-up cycles. Early indicators, including improving internal MAP assessment results, suggest that these systems are beginning to positively impact student outcomes. With continued implementation and refinement in year two, the school anticipates stronger, more consistent growth across multiple assessment measures.

Additionally, we will make a targeted update to Action 1.4, which will be renamed "Academic Intervention Model" While the core focus on small group intervention remains the same, this title better captures the range of interventions the school is adopting to support student academics.

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	English Learner Supports	With a Red Performance Level for our English Learners on the ELPI, ELA, and Math Indicators for the 2024 Dashboard, our focus and supports for English Learners will include: • Continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD • Conduct professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • ELD Specialist, in partnership with coaches, monitors implementation of strategies to support English Learners throughout the school year through coaching, walkthroughs, and observations. Our supports for Long-Term English Learners (LTELs) will include: • Implement adopted curriculum, National Geographic Pathways Level 4 • Utilize formative and summative assessments to monitor LTEL students' progress in language proficiency and academic achievement. Adjust instructional strategies based on data to meet students' evolving needs. • Instruction will be differentiated to meet the specific needs of LTELs • Provide ongoing professional development for teachers on effective strategies for teaching LTELs, including culturally responsive teaching practices and scaffolding techniques.	$115,918.00	Yes
1.2	High Quality ELD Curriculum	• Purchase and provide training for high quality ELD curriculum, such as EL Achieve • Use standardized assessments to identify, monitor, and adjust supports for implementation of ELD curricula and ELA strategies	$30,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Students with Disabilities Supports	• Maintain structured collaborative spaces between General Education and Special Education staff focusing on data analysis and student accommodations. • Conduct targeted ELA and Math intervention in small groups using high quality instructional materials. • Continue the implementation and enhancement of our co-teaching model, focusing on English Language Arts and Mathematics. • Continue involvement with our SELPA - El Dorado County Office of Education(i.e. continued support and consultation with Program Specialist around programming for students with disabilities). • Special education teachers participate in SELPA led professional development. • Continue to attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities. • Special Education team continuing to participate in statewide compliance monitoring from our SELPA Team.	$526,349.00	No
1.4	Academic Intervention Model	• Implement a tiered approach to intervention, with a focus on ELA and Math interventions. • Execute small groups for learners in need of intervention with a focus on our student groups receiving a Red on the 2023 CA School Dashboard in ELA (EL, Socioeconomically Disadvantaged, and Hispanic students), 2024 CA School Dashboard in Math (EL, Hispanic, and SED), and 2025 Dashboard in ELA and Math (EL, SED, and Hispanic). • Analyze and respond to data regularly Learning Recovery Block Grant Language: • We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand capacity by staffing additional roles to deliver small group instruction and targeted interventions. • This action is aligned with EC Section 32526(c)(2)(B), which allows for the implementation and expansion of evidence-based	$55,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning supports, such as one-on-one or small group tutoring and interventions designed to accelerate pupil academic proficiency. • Based on our needs assessment, which identifies ongoing academic gaps between all students and our significant student groups (including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), this expanded support is essential to providing differentiated, data-informed instruction that targets unfinished learning and accelerates progress. • Internal assessment data shows that students receiving increased Academic Interventionist or paraprofessional support demonstrate higher rates of growth on measures such as NWEA MAP, ELPAC, and CAASPP SBAC ELA and Math summative assessment. Therefore, this action is expected to directly address achievement gaps and support our most underserved learners.		
1.5	Tier 1 Strategy	By strengthening our Tier 1 instruction, we will elevate educational outcomes for all student groups, namely in ELA for English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Our action plan includes the following components: • Providing staff with ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. This utilizes an assets-based approach, and our curriculum represents a variety of voices and experiences to reflect our students' identities. • Focusing on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access through professional development and coaching on integrated strategies and scaffolds. • Building teacher skill in planning from data specific to subgroups (Hispanic, ELs, SWDs, and SED), identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy	Broad Goal

State Priorities addressed by this goal.

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.

Alpha is committed to supporting the growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. This goal underscores our dedication to providing a high-quality, comprehensive education that is tailored to the needs of our diverse student population, ensuring every student has the opportunity to excel.

Our 2023 CA School Dashboard ELA and Math outcomes for all students highlights the need to create this goal. We saw 8.6 pts of growth from our 2022 Dashboard results in Math, while we saw a significant drop in our ELA outcomes from 2022 to 2023. With the work currently taking place and the initiatives outlined in this new LCAP, we are excited to see the growth in our ELA and Math results.

By focusing on strong instructional practices, we are committed to delivering a rigorous, standards-aligned curriculum. Our assessment and data strategy will give us a structured process to gather meaningful data about student learning, which informs instructional decision-making and allows for targeted interventions when necessary This data-driven approach enables us to identify gaps in learning, monitor progress, and adjust our teaching strategies to better meet the needs of each student.

Lastly, offering a broad course of study is fundamental to providing a whole academic experience that prepares students for future success. This means going beyond the core subjects to include the arts, sciences, technology, and other areas of study that foster a well-rounded education. By providing a diverse range of learning opportunities, we not only cater to the varied interests and talents of our students but also help them develop critical thinking, creativity, and other essential skills that are vital in today’s world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standards-Aligned Instructional Materials Data Source: School Accountability Report Card (SARC)	22-23 SARC: 100% of students have access to standard aligned materials	2023-24 SARC: 100%	2024-25 SARC: 100%	100%	No difference
2.2	Implementation of academic standards Data Source: Local Indicator Priority 2 Survey	SY 23-24: 4.09 Average score on the Local Indicator Priority 2 Implementation of Academic Standards Survey	SY 24-25: 4.4 out of 5	SY 25-26: 4.65 out of 5	Maintain 4.0 and higher	+.2
2.3	Distance from Standard (DSF): ELA Data Source: SBAC	2023 CA School Dashboard All: 71.6 pts below (Red)	2024 CA School Dashboard All: Yellow -38 (+33.6)	2025 CA School Dashboard All: Red -104.7	All: 57 pts below (Orange)	-33.1 pts
2.4	Distance from Standard (DSF): Math Data Source: SBAC	2023 CA School Dashboard All: 115.3 pts below (Orange)	2024 CA School Dashboard All: Red -122.4 (-7.1)	2025 CA School Dashboard All: Red -163.3	All: 100 pts below (Yellow)	-48 pts
2.5	Broad course of study Data Source: Enrollment in AP Courses	SY 23-24: 35%	SY 24-25: 26.55%	SY 25-26: 31.13%	SY 26-27: 40%	-3.87 percentage points
2.6	Other Pupil Outcomes: Math Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 1.85	Fall '24 - Spring '25: .90	Fall 2025 to Winter 2026: 0.53	Fall 2026 to Spring 2027 School CGI >-.20	-1.32
2.7	Other Pupil Outcomes: ELA Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.74	Fall '24 - Spring '25: 1.31	Fall 2025 to Winter 2026: 0.95	Fall 2026 to Spring 2027 School CGI >-.20	+.21

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.

Overall, the actions under Goal 2 were implemented as planned, with strong systems in place to support high quality instruction, consistent assessment practices, and data-driven decision-making. The school maintained a strong focus on strengthening instructional practices, refining its assessment and data strategy, and ensuring all students had access to high-quality curriculum and instructional supports.

For Action 2.1 (Strengthen Instructional Practices), instructional staff engaged in ongoing, differentiated professional development aligned to Alpha's Teacher Rubric and Vision of Excellent Teaching. The school invests in a robust program of professional development for teachers and leaders, which includes summer professional development, Alpha network-wide professional development, Coach Development Meetings, and site-level development sessions. A key success this year was the increased fidelity of implementing observation and coaching cycles at the school. The school has seen a 100% completion rate for observations and feedback cycles, ensuring that all teachers received consistent coaching, actionable feedback, and support in applying instructional strategies. This consistency strengthened instructional quality across classrooms and improved alignment to schoolwide expectations.

The school continued to implement a standardized assessment system (Action 2.2), including CAASPP, NWEA MAP, and curriculum-based assessments. These assessments were administered consistently, and staff regularly monitored student performance data to identify trends and inform instructional adjustments. This structured approach supported a more cohesive understanding of student progress across grade levels and content areas.

For Action 2.3 (High Quality Curriculum), the school successfully implemented a range of high-quality curricular resources, including StudySync for ELA, Illustrative Mathematics, Discovery Education for Science, National Geographic for Social Studies, and EL Achieve for ELD. Teachers received training and ongoing coaching to strengthen internalization and delivery of these curricula. Regular observations and feedback cycles supported monitoring of curriculum implementation, with a continued focus on increasing rigor and alignment to standards. While implementation was consistent, ongoing support remains important to continue to deepen teacher expertise and ensure full fidelity of use of our high-quality instructional materials across all classrooms.

The school continues to make progress in establishing a strong, consistent data cycle (Action 2.4). A structured weekly rotation of data meetings was implemented, beginning with school leadership team analysis of schoolwide data to identify trends and instructional priorities. This analysis then translated into ongoing department meetings, where teachers engaged in collaborative data discussions, and further into individual coaching sessions to support targeted instructional adjustments. This layered approach to data analysis strengthened data literacy among staff and ensured that data was actively used to inform instruction at all levels of the organization.

We continue to maintain a 1:1 student device program and provide access to online learning platforms (Action 2.5) to reinforce classroom instruction and support additional practice outside of school. This ensured that all students, including socioeconomically disadvantaged students, had access to instructional materials and digital resources necessary for learning.

Associate Teachers (Action 2.6) were staffed to provide additional classroom support, including small group instruction and coverage when needed. While the intention was to leverage our Associate Teachers to provide more Tier 2 support, we ended up leveraging this role more for subbing to cover for classrooms.

For Action 2.7 (Broad Course of Study), the school continued to provide access to a broad and comprehensive curriculum, including physical education, visual and performing arts, and integrated supports for English Learners and Students with Disabilities. Both designated and integrated ELD were implemented, and specialized services were provided to ensure students with disabilities had access to the general education curriculum.

Overall, implementation of Goal 2 actions was strong, with key successes in accountability around the observation cycle and the use of our high quality instructional materials with fidelity. Throughout the year, the school built a strong foundation for instructional improvement that supports ongoing growth in student achievement.

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.

No material differences between budgeted and estimated expenditures.

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

The effectiveness of the actions under Goal 2 has been limited in terms of measurable impact on state assessment outcomes, though there is evidence that key instructional systems are strengthening and beginning to show early signs of progress. On the 2025 California School Dashboard, All Students remain in the Red performance level in both English Language Arts (104.7 points below standard) and Mathematics (163.3 points below standard) . These results indicate that Actions 2.1 through 2.4, focused on strengthening instructional practices, assessment systems, curriculum implementation, and data use have not yet been effective in producing improved outcomes on SBAC.

Despite these outcomes, there is evidence that the foundational systems intended to drive improvement are becoming more consistent and robust. Under Action 2.1 (Strengthen Instructional Practices), the school has achieved full fidelity in its observation and coaching cycles, with a 100% completion rate of observations and feedback. This represents a significant improvement in the consistency and quality of instructional support, creating stronger alignment to the school's Vision of Excellent Teaching. These systems are critical to improving classroom instruction, even if their impact has not yet translated to state assessment results.

Similarly, Actions 2.2 (Assessment Strategy) and 2.4 (Data Strategy) are showing early signs of effectiveness through stronger internal processes. The school has maintained a consistent assessment cadence and data analysis structures, which has contributed to strong growth on NWEA MAP assessments from fall to winter. This suggests that instructional adjustments based on data are beginning to positively impact student learning within the school year, though this progress has not yet carried over to SBAC performance.

Additional actions have supported the overall learning environment and access to instruction. Action 2.7 (Broad Course of Study) has expanded access to rigorous coursework, including a year over year increase in AP class enrollment to 31% of all CAHS students. While these actions support access and engagement, we are waiting for end of year assessment data to understand the full impact of this work.

In summary, while the actions under Goal 2 have not yet been effective in improving ELA and Math outcomes on the California School Dashboard, there is strong evidence that internal instructional, coaching, and data systems are becoming more consistent and aligned. These strengthened systems, along with early indicators of growth on internal assessments, suggest that the school is building the necessary foundation for future improvement, with a continued focus on translating these efforts into measurable gains on state assessments.

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

Following a year in which student performance on the 2025 Dashboard did not reflect the level of growth the school aimed to achieve, the school will maintain the overall Goal 2 focus, metrics, target outcomes, and actions for the final year of the three-year LCAP cycle. While external assessment data indicates that additional progress is needed, internal assessment trends suggest that current instructional improvements are beginning to positively impact student learning.

In particular, the school has prioritized strengthening its observation and coaching cycles, with a focus on improving instructional quality, consistency, and alignment to standards. This work will continue to be a central focus in the coming year, with an emphasis on strengthening internalization and delivery of our high quality instructional materials, implementing curricular assessments to provide actionable data, and developing teachers and leaders in their ability to respond to data.

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	Strengthen Instructional Practices	• Instructional staff will engage in differentiated PD, based on Alpha's Teacher Rubric and Vision of Excellent Teaching. • Coaches will monitor implementation of PD skills and learning through coaching and walkthroughs	$192,506.00	No
2.2	Assessment Strategy	• Continue to execute on a standardized assessment structure for all grades (CAASPP NWEA MAP, curricular assessments)	$36,091.00	No

Action #	Title	Description	Total Funds	Contributing
		• Monitor student data captured from regular assessments and use this data to identify strategies to support student growth		
2.3	High Quality Curriculum	• Purchase and provide training for high quality curriculum, including Discovery Education (Science),StudySync(ELA), Illustrative Mathematics (Math), and National Geographic (Social Studies), and EL Achieve (ELD). • Continue to strengthen the implementation and fidelity of use of these high quality curricular resources through internalization practices. • Monitor implementation of curriculum through regular cycles of weekly 1:1 coaching and regular observations and feedback. • To support our socioeconomically disadvantaged students and our Hispanic students, we intentionally select culturally inclusive curricula, for example, StudySync in ELA. StudySync updates its bank of texts monthly to include greater representation. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes.	$76,200.00	No
2.4	Data Strategy	• Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. • Strengthen data literacy to support use of data during individual coaching sessions, leadership team meetings, and department meetings. • Execute a consistent cadence of data analysis, collaborative SLT and Teacher data meetings, and observations, focused on ELA and Math.	$51,124.00	Yes
2.5	Online Platforms & Technology	To support our socioeconomically disadvantaged students, who make up 89% of the student population, we provide the following resources to students: • Provide chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with	$81,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class.		
2.6	Associate Teachers	• Staff Associate Teachers to provide additional classroom support and work with small groups of students to support Tier 2 strategies. • ATs will also work on coverages for teachers who are absent to ensure smooth transition and less disruption to student learning.	$73,728.00	Yes
2.7	Broad Course of Study	In order to support student achievement in all content areas and provide a broad course of study to all students, inclusive of our unduplicated population and students with disabilities, Alpha is focused on providing high-quality instruction in the following areas outside of our core program (ELA, Math, Science, Social Science), including Physical Education and an array of visual and performing arts. In addition, we also ensure that English learners receive the necessary language acquisition support to achieve English proficiency within five years while making continuous progress in core academic programs. This includes providing English learners at all proficiency levels with full access to all core academic programs through: • Integrated English Language Development (ELD): Support for academic language development within core content courses. • Designated ELD: Designated instruction tailored to address specific language learning needs. We will employ or contract with certificated education specialists to provide services for students with disabilities which shall include providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.	$394,717.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In light of the lingering effects of the pandemic, our commitment to cultivating a healthy and thriving school environment is more critical than ever. The pandemic and its aftermath have highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must include evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every student feels a sense of belonging and safety in our school community. This is evident as our 2023 CA School Dashboard Suspension rate was Orange.

By focusing on these areas, we not only adhere to our educational mission but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential.

Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, including restorative justice practices, positive behavioral interventions and supports (PBIS) systems, response to student culture and behavioral data, an SEL curriculum, and a robust attendance tracking system, among other actions highlighted throughout this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of identified instances where facilities do not meet the “good repair” standard	22-23 SARC: Overall Facility Rating of Exemplary	2023-24 SARC: Good Overall Rating	2024-25 SARC: Good Overall Rating	Facility Rating of Good or Exemplary	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: SARC					
3.2	Average Daily Attendance (ADA) Data Source: CALPADS	SY 23-24: 90.47% as of P2	SY 24-25: 90.27% as of P2	SY 2025-26 P2 ADA: 91.62%	95%	+1.3%
3.3	Chronic Absenteeism Data Source: CA School Dashboard	2022-2023 SY: All: 28% EL: 35% Hispanic: 29% SED: 29% SWD: 36%	24-25 SY YTD (May 13): All: 30.04% EL: 35.77% Hispanic: 31.44% SED: 29.14% SWD: 39.66%	SY 2025-26 as of 5/11 All: 23.85% EL: 32.48% Hispanic: 24.69% SED: 28.75% SWD: 21.15%	25% or below, overall and for student groups	All: -4.15 percentage points EL: -2.52 percentage points Hispanic: -4.31 percentage points SED: -0.25 percentage points SWD: -14.85 percentage points
3.5	Suspension Rate Data Source: CA School Dashboard	2023 CA School Dashboard: All Students: 4.2% (Orange) EL: 4.6% (Orange) Hispanic: 4.1% (Orange) SED: 4.4% (Orange) SWD: 6.8% (Orange)	2024 CA School Dashboard: All: 7.6% (Red) EL: 10.2% (Red) LTEL: 9.5% (Orange) Hispanic: 7.7% (Red) SED: 7.8% (Red) SWD: 7.9% (Orange)	2025 CA School Dashboard All: 3% (Green) EL: 3.2% (Green) LTEL: 2.3% (Green) Hispanic: 3.2% (Green) SED: 3% (Green) SWD: 1.3% (Green)	2026 CA School Dashboard: All Students: 3.3% (Green) EL: 3.7% (Green) Hispanic: 3.2% (Green) SED: 3.5% (Green) SWD: 5.9% (Green)	All Students: -1.2 percentage points EL: -1.4 percentage points LTEL: N/A — no baseline listed Hispanic: -0.9 percentage points SED: -1.4 percentage points SWD: -5.5 percentage points
3.6	Expulsion Rate Data Source: Internal Calculation	SY 23-24: 0%	SY 24-25: 0%	SY 25-26: 0%	0%	No difference
3.7	% of students who feel safe at school Data Source: Internal Survey	SY 23-24: 87.44%	SY 24-25: 91.62%	SY 2025-26: 88.2%	95%	+.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	% of students who feel that there is at least 1 adult who cares about them Data Source: Internal Survey	SY 23-24: 89.37%	SY 24-25: 91.1%	SY 2025-26: 88.2%	95%	-1.17%

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.

Overall, the actions under Goal 3 were implemented as planned, with a strong emphasis on building cohesive systems to support student safety, belonging, and engagement. The school focused on strengthening student culture, behavior systems, attendance, and overall student experience through a combination of data-driven practices, expanded programming, and proactive student supports.

The school maintained a comprehensive approach to monitoring and responding to student culture and behavior through the use of Dean's List, student culture data, and ongoing staff training (Action 3.1). While these systems were consistently implemented, the school identified an opportunity to refine the behavior referral process, as the volume of referrals indicated a need for clearer expectations and more consistent staff usage. At the same time, the school successfully maintained a low suspension rate and continued to prioritize alternatives to suspension through restorative practices and proactive interventions. The continued use of the Social Emotional Learning (SEL) curriculum (Action 3.2) and restorative justice practices (Action 3.3), supported by the Dean of Students, contributed to a supportive and relationship-centered approach to student behavior.

Attendance systems were a key area of strength this year, with clear structures and routines established to monitor and improve student attendance (Action 3.4). The school implemented weekly attendance meetings, ongoing student and family outreach, and targeted interventions such as advisory-based attendance competitions and attendance incentives such as Spirit Fridays to drive increased attendance. These efforts were supported by improved use of attendance dashboards and consistent communication systems, resulting in stronger accountability and increased focus on attendance across the school community.

The school also prioritized expanding student engagement and sense of belonging through increased investment in student experiences and programming (Action 3.6 and 3.8). This included the addition of a student leadership class, continued investment in extracurricular activities, sports, field trips, and after-school programs, all of which contributed to a more vibrant and inclusive school culture. Expanded learning opportunities after school and during the summer further supported student connection and engagement beyond the classroom.

The Community Schools Program (Action 3.7) further strengthened the school's ability to support students holistically. The Community Schools Coordinator played a critical role in coordinating college and career events, managing partnerships such as those with the Boys & Girls Club, supporting field trips, and contributing to data collection and the MTSS program. Additionally, students and families were supported through access to mental health services and resources, reinforcing the school's commitment to addressing both academic and non-academic needs.

Finally, the school continued to strengthen its Positive Behavioral Interventions and Supports (PBIS) framework (Action 3.10) by shifting toward a more proactive and positive recognition system. Weekly reporting structures that tracked grades, attendance, and positive behavior points helped reinforce positive student behaviors and contributed to a more supportive and inclusive environment. The school also ensured that all students had access to essential services, including nutritious meals through the National School Lunch Program (Action 3.9) and additional family support through monthly food bank distributions.

Overall, implementation of Goal 3 actions was strong and consistent. Key successes included attendance systems, student engagement initiatives, and the expansion of positive behavior supports. These efforts collectively contributed to a healthy and thriving school environment for all students.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions under Goal 3 have been effective in improving school climate, student behavior, and overall conditions for learning, as evidenced by strong outcomes in suspension and attendance data.
The most significant indicator of effectiveness is the improvement in suspension rates. According to the 2025 California School Dashboard, the school achieved a Green performance level for All Students, with a suspension rate of 3%, declining by 4.6 percentage points, and importantly, all student groups are in the Green performance level. This marks a meaningful improvement from prior years and demonstrates the success of systems aimed at reducing exclusionary discipline practices. This progress reflects the effectiveness of Action 3.1 (Monitor & Respond to Student Culture & Behavioral Data), Action 3.3 (Restorative Justice Practices), and Action 3.10 (PBIS Systems). The use of data systems such as DeansList, combined with proactive monitoring and restorative approaches, has contributed to more consistent and supportive responses to student behavior, resulting in fewer suspensions and a more inclusive school environment.
Attendance outcomes further demonstrate the effectiveness of the school's systems. Chronic absenteeism has decreased to 25%, down from over 30% in the prior year, and Average Daily Attendance (ADA) has remained steady at just above 90%. These improvements reflect the impact of Action 3.4 (Attendance Systems), including consistent monitoring through attendance dashboards, regular data meetings, and targeted interventions such as family outreach, incentives, and partnerships like Everyday Labs. These efforts have strengthened accountability and communication around attendance, contributing to improved student engagement.
Additional actions have supported a positive and inclusive school culture as demonstrated by our student culture survey results. 88.2% of students responding favorably to the survey question measuring student safety and to the question "I feel that there is at least 1 adult who

cares about me".Action 3.2 (SEL Curriculum) and Action 3.6 (Student Experiences) have contributed to building a sense of belonging and engagement through integrated social-emotional learning and expanded student activities, including events, field trips, and extracurricular opportunities. Action 3.7 (Community Schools Program) has further enhanced support systems by providing access to mental health services and strengthening coordination of resources for students and families. Expanded learning opportunities (Action 3.8) and access to essential services such as nutrition programs (Action 3.9) have also supported student well-being and engagement.
In summary, the actions under Goal 3 have been effective in creating a safer, more inclusive, and supportive school environment. The strong improvement in suspension outcomes across all student groups, along with reductions in chronic absenteeism and stable ADA, demonstrate that these systems are positively impacting student experience and engagement. The school will continue to build on these successes to further strengthen conditions that support student well-being and belonging.

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

Based on reflections from prior practice and engagement from our educational partners, the school will maintain the overall Goal 3 focus, including the existing metrics, target outcomes, and actions, for the final year of the three-year LCAP cycle. While no substantive changes were made to the structure of the goal, the school has identified key areas of refinement to strengthen implementation and improve outcomes related to student safety, belonging, and school culture.

A primary area of focus for the coming year is deepening the implementation of restorative justice practices, particularly within classrooms. While restorative approaches have been introduced and supported through leadership and the Dean of Students, the school will prioritize building teacher capacity to independently and consistently implement these practices as part of daily classroom routines. This shift is intended to reduce the number of behavior referrals and increase proactive, relationship-based approaches to addressing student behavior.

Additionally, the school will expand opportunities for student voice and leadership by evolving the current student leadership class into a more formal student government structure. This will include establishing elected leadership positions, such as class president and vice president, and creating regular opportunities for student leaders to engage in decision-making processes and represent student perspectives. This shift aims to increase student agency, strengthen school culture, and further promote a sense of belonging among students.

These refinements reflect a continued commitment to improving the effectiveness of existing systems while maintaining alignment with the established goal and actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Monitor & Respond to Student Culture & Behavioral Data	• Maintain a Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. • Use Dean's List, student culture survey, and other systems to track student behavior and culture data disaggregated by significant student groups in order to inform problem solving and targeted interventions.	$124,548.00	Yes
3.2	SEL Curriculum	• Select and implement a comprehensive SEL curriculum to integrate SEL into daily instruction. • Conduct professional development to provide our team with the tools, resources, language, and skill development to implement the SEL curriculum.		No
3.3	Restorative Justice Practices	• Incorporate restorative justice practices and approaches to student behaviors • Conduct professional development for staff on restorative justice practices		No
3.4	Attendance Systems	• Continue to refine, train, and track accountability to the attendance systems and protocols according to the Alpha Attendance Playbook, which outlines all systems and procedures for how we address chronic absenteeism • Maintain consistent structures to uphold accountability on procedures - Ops PD SAS, monthly meetings, SLT data meetings, bi-weekly check-ins • Build and sustain access to attendance data dashboards. Utilize attendance dashboards in regular school-level attendance data meetings • Based on data, perform targeted attendance interventions such as family/student follow-ups, home visits, incentives, etc. • Utilize systems like DeansList and attendance dashboards to enhance communications around attendance between schools/teachers to families	$57,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Engage Everyday Labs (evidence based strategy) to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism.		
3.5	Facilities Maintenance & Improvement	Ensure our school facilities remain clean, safe, and in good repair.	$734,631.00	No
3.6	Student Experiences	• Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, student council, etc) • Maintain active after school programs to build teamwork, belonging, and joy while having students be involved with school events and activities.	$83,200.00	No
3.7	Community Schools Program	• Hire a leader for community schools to establish and oversee the vision, strategy, workplan, and training for all community schools work • Partner with Network-wide Associate Director of Community Schools to lead the planning and execution of community schools work. • Provide students with mental health counseling through school-based counselors and external providers	$300,000.00	No
3.8	Expanded Learning Programs	Continue to expand expanded learning and summer programming for students through external partnerships, athletics, clubs, etc.		No
3.9	National Student Lunch Program (NSLP)	Continue to strengthen the implementation of the NSLP through adequate staffing and strong processes to ensure all students have access to healthy, nutritious meals. To support our socioeconomically disadvantaged students, the NSLP ensures that all children have a free breakfast and	$277,557.00	No

Action #	Title	Description	Total Funds	Contributing
		lunch every school day. In addition, we offer a monthly food bank to families through the Alpha Parent Learning Center.		
3.10	Positive Behavioral Interventions and Supports (PBIS) systems	Continue to monitor and assess the implementation of our PBIS framework, ensuring a school-wide culture that fosters positive behavior, enhances student learning, and creates a supportive and inclusive school environment.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build & cultivate community and family engagement to support student achievement & wellness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

During this new LCAP cycle, we will continue to focus on Alpha's pillars of building an authentic community with families in support of student learning: communication & transparency, authentic engagement, and partnership in decision making. Our 2023-2024 family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school:

- 91% of families feel a sense of belonging & connectedness to the school community
- 89% of families feel the school does a good job of family engagement
- 88% of families agree that school listens to family voice in input and decision making.

Input received from our educational partners through the LCAP engagement process highlighted the need to build upon the successes this year of:

- The consistency and quality of communication
- Frequency and attendance of school events and workshops
- Partnership in decision making within systems and parent group structures, such as SSC and ELAC

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of families that feel a sense of belonging & connectedness to the school community Data Source: Internal Survey	SY 23-24: 90.52%	SY 24-25: 91.8%	SY 2025-26: 98.3%	95%	+7.82 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	% of families that agree that the school listens of family voice and input when making decisions Data Source: Internal Survey	SY 23-24: 88.04%	SY 24-25: 93.44%	SY 2025-26: 96.55%	95%	+8.51 percentage points
4.3	% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) Data Source: Internal Survey	SY 23-24: All Families: 89.3% Families of Students with Disabilities: 100% Families of English Learners: 92%	SY 24-25 All Families: 93.4% Families of Students with Disabilities: 100% Families of English Learners: 100%	SY 2025-26 All Families: 96.61% Families of Students with Disabilities: 95% Families of English Learners: 94%	95%	All Families: +7.31 percentage points Families of Students with Disabilities: -5 percentage points Families of English Learners: +2 percentage points
4.4	% of Families that are satisfied with the level of physical and emotional safety Data Source: Internal Survey	SY 23-24: 84%	SY 24-25: 93.4%	SY 2025-26: 98.31%	95%	+14.31 percentage points

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.

Overall, the actions under Goal 4 were implemented as planned, with a continued focus on strengthening family engagement, communication, and partnership to support student achievement and wellness. The school maintained a variety of structures to engage families through communication, events, leadership opportunities, and community-based supports.

Family communication remained a central priority (Action 4.1), with systems in place to share information through multiple platforms and in both English and Spanish to ensure accessibility for the school's predominantly Hispanic community. Staff continued to provide translation and bilingual support for meetings, conferences, and ongoing communication, helping to build stronger relationships with families. However,

the school identified challenges related to maintaining accurate family contact information, particularly email addresses, which limited the effectiveness of communication efforts. In response, the school is planning a more intentional approach to verifying and updating family contact information, including a summer outreach effort and additional support for families who may not currently have access to email.

The school continued to host a range of community events and celebrations (Action 4.2), including family conferences, cafecitos, and other school-wide gatherings, with systems in place to track attendance and improve participation. A key strength this year was the role of the Community Schools Coordinator, who served as a critical connector between the school and families. This role supported communication with families, coordinated meetings, and played a leadership role in major events such as the college and career fair. The coordinator also strengthened partnerships with external organizations, including the Boys & Girls Club. However, the transition of the Boys & Girls Club to an off-site location presented challenges, as it reduced accessibility and participation compared to when the program was hosted on campus.

The school also maintained and strengthened services through the Alpha Parent Learning Center (Action 4.3), providing families with access to educational, wellness, and community-based resources. These services supported families in building their capacity to engage in their child's education and navigate broader community resources.

Efforts to expand parent involvement and leadership continued through volunteer opportunities and formal leadership structures such as the School Site Council (SSC), English Language Advisory Committee (ELAC), and other parent leadership groups (Action 4.5). These opportunities provided families with avenues to contribute to school decision-making and advocate for student needs, supporting the development of parent voice and agency within the school community.

Across all actions, the school demonstrated strong implementation, with particular successes in hosting community events, maintaining bilingual communication practices, and leveraging the Community Schools Coordinator role to strengthen family partnerships. Challenges remain in ensuring consistent and effective communication with all families, particularly related to accurate contact information and access to digital communication tools. Overall, the school continues to build a strong foundation for meaningful family engagement and partnership.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 been effective in strengthening family engagement, communication, and overall connection between the school and its community. Through consistent implementation of multilingual communication systems, expanded family events, and increased opportunities for parent leadership, the school has continued to build a strong sense of partnership with families in support of student achievement and wellness.

Family survey data indicates high levels of satisfaction and engagement across key measures. Specifically, 96.19% of families report feeling a strong sense of belonging and connectedness to the school community, reflecting the impact of consistent communication practices and

inclusive community events (Actions 4.1 and 4.2). Additionally, 94.29% of families agree that the school listens to family voice and input when making decisions, demonstrating the effectiveness of leadership structures such as SSC, ELAC, and parent committees in elevating family perspectives (Action 4.5).

The school has also been effective in providing meaningful opportunities for family participation. 95.02% of families report satisfaction with the amount of opportunities to engage in school activities and programs (including by subgroup), indicating that events such as family conferences, cultural events, family welcome night, and cafecitos are successfully fostering engagement across diverse groups (Actions 4.2 and 4.4). Furthermore, 92.3% of families report satisfaction with the level of physical and emotional safety at the school, reflecting the broader impact of a positive school culture and strong communication systems (Actions 4.1 and 3.1–3.3).

These outcomes are directly connected to the school's intentional focus on accessible, multilingual communication, regular feedback collection through surveys, and the creation of inclusive spaces for families to engage and lead. The continued use of both digital and paper-based communication, along with translation supports, has ensured that all families—particularly those from historically underserved communities—can participate meaningfully in the school community.

Overall, the data indicate that Goal 4 actions have been effective in building strong family-school partnerships, increasing engagement, and fostering a sense of belonging and trust within the school community. These efforts have created a solid foundation for continued collaboration with families in support of 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 reflections from prior practice and engagement with our educational partners, there are no significant changes to the overall Goal 4 focus, metrics, target outcomes, or actions for the coming year. The school will continue to implement the existing strategies to build and cultivate community and family engagement in support of student achievement and wellness.

The primary area of refinement will be strengthening family communication systems. Based on identified challenges with maintaining accurate contact information and ensuring consistent communication with all families, the school will prioritize improving the collection and verification of family contact details, including email addresses and phone numbers. This will include a targeted outreach effort during the summer and ongoing processes throughout the school year to ensure families can reliably receive important updates and communications.

These adjustments are intended to enhance the effectiveness of existing actions, particularly around parent communication, while maintaining alignment with the established goal and overall engagement strategy.

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	Parent Communication	Strengthen family communication strategies to capture authentic input and feedback. Strategies include: • Drive usage of our family communication platform • Support strong response rates in family surveys (2 times per year) • Drive high attendance at family conferences (3 times per year) In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, the school invests in the following practices: • Distribute all key family communications electronically and in paper flier form in both English and Spanish • Utilize a family engagement platform with strong accessibility for Spanish-speaking families, including: • Video resources to support families • Supports for language set-up, to enable automatic translation of posts and messages • Easy to post videos & pictures to enable access • Staff a team with the skillset to communication with families in their native language, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications.	$94,390.00	No
4.2	School Community Events and Celebrations	• Create and execute on an annual scope and sequence for school community celebrations, including: family events, cafecitos, student conferences, back to school night, award ceremonies, etc. • Track attendance at school community events to understand and improve family participation	$3,300.00	No
4.3	Programs and Services (PLC)	• Maintain and improve services from the Alpha Parent Learning Center to provide families with educational, career, and wellness programs to champion their agency in the community.	$19,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Work towards clarifying the vision and the supports offered by Alpha's Parent Learning Center, in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops.		
4.4	Parent School Partnerships	Expand parent volunteer opportunities to strengthen involvement of parents in their child's educational experience.	$6,510.00	No
4.5	Parent Power	Develop parent power by providing parents with leadership opportunities to advocate for their students. Leadership opportunities include: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Leader Committee (Advocacy) • Alpha Parent Board Members		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, develop, value, and retain a high-quality faculty & staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Developing and retaining fully credentialed and high-quality educators is a critical enabler for student success. However, given the teacher shortage that we are experiencing in the Bay Area, it has grown increasingly competitive to hire and retain strong educators for our school. To address this, we have established the following theory of change at Alpha: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes. Therefore, we are focused on continuing to invest heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We are creating leadership pathways for staff members to grow and stay at Alpha, we regularly review our compensation and benefits packages, and we are using a variety of recruitment strategies to attract high-quality talent to CAHS.

All of stakeholder groups, through the LCAP / initiative setting process, highlighted the need to continue this goal into our next 3-year cycle, which emphasizes the importance of hiring, developing, and retaining high quality faculty and staff as a key enabler in our success in achieving all of our other goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of teachers appropriately assigned and credentialed Data Source: Internal Calculation	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 86%	100%	-11 percentage points
5.2	Teacher perception on the spring TNTP question regarding Learning Environment	SY 23-24: 2.3	SY 24-25: 2.4	Fall 2025: 1.8	4.0	-.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: TNTP Survey					

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.

Overall, the actions under Goal 5 were implemented as planned, with a strong focus on developing instructional quality, strengthening leadership capacity, and fostering a positive staff culture. The school maintained comprehensive systems for professional development, coaching, and staff support to ensure continuous growth and retention of high-quality faculty and staff.

A key strength this year was the consistency and rigor of instructional coaching and professional development (Action 5.1). All teachers participated in weekly observation and coaching cycles led by school leadership, aligned to Alpha's Vision of Excellent Teaching and Teacher Rubric. These cycles included regular walkthroughs, feedback meetings, and targeted professional development sessions, ensuring that all teachers received ongoing, actionable feedback. As part of this system we also have an integration of video-based coaching, where teachers record and review their own instruction on a bi-weekly basis. This practice allowed teachers to reflect on their teaching, engage in deeper analysis of instructional practices, and apply feedback more effectively, further strengthening the impact of coaching.

The school also maintained strong systems for onboarding and developing both new and existing staff (Action 5.2 and Action 5.3). New staff participated in a structured summer onboarding experience, which provided foundational training aligned to the school's instructional expectations and culture. Instructional support staff, including paraprofessionals and other team members, received ongoing professional development and coaching to build their instructional capacity and better support student learning.

Leadership development remained a central focus, with robust systems in place to build the capacity of school leaders and teacher leaders (Action 5.4). School Leadership Team (SLT) members engaged in ongoing training through Coach Development Meetings and participated in cycles of feedback, rehearsal, and refinement to strengthen their skills in coaching, professional development design, and facilitation. These efforts contributed to greater consistency and effectiveness in instructional leadership across the school. Additionally, opportunities for teacher leadership were provided through structures such as the lead team, supporting distributed leadership and staff engagement.

The school also prioritized fostering a positive and supportive staff culture (Action 5.5). This included regular recognition systems, such as shout-outs and peer-nominated awards, as well as team-building opportunities designed to strengthen relationships and morale. Staff feedback was collected through surveys and other mechanisms and used to inform improvements to school culture and working conditions.

In addition, the school maintained systems to support teacher credentialing and certification, including ongoing reviews of credential status and support for teachers working toward certification (Action 5.6). Hiring practices remained aligned to the goal of recruiting a diverse and

highly qualified staff, leveraging network-level recruitment strategies and inclusive hiring processes (Action 5.7). Compensation and benefits were also regularly reviewed, with staff feedback informing adjustments to support retention and overall staff well-being (Action 5.8).

Across all actions, the school demonstrated strong and consistent implementation, with particular successes in coaching systems, leadership development, and the integration of reflective practices such as video-based feedback. While implementation was strong, ongoing focus remains on sustaining these systems and continuing to support staff retention and development. Overall, the school has built a comprehensive approach to hiring, developing, and supporting high-quality staff in alignment with its goals.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions implemented under Goal 5 have been mostly effective in maintaining a high-quality, well-supported faculty and staff, as evidenced by strong outcomes in teacher credentialing. The school successfully sustained high levels of fully credentialed teachers (86%), reflecting the effectiveness of hiring strategies, credential monitoring systems, and proactive support provided to staff (Actions 5.6 and 5.7). Early communication around credential status and ongoing support throughout the year ensured that teachers remained on track and felt supported in meeting certification requirements.

The school also continued investing heavily in professional development, coaching, and leadership development systems through Actions 5.1, 5.2, 5.3, and 5.4. Weekly observations and coaching cycles, aligned professional development sessions, onboarding supports for new staff, and ongoing coach development meetings provided educators and leaders with consistent opportunities for growth and reflection. These structures helped maintain instructional alignment and supported teachers in strengthening instructional practice throughout the year.

The school experienced a decrease in Learning Environment perception data, which highlighted the importance of continuing to strengthen adult culture and staff experience. In response, the school will continue prioritizing Action 5.5 by expanding opportunities for staff feedback, improving responsiveness to staff concerns, and strengthening systems that promote collaboration, recognition, wellness, and team cohesion. Leadership recognizes that sustaining a strong instructional program also requires cultivating a supportive and sustainable professional environment where staff feel valued, heard, and connected to the broader mission of the school.

Overall, Goal 5 actions have been effective in maintaining a highly qualified staff and providing robust systems for professional growth and instructional support. Moving forward, the school will continue refining its culture-building and staff support strategies to improve teacher experience, strengthen retention, and further enhance the professional learning environment for all staff members.

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 review of implementation results from the 2025–26 school year indicates that no significant changes are needed to the planned goal, metrics, target outcomes, or actions for Goal 5 in the 2026–27 school year. Current data demonstrate that existing systems for hiring, developing, and retaining staff are effective in maintaining a highly qualified workforce and a positive professional culture. As the school enters the final year of the LCAP cycle, the focus will remain on sustaining and refining these practices to ensure continued staff development, retention, and strong instructional outcomes for students.

Building on the success of this year's robust observation and coaching cycles, the school will continue to prioritize teacher and leadership development with a focused emphasis on the consistent implementation of adopted instructional materials with fidelity. This includes deepening instructional practices related to assessment, learning design, delivery of content, checks for understanding, and the use of effective scaffolds to support all learners. Additionally, there will be an increased focus on classroom management strategies that utilize least invasive redirections to maximize student engagement and maintain a healthy and thriving learning environment.

Leadership development will prioritize strengthening capacity in data analysis and responsive instructional decision-making, as well as deepening content and curriculum expertise. Leaders will continue to refine their ability to support teachers in implementing high-quality instructional methodologies and using assessment data to drive continuous improvement. These refinements are intended to enhance the effectiveness of existing systems while maintaining alignment with the overall goal.

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
5.1	Teacher Professional Development & Coaching	• SLT members continue to develop teachers (through 1:1 coaching, PD sessions, walkthroughs, grade level/department meetings), in alignment to Alpha's Vision of Excellent Teaching and Teacher Rubric • SLT members conduct observations and coaching meetings for all teachers to continuously improve their instructional practice.	$156,246.00	Yes
5.2	New Staff Professional Development	• Facilitate a robust summer onboarding and training experience for all new CAHS staff • Train all new CAHS instructional staff on the foundational skills of what it means to facilitate learning for our community	$71,807.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Instructional Support Staff Development	Develop instructional excellence in our instructional support staff through consistent professional development and regular coaching by school leaders	$28,820.00	Yes
5.4	Leadership Development	Develop the leadership skills across CAHS leaders in PD design and facilitation. This includes: • Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal • Ongoing training through Coach Development Meetings throughout the year to further develop skills in PD design and facilitation as well as coaching, emotional agility, and performance management • Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD Develop the leadership skills across CAHS leaders in coaching. This includes: • Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders • Ongoing training through Coach Development Meetings throughout the year to further develop skills in coaching as well as PD design and facilitation, emotional agility, and performance management • External coaching workshops and small group practice labs Provide leadership opportunities for teachers through lead team. This includes regular training for lead team members, with opportunities to collaborate with lead team members across Alpha Public Schools.	$38,820.00	No
5.5	School Culture	• Foster a healthy and thriving school culture through programs such as shout-outs/recognitions and team-building events	$3,050.00	No

Action #	Title	Description	Total Funds	Contributing
		• Conduct regular surveys to gather staff feedback. Use this data to inform strategies to strengthen school culture.		
5.6	Credential / Certification Support	Provide all teachers with certification/credential support with a regular review of assignment and credential status.	$26,899.00	Yes
5.7	Hiring Strategies	Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Presence at all local career fairs as well as historically Hispanic serving colleges • Partnerships with teacher preparation programs at local colleges and universities • Participation in CTC grant opportunities for educators • Intentional programs to include teacher participation in recruitment and hiring processes • Transparent teacher salary scale, with differentiated pay depending on certification status	$151,516.00	Yes
5.8	Compensation & Benefits	• Capture staff feedback (through stay interviews and staff surveys) to inform teacher salary and benefit compensation • Regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.	$81,268.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Maximize additional services and supports for all students in order to increase and improve student access and success in college.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Alpha: Cindy Avitia's North Star goal is to have 75% of our alumni graduate from a 4-year college within 6 years. With this as our guide, we invest heavily in helping our students access and succeed in college. There are a wide range of supports that our students need, outside of their classes, in order to prepare for college and ensure continued success once they enter higher education.

Feedback from our LCAP partner engagement process highlighted the desire to continue to expand the level of support that we are providing students and families to prepare for college, including maintaining comprehensive college readiness supports and counseling for our students to make informed decisions for their higher education pathway.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate Data Source: CA School Dashboard	2023 CA School Dashboard: 87.6% (Green)	2024 CA School Dashboard: All: 91.51% (Green) LTEL: 90.2% (Yellow) EL: 85.42% (Green) Hispanic: 91% (Green) SED: 93.14% (Green) SWD: 91.7%	2025 CA School Dashboard: All: 82.7% (Orange) LTEL: 77.5% (Orange) EL: 73.2% (Orange) Hispanic: 81.1% (Orange) SED: 81.8% (Orange) SWD: 78.9%	2026 CA School Dashboard: All: 90.6% (Green) EL: 86.3% (Green) Hispanic: 89.7% (Green) SED: 90.4% (Green) SWD: 95% (Blue)	All: -4.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	College and Career Indicator Data Source: CA School Dashboard	2023 CA School Dashboard: 28.8% (Low)	2024 CA School Dashboard All: 50% (Green) EL: 27.1% (Yellow) LTEL: 24.4% (Yellow) Hispanic: 50% (Green) SED: 51% (Green) SWD: 16.7%	2025 CA School Dashboard All: 56.7% (Yellow) EL: 39.3% (Yellow) LTEL: 32.5% (Orange) Hispanic: 53.7% (Orange) SED: 54.5% (Orange) SWD: 26.3%	2026 CA School Dashboard: All: 44% EL: 32% Hispanic: 42% SED: 43% SWD: 19%	All: +27.9 percentage points
6.3	A-G Completion Rate Data Source: CA School Dashboard Additional Reports	SY 23-24: 83.2%	Data not yet available.	2025 CA School Dashboard All: 78.8% EL:73.2% Hispanic: 76.8% SED: 77.8% SWED: 68.4%	90%	-4.4 percentage points
6.4	% of students who passed AP exam with score of 3 or higher Data Source: CollegeBoard	SY 22-23: 45%	SY 24-25: 53.13%	SY 25-26: 31.13%	50%	-13.87 percentage points
6.5	HS drop out rate Data Source: Internal calculation	SY 23-24: 6.6%	Data not yet available.	SY 2025-26: 5.8%	Below 5%	-.8 percentage points
6.6	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math Data Source: SBAC	2023 11th grade % meeting and exceeding: ELA: 30.48% Math: 19.23%	ELA: 36% Math: 12%	2024-2025 11th grade % meeting and exceeding standard: ELA: 18.89% Math: 4.4%	ELA: 40% Math: 30%	ELA: -11.59 percentage points Math: -14.83 percentage points

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.

Overall, the actions under Goal 6 were implemented largely as planned, with a continued focus on strengthening college readiness systems and expanding supports to ensure all students are prepared for postsecondary success. The school maintained a comprehensive approach to college access through coursework, counseling, and targeted programming for both current students and alumni.

Students across grade levels participated in structured college readiness experiences, including Freshman Seminar to build early college awareness and College Prep Seminars for upperclassmen to support the college application process (Action 6.1). These courses provided students with consistent exposure to a college prep curriculum, including executive functioning skills, application requirements, and postsecondary planning, contributing to a strong college-going culture across the school.

The school shifted its approach to providing college counseling support for students (Action 6.2), as the role of the Academic Counselor evolved into a Dean of College Programs, which strengthened the overall coordination and impact of college readiness efforts. This role has been in place since the beginning of the 25-26 school year and works closely with College Prep teachers through weekly meetings and coaching, creating stronger consistency in the college prep curriculum across grade levels.

The school also continued to provide comprehensive college readiness support for students and families, including workshops and counseling related to financial aid, FAFSA completion, scholarships, and the college application process (Action 6.6). These efforts ensured that students and families had access to the information and resources needed to make informed decisions about postsecondary pathways.

Implementation of systems to monitor A-G completion remained in place (Action 6.4); however, there was a staffing adjustment mid-year when the Registrar role transitioned and was not refilled for the remainder of the semester. To maintain continuity, responsibilities related to tracking graduation requirements and A-G completion were redistributed among existing staff, including the Office Assistant (OA), Office Manager (OM), and the Dean of College Programs.

The school also continues to operate its College Success Program (Action 6.5), providing alumni with ongoing access to resources, mentorship, and advising to support persistence in college. College mentors and alumni advisors continue to engage CAHS alumni in navigating challenges and accessing supports in their postsecondary experiences.

Across all actions, the school demonstrated strong implementation, with notable strengths in the expansion and alignment of college readiness programming through the Dean of College Programs role. While minor staffing adjustments created some operational challenges, the school maintained its commitment to ensuring all students and alumni received the necessary support to access and succeed in college. Overall, the systems in place reflect a comprehensive and evolving approach to college readiness and success.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions under Goal 6 are beginning to show impact in strengthening college and career readiness, while also highlighting areas where additional focus is needed to support all students in successfully graduating.

A key area of effectiveness is reflected in the College/Career Indicator (CCI), where the school achieved a rate of 56%, exceeding the state average. This outcome demonstrates the positive impact of actions focused on college readiness, including College Prep Seminar/Advisory (Action 6.1), College Counseling (Action 6.2), and Comprehensive College Readiness Support (Action 6.6). These systems have supported students in accessing college-preparatory coursework, completing applications, and engaging in financial aid and postsecondary planning processes. The structured support provided through advisory and counseling has contributed to a strong college-going culture and increased readiness among graduating students.

At the same time, graduation outcomes indicate an opportunity for further growth. A decline in graduation rates resulted in the school moving to an Orange performance level (82.7%), suggesting that current systems have not yet been fully effective in ensuring all students successfully complete high school. This indicates that while college readiness supports are benefiting many students, additional focus is needed to ensure that all students remain on track to graduate.

Actions related to A-G Completion and College Success Programming have supported progress monitoring and postsecondary access; however, the mixed results suggest that these supports have not yet fully addressed gaps in student completion and persistence. Similarly, while workshops, counseling sessions, and application support under Comprehensive College Readiness Support have increased access to information and resources, there is a need to strengthen earlier and more targeted interventions.

In response to these outcomes, the school has identified opportunities to improve the effectiveness of these actions moving forward. A key shift will include increasing the role of the Dean of College Programs in directly supporting college prep instruction, and shifting this instruction to take place within students' advisory classes. In addition, there will be a greater focus on providing direct student support, including increased push-in services for FAFSA completion, college applications, and academic planning. The school will also focus more intentionally on earlier grade levels, particularly 9th and 10th grade, to ensure students are on track with A-G completion before their senior year.

In summary, while Goal 6 actions have been effective in improving college and career readiness outcomes, as evidenced by strong CCI performance, they have been less effective in ensuring consistent graduation outcomes for all students. The planned refinements reflect a shift toward earlier intervention, increased direct support, and stronger alignment between college readiness systems and graduation pathways to improve overall effectiveness

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

Based on reflections from the 2025-2026 school year, the overall goal, metrics, and actions for Goal 6 will remain consistent for the final year of the 3-year LCAP cycle. However, the school is implementing several strategic shifts to strengthen the delivery of college readiness supports and increase student access to postsecondary opportunities.

A key change is the restructuring of how college readiness content is delivered. The standalone College Prep Seminar will be replaced by a more integrated approach within students' advisory class. Advisory teachers will now be responsible for delivering a curriculum focused on college readiness and executive functioning, with a scope and sequence that differentiates instruction by grade level (e.g., foundational college awareness and executive functioning skills in 9th grade, progressing to application and decision-making support in upper grades). This shift is intended to provide more consistent and embedded exposure to college readiness skills for all students.

In alignment with this change, the role of the Dean of College Programs will evolve to focus more directly on curriculum development, coaching advisory teachers, and providing targeted student support. This includes increased push-in support to help students complete financial aid and submit college applications. The school will also prioritize earlier intervention by expanding supports for 9th and 10th grade students to ensure they remain on track for college and career readiness with increased A-G on-track monitoring.

Additionally, there will be an increased emphasis on visibility and engagement around college readiness across the campus. Leadership will take a more active role in supporting students and reinforcing a strong college-going culture, including maintaining college tours and setting higher expectations for all students to be on track for postsecondary success.

We will also update the implementation of A-G completion monitoring by removing the reliance on a single Registrar role and instead distributing these responsibilities across a broader team. The Dean of College Programs, along with site operations staff, will collaboratively support the tracking, monitoring, and communication of A-G progress. This shift is intended to create greater continuity, shared ownership, and stronger alignment between academic programming and college readiness supports.

These adjustments are designed to strengthen the effectiveness of existing actions by increasing access, consistency, and early intervention, while maintaining alignment with the overall goal of maximizing student success in college.

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
6.1	College Prep Advising	- All students will participate in a college prep curriculum through their advisory class. The curriculum will be differentiated by grade level and focused on building skills to support college readiness and college access.	$74,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	College Readiness Support	- Staff a full-time Dean of College Programs to support students and families with college readiness	$117,147.00	Yes
6.3	A-G Completion	Track A-G completion throughout grades 9-12 in order to monitor all student's path towards graduation.	$38,427.00	No
6.4	College Success Program	• Provide all CAHS alumni with resources to help alumni navigate and succeed in college • Staff college mentors and alumni advisors to assist CAHS alumni with finding resources needed to continue their education		No
6.5	Comprehensive College Readiness Support	• Offer workshops and counseling sessions for students and families on financial aid options, including FAFSA completion, scholarships, and grants, to ensure they have the necessary resources to make informed financial decisions for higher education. • Provide comprehensive support for the college application process, including assistance with college selection, application completion, essay writing, meeting application deadlines, and supporting families and students in the college decision-making processes.	$67,247.00	Yes

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
$1,348,254	$682,228

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
37.240%	0.000%	$0.00	37.240%

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
1.4	**Action:** Academic Intervention Model **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. In order to address this growth area related to our support of low-income students and english learners, this action will focus on providing supplemental academic interventions to students, with a focus on ELA and Math interventions. The	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

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
	ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below standard SED Students: 77 pts below standard Math All Students: 115.3 pts below standard EL Students: 150.4 pts below standard SED Students: 117.4 pts below standard **Scope:** LEA-wide	increased amount of time spent in direct support and the strategies used that will be targeted towards individual unduplicated students, will improve and increase services by providing small groups for learners in need of intervention and analyzing and responding to data regularly to inform interventions.	
2.4	**Action:** Data Strategy **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below standard SED Students: 77 pts below standard Math All Students: 115.3 pts below standard EL Students: 150.4 pts below standard SED Students: 117.4 pts below standard **Scope:**	Our data strategy action, designed to collect, analyze, and respond to academic data, will specifically meet the needs of our unduplicated population by enabling targeted interventions and differentiated instruction. Our data dashboards allow us to analyze student subgroup data and be proactive in identifying and addressing variances in our results. By using data to identify trends and potential challenges early, our school can deploy resources and supporting strategies in an effective, timely way. This data-driven approach not only supports individualized student success but also fosters an environment that adapts to and meets the evolving needs of our unduplicated student body.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

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
	LEA-wide		
2.5	**Action:** Online Platforms & Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below standard SED Students: 77 pts below standard Math All Students: 115.3 pts below standard EL Students: 150.4 pts below standard SED Students: 117.4 pts below standard **Scope:** LEA-wide	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA
2.6	**Action:** Associate Teachers **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	This action involves staffing Associate Teachers in classrooms to provide additional support and focus on Tier 2 strategies. Associate Teachers enhance the classroom environment by providing extra hands, eyes, and expertise. This additional support is crucial for maintaining smaller student-to-teacher ratios, which is especially beneficial for unduplicated students who may require more personalized attention and instruction due to	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

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
	ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below standard SED Students: 77 pts below standard Math All Students: 115.3 pts below standard EL Students: 150.4 pts below standard SED Students: 117.4 pts below standard **Scope:** LEA-wide	various challenges, such as language barriers, socio-economic constraints, or learning gaps. While the primary focus is on meeting the needs of unduplicated students, the presence of Associate Teachers benefits the entire classroom by improving the overall student-to-teacher ratio and allowing for more differentiated instruction. This creates a more inclusive and supportive learning environment for every student, regardless of their background.	
2.7	**Action:** Broad Course of Study **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below SED Students: 77 pts below Math All Students: 115.3 pts below EL Students: 150.4 pts below SED Students: 117.4 pts below **Scope:** LEA-wide	Our Broad Course of Study action is designed to meet the educational needs of all students while being principally directed toward our unduplicated population. This action emphasizes providing high-quality instruction in a range of content areas beyond the core curriculum, including the arts, sciences, technology, and other subjects crucial for a well-rounded education. A well-rounded education that includes the arts and other creative subjects fosters critical thinking, creativity, and emotional intelligence. For unduplicated students, these experiences are essential for personal development and can provide them with a more equitable educational experience. By focusing on providing a broad and high-quality course of study, our school addresses the specific needs of unduplicated students by offering them enriched educational pathways that promote engagement, skill development, and holistic growth. This strategic approach not only supports the academic and personal development	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

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
		of these students but also enhances the educational experience for the entire student body.	
3.1	**Action:** Monitor & Respond to Student Culture & Behavioral Data **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the 2023 CA School Dashboard. All Students: 4.2% EL Students: 4.6% SED Students: 4.4% **Scope:** LEA-wide	Maintaining a Dean of Students who is focused on multi-tiered intervention strategies ensures that behavioral issues are addressed at various levels of intensity, tailored to the needs of individual students. This role is crucial in developing and overseeing interventions before behaviors escalate to the point of suspension, especially for unduplicated students who may face systemic challenges that affect their behavior. Training staff on practices to uphold a healthy and thriving environment equips them with the skills to manage classroom behaviors effectively and inclusively. By fostering an understanding of diverse student backgrounds and the specific challenges faced by unduplicated students, staff can implement more empathetic and effective disciplinary practices that reduce the need for suspensions which benefits all students.	3.5: Suspension Rate 3.6: Expulsion Rate 3.7: of students who feel safe at school 3.8: % of students who feel that there is at least 1 adult who cares about them
3.4	**Action:** Attendance Systems **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently chronically absent at the same rate or higher than all students. All Students: 30.04% EL Students: 35.77% SED Students: 29.14% **Scope:**	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By continually refining and training staff on the Alpha Attendance Playbook protocols, the school ensures that all team members are equipped to identify and address the unique challenges related to attendance that unduplicated students might face. This consistent approach helps staff recognize early signs of absenteeism, which can	3.2: ADA 3.3: Chronic absenteeism

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
	LEA-wide	be linked to various socio-economic and/or language challenges. Direct interventions based on attendance data—such as family/student follow-ups, home visits, and incentives—are particularly effective for unduplicated students. These interventions address external factors affecting attendance, such as transportation issues, lack of parental engagement due to work schedules, or other barriers that disproportionately affect underserved populations. While these strategies are principally directed at improving attendance for our unduplicated population, all students' attendance will improve as a result of successful implementation.	
4.3	**Action:** Programs and Services (PLC) **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering services through the Alpha Learning Center. **Scope:** LEA-wide	Our action to maintain and improve services offered by the Alpha Parent Learning Center is specifically designed to support unduplicated populations by providing their families with critical resources that enhance their educational, career, and wellness opportunities. By offering educational programs, the center empowers parents with the knowledge and skills they need to support their children's academic journey effectively. This is especially beneficial for unduplicated families who may lack access to educational resources or face language barriers that make navigating the education system challenging.	4.1: % of families that feel a sense of belonging & connectedness to the school community 4.2: % of families that agree that the school listens to family voice and input when making decisions 4.3: % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) 4.4: % of families that are satisfied with the level of physical and emotional safety

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
5.1	**Action:** Teacher Professional Development & Coaching **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.2	**Action:** New Staff Professional Development **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching, with an emphasis on new staff, to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.3	**Action:** Instructional Support Staff Development **Need:** We heard from our educational partners for the need to continue offering focused teacher and instructional support teams professional	Providing professional development and coaching to our instructional support staff is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips our instructional support staff, who frequently work 1:1 and in small groups, with effective strategies	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	
5.6	**Action:** Credential / Certification Support **Need:** Ensuring all teachers that are providing instruction for unduplicated students are credentialed and have appropriate certifications. **Scope:** LEA-wide	Providing teachers with credential and certification support directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed, all students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

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
5.7	**Action:** Hiring Strategies **Need:** Ensuring all teachers that are providing instruction for unduplicated students are diverse, highly-qualified, and appropriately credentialed teaching staff. **Scope:** LEA-wide	Focusing strategic efforts to hire a diverse, highly-qualified, and appropriately credentialed teaching staff directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed and highly qualified, all students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness
5.8	**Action:** Compensation & Benefits **Need:** In order to support teacher retention and attract the highest quality teaching staff, we continue to hear from our educational partners	Providing teachers with appropriate compensation and benefits is crucial for supporting unduplicated populations and all students by ensuring students have access to dedicated, skilled, and motivated educators.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

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
	the need to regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities. **Scope:** LEA-wide	Competitive compensation and comprehensive benefits attract highly qualified teachers and encourage them to remain in their positions long-term. Stability and consistency in teaching staff are particularly beneficial for unduplicated students, who often benefit from established relationships and consistent educational approaches that a stable staff can provide.	
6.1	**Action:** College Prep Advising **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently graduating at a lower rate and are less prepared for college and career than all students as measured by the 2023 CA School Dashboard. Graduation Rates: All Students: 87.6% (Green) EL Students: 83.3% (Orange) SED Students: 87.4% (Yellow) College and Career Readiness: All Students: 28.8% (Low) EL Students: 16.7% (Low) SED Students: 28.4% (Low) **Scope:** LEA-wide	The College Prep Advising action is strategically designed to address the specific needs of our unduplicated students, who are graduating and being prepared for college and career at lower rates than the general student population. This action focuses on providing targeted support through seminars. Juniors and seniors will receive specialized guidance in navigating the complex college application process. This targeted support is crucial for unduplicated students, many of whom may lack access to these resources at home. By participating in these seminars, students will be more engaged and informed about their post-secondary options, thereby increasing their motivation to graduate and pursue higher education. Additionally, freshmen will participate in seminars designed to build college awareness from an early stage. This early exposure is vital for unduplicated students to help set the foundation for a college-going mindset, which is essential for long-term academic success.	Metric 61: Graduation Rate Metric 6.2: College and Career Indicator Metric 6.5: Dropout Rate

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
		While this action is principally directed toward unduplicated students, it will also benefit all students by creating a college-going culture within the school. All students participating in the seminars will receive comprehensive support that enhances their academic skills and readiness for college. By implementing the College Prep Advising, we aim to close the achievement gap for our unduplicated students while simultaneously enhancing the educational experience for all students, preparing them for successful futures.	
6.2	**Action:** College Readiness Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently graduating at a lower rate and are less prepared for college and career than all students as measured by the 2023 CA School Dashboard. Graduation Rates: All Students: 87.6% (Green) EL Students: 83.3% (Orange) SED Students: 87.4% (Yellow) College and Career Readiness: All Students: 28.8% (Low) EL Students: 16.7% (Low) SED Students: 28.4% (Low) **Scope:**	The College Readiness Support action is designed to significantly improve the college readiness and graduation rates of our unduplicated students by providing comprehensive and continuous support through dedicated staffing and targeted programs. This action will address the specific challenges faced by our English Learners, Socio-economically disadvantaged, and Foster/Homeless youth students, thereby promoting their academic success and preparation for post-secondary education. The presence of a full-time Dean of College Programs ensures that unduplicated students receive personalized and consistent guidance on their academic journey. This Dean will assist with course selection, academic planning, and college application processes, which are critical areas where unduplicated students may often lack support. This role will also work closely with families to educate them about college readiness and application procedures, fostering a supportive home environment for the students. This	Metric 61: Graduation Rate Metric 6.2: College and Career Indicator Metric 6.5: Dropout Rate

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
	LEA-wide	engagement is crucial for families who may not be familiar with the college application process. While the College Readiness Support action is principally directed toward unduplicated students, it will also benefit the entire student body by ensuring that everyone receives the guidance needed for academic success and college preparation. By fostering a college-going culture, the action will contribute to a positive and aspirational school environment. This culture encourages all students to set high academic goals and pursue their post-secondary ambitions with confidence.	
6.5	**Action:** Comprehensive College Readiness Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently graduating at a lower rate and are less prepared for college and career than all students as measured by the 2023 CA School Dashboard. Graduation Rates: All Students: 87.6% (Green) EL Students: 83.3% (Orange) SED Students: 87.4% (Yellow) College and Career Readiness: All Students: 28.8% (Low) EL Students: 16.7% (Low) SED Students: 28.4% (Low) **Scope:**	Our Comprehensive College Readiness Support action to offer workshops and counseling sessions on financial aid options, such as FAFSA completion, scholarships, and grants, alongside comprehensive support for the college application process, is principally directed toward improving outcomes for unduplicated students, including foster youth, English learners, and low-income students. Our students often face significant barriers to higher education, primarily due to a lack of resources and support in navigating the complexities and nuances of financial aid and college applications. By providing targeted workshops and counseling, we can equip unduplicated students with crucial knowledge and skills to make informed decisions about their post-secondary education. This intervention directly addresses the unique needs of our students by reducing financial and informational barriers that disproportionately impact them. For instance, understanding and	Metric 61: Graduation Rate Metric 6.2: College and Career Indicator Metric 6.5: Dropout Rate Metric 6.6: Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math

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
	LEA-wide	completing the FAFSA is often a significant hurdle for first-generation college students and those from low-income backgrounds. Tailored assistance in this area ensures that they can access the financial resources necessary to pursue higher education. Moreover, while this action is designed to meet the specific needs of unduplicated pupils, it simultaneously benefits all students by creating a more supportive and knowledgeable school community. As students engage in these workshops and counseling sessions, they gain valuable insights and skills that are universally applicable in the college application process. By fostering an environment where all students can access these resources, the school promotes a culture of college readiness and informed decision-making. This approach ensures that every student, regardless of their background, receives the support needed to explore and achieve their educational aspirations.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Learner Supports **Need:**	By continuing to staff an English Language Development specialist, we ensure that ELs receive designated ELD instruction, which is specifically tailored to boost their English language	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below standard Math All Students: 115.3 pts below standard EL Students: 150.4 pts below standard **Scope:** Limited to Unduplicated Student Group(s)	proficiency in both academic and social settings. This role will also support teachers with integrated instruction, thereby enhancing the language development support within the context of subject matter learning. By conducting professional development for instructional staff, we ensure that our English Learners have access to high-quality teaching practices in all classroom settings. Within this framework, ELs benefit from integrated language supports that help them access complex texts and engage with grade-level content, which is crucial for closing gaps in ELA and Math. By continuing to monitor implementation of strategies through coaching, observations, and walkthroughs, the ELD Specialist and coaches will be able to assess the impact of professional development and ensure strategies are being effectively implemented in the classroom to support ELs. To address the needs of our long-term English Learners, several actions are being implemented to increase and improve outcomes. Utilizing both formative and summative assessments to monitor LTELs' progress allows for timely identification of learning gaps and needs. This ongoing assessment process is key to adapting instruction that targets language proficiency and academic achievement. Providing differentiated instruction tailored to the unique needs of LTELs ensures that these students receive the necessary academic support to succeed in their subject areas, particularly in ELA and Math. Additionally,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		delivering ongoing professional development for teachers focuses on equipping them with effective strategies for teaching LTELs. This includes culturally responsive teaching practices and scaffolding techniques, which are essential for creating inclusive classrooms that cater to the diverse needs of LTELs.	
1.2	**Action:** High Quality ELD Curriculum **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 71.6 pts below standard EL Students: 105.4 pts below standard Math All Students: 115.3 pts below standard EL Students: 150.4 pts below standard **Scope:** Limited to Unduplicated Student Group(s)	We will implement ELD curriculum and provide training to all staff to support providing integrated and designated instruction to our English Learners. Additionally, this action will support the needs of our English learners through our standardized assessment, giving teachers the ability to identify, monitor and adjust supports for implementation of ELD curricula and ELA strategies	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

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.

NA

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.

As named above, the school was able to leverage increases associated with additional concentration grant funding to support its LCAP priorities:

Goal 1: Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.
Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy
Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.
Goal 4: Build & cultivate community and family engagement to support student achievement & wellness
Goal 5: Hire, develop, value, and retain a high-quality faculty & staff

With the additional concentration funding projected to be approximately $682,228 we were able to fund additional positions for instructional support that focus on providing tiered support and intervention for our unduplicated populations.

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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

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	3,620,494	1,348,254	37.240%	0.000%	37.240%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,865,060.00	$1,033,352.00	$0.00	$293,343.00	$4,191,755.00	$2,305,753.00	$1,886,002.00

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	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$111,155.00	$4,763.00	$115,918.00				$115,918.00	
1	1.2	High Quality ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$30,962.00	$30,962.00				$30,962.00	
1	1.3	Students with Disabilities Supports	Students with Disabilities	No			All Schools	Ongoing	$526,349.00	$0.00		$442,133.00		$84,216.00	$526,349.00	
1	1.4	Academic Intervention Model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$55,832.00	$0.00		$55,832.00			$55,832.00	
1	1.5	Tier 1 Strategy	All	No			All Schools	Ongoing								
1	1.6							Ongoing								
2	2.1	Strengthen Instructional Practices	All	No			All Schools	Ongoing	$130,205.00	$62,301.00	$192,506.00				$192,506.00	
2	2.2	Assessment Strategy	All	No			All Schools	Ongoing	$0.00	$36,091.00	$36,091.00				$36,091.00	
2	2.3	High Quality Curriculum	All	No			All Schools	Ongoing	$0.00	$76,200.00	$76,200.00				$76,200.00	
2	2.4	Data Strategy	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		Ongoing	$0.00	$51,124.00	$51,124.00				$51,124.00	

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
			Low Income			Low Income										
2	2.5	Online Platforms & Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$81,820.00	$81,820.00				$81,820.00	
2	2.6	Associate Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$73,728.00	$0.00	$73,728.00				$73,728.00	
2	2.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$394,717.00	$0.00	$394,717.00				$394,717.00	
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$117,147.00	$7,401.00	$124,548.00				$124,548.00	
3	3.2	SEL Curriculum	All	No			All Schools	Ongoing								
3	3.3	Restorative Justice Practices	All	No			All Schools	Ongoing								
3	3.4	Attendance Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$57,903.00	$57,903.00				$57,903.00	
3	3.5	Facilities Maintenance & Improvement	All	No			All Schools	Ongoing	$0.00	$734,631.00	$734,631.00				$734,631.00	
3	3.6	Student Experiences	All	No			All Schools	Ongoing	$0.00	$83,200.00		$83,200.00			$83,200.00	
3	3.7	Community Schools Program	All	No			All Schools	Ongoing	$211,468.00	$88,532.00		$300,000.00			$300,000.00	
3	3.8	Expanded Learning Programs	All	No			All Schools	Ongoing								
3	3.9	National Student Lunch Program (NSLP)	All	No			All Schools	Ongoing	$52,474.00	$225,083.00		$74,940.00		$202,617.00	$277,557.00	
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	All	No			All Schools	Ongoing								

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
4	4.1	Parent Communication	All	No			All Schools	Ongoing	$65,439.00	$28,951.00	$94,390.00				$94,390.00	
4	4.2	School Community Events and Celebrations	All	No			All Schools	Ongoing	$0.00	$3,300.00	$3,300.00				$3,300.00	
4	4.3	Programs and Services (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,213.00	$19,213.00				$19,213.00	
4	4.4	Parent School Partnerships	All	No			All Schools	Ongoing	$6,510.00	$0.00				$6,510.00	$6,510.00	
4	4.5	Parent Power	All	No			All Schools	Ongoing								
5	5.1	Teacher Professional Development & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$156,246.00	$0.00	$156,246.00				$156,246.00	
5	5.2	New Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$33,380.00	$38,427.00	$71,807.00				$71,807.00	
5	5.3	Instructional Support Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$28,820.00	$28,820.00				$28,820.00	
5	5.4	Leadership Development	All	No			All Schools	Ongoing	$0.00	$38,820.00		$38,820.00			$38,820.00	
5	5.5	School Culture	All	No			All Schools	Ongoing	$0.00	$3,050.00	$3,050.00				$3,050.00	
5	5.6	Credential / Certification Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,899.00	$26,899.00				$26,899.00	
5	5.7	Hiring Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$98,679.00	$52,837.00	$151,516.00				$151,516.00	
5	5.8	Compensation & Benefits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$81,268.00	$0.00	$81,268.00				$81,268.00	

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
6	6.1	College Prep Advising	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$74,009.00	$0.00	$74,009.00				$74,009.00	
6	6.2	College Readiness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$117,147.00	$0.00	$117,147.00				$117,147.00	
6	6.3	A-G Completion	All	No			All Schools	Ongoing	$0.00	$38,427.00		$38,427.00			$38,427.00	
6	6.4	College Success Program	All	No			All Schools	Ongoing								
6	6.5	Comprehensive College Readiness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$67,247.00	$67,247.00				$67,247.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,620,494	1,348,254	37.240%	0.000%	37.240%	$1,724,892.00	0.000%	47.642 %	**Total:**	$1,724,892.00
								LEA-wide Total:	$1,578,012.00
								Limited Total:	$146,880.00
								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	**1.1**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,918.00	
1	**1.2**	High Quality ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,962.00	
1	**1.4**	Academic Intervention Model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.4**	Data Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income		$51,124.00	
2	**2.5**	Online Platforms & Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,820.00	
2	**2.6**	Associate Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,728.00	
2	**2.7**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$394,717.00	

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 (%)
					Low Income			
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,548.00	
3	3.4	Attendance Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,903.00	
4	4.3	Programs and Services (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,213.00	
5	5.1	Teacher Professional Development & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,246.00	
5	5.2	New Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,807.00	
5	5.3	Instructional Support Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,820.00	
5	5.6	Credential / Certification Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,899.00	
5	5.7	Hiring Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,516.00	
5	5.8	Compensation & Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,268.00	
6	6.1	College Prep Advising	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,009.00	
6	6.2	College Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,147.00	
6	6.5	Comprehensive College Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,247.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,022,227.00	$4,580,014.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Learner Supports	Yes	$208,032.00	$218,943
1	**1.2**	High Quality ELD Curriculum	Yes	$23,144.00	$31,232
1	**1.3**	Students with Disabilities Supports	No	$522,275.00	$468,982
1	**1.4**	Academic Interventionists	Yes	$425,620.00	$378,682
1	**1.5**	Tier 1 Strategy	No		
2	**2.1**	Strengthen Instructional Practices	No	$247,112.00	$239,056
2	**2.2**	Assessment Strategy	No	$40,580.00	$37,103
2	**2.3**	High Quality Curriculum	No	$84,878.00	$81,039
2	**2.4**	Data Strategy	Yes	$58,004.00	$53,454
2	**2.5**	Online Platforms & Technology	Yes	$109,082.00	$62,987
2	**2.6**	Associate Teachers	Yes	$76,696.00	$63,193

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Broad Course of Study	Yes	$154,313.00	$151,118
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$64,115.00	$63,889
3	3.2	SEL Curriculum	No		
3	3.3	Restorative Justice Practices	No		
3	3.4	Attendance Systems	Yes	$64,316.00	$59,348
3	3.5	Facilities Maintenance & Improvement	No	$832,717.00	$756,736
3	3.6	Student Experiences	No	$134,290.00	$111,290
3	3.7	Community Schools Program	No	$300,000.00	$300,000
3	3.8	Expanded Learning Programs	No		
3	3.9	National Student Lunch Program (NSLP)	No	$473,431.00	$390,679
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	No		
4	4.1	Parent Communication	No	$88,771.00	$101,993
4	4.2	School Community Events and Celebrations	No	$3,220.00	$3,220

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)
4	4.3	Programs and Services (PLC)	Yes	$21,779.00	$19,792
4	4.4	Parent School Partnerships	No	$6,139.00	$6,373
4	4.5	Parent Power	No		
5	5.1	Teacher Professional Development & Coaching	Yes	$147,325.00	$152,961
5	5.2	New Staff Professional Development	Yes	$59,322.00	$39,583
5	5.3	Instructional Support Staff Development	Yes	$32,668.00	$29,687
5	5.4	Leadership Development	No	$42,668.00	$39,687
5	5.5	School Culture	No	$3,050.00	$3,050
5	5.6	Credential / Certification Support	Yes	$30,490.00	$27,708
5	5.7	Hiring Strategies	Yes	$195,771.00	$184,514
5	5.8	Compensation & Benefits	Yes	$89,811.00	$85,982
6	6.1	College Prep Seminar	Yes	$247,995.00	$264,875
6	6.2	College Counseling	Yes	$125,250.00	$113,280
6	6.3	A-G Completion	No	$56,613.00	$14,346

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)
6	**6.4**	College Success Program	No		
6	**6.5**	Comprehensive College Readiness Support	Yes	$52,750.00	$25,232

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)
1,458,041	$1,808,449.00	$1,647,778.00	$160,671.00	0.000%	0.000%	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	1.1	English Learner Supports	Yes	$208,032.00	$218,943		
1	1.2	High Quality ELD Curriculum	Yes	$23,144.00	$31,232		
1	1.4	Academic Interventionists	Yes	$47,586.00	0		
2	2.4	Data Strategy	Yes	$58,004.00	$53,454		
2	2.5	Online Platforms & Technology	Yes	$109,082.00	$62,987		
2	2.6	Associate Teachers	Yes	$76,696.00	$63,193		
2	2.7	Broad Course of Study	Yes	$154,313.00	$151,118		
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$64,115.00	$63,889		
3	3.4	Attendance Systems	Yes	$64,316.00	$59,348		
4	4.3	Programs and Services (PLC)	Yes	$21,779.00	$19,792		
5	5.1	Teacher Professional Development & Coaching	Yes	$147,325.00	$152,961		
5	5.2	New Staff Professional Development	Yes	$59,322.00	$39,583		
5	5.3	Instructional Support Staff Development	Yes	$32,668.00	$29,687		

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)
5	**5.6**	Credential / Certification Support	Yes	$30,490.00	$27,708		
5	**5.7**	Hiring Strategies	Yes	$195,771.00	$184,514		
5	**5.8**	Compensation & Benefits	Yes	$89,811.00	$85,982		
6	**6.1**	College Prep Seminar	Yes	$247,995.00	$264,875		
6	**6.2**	College Counseling	Yes	$125,250.00	$113,280		
6	**6.5**	Comprehensive College Readiness Support	Yes	$52,750.00	$25,232		

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)
3,925,003	1,458,041	0%	37.148%	$1,647,778.00	0.000%	41.982%	$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 32627(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 32627(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 32627(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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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