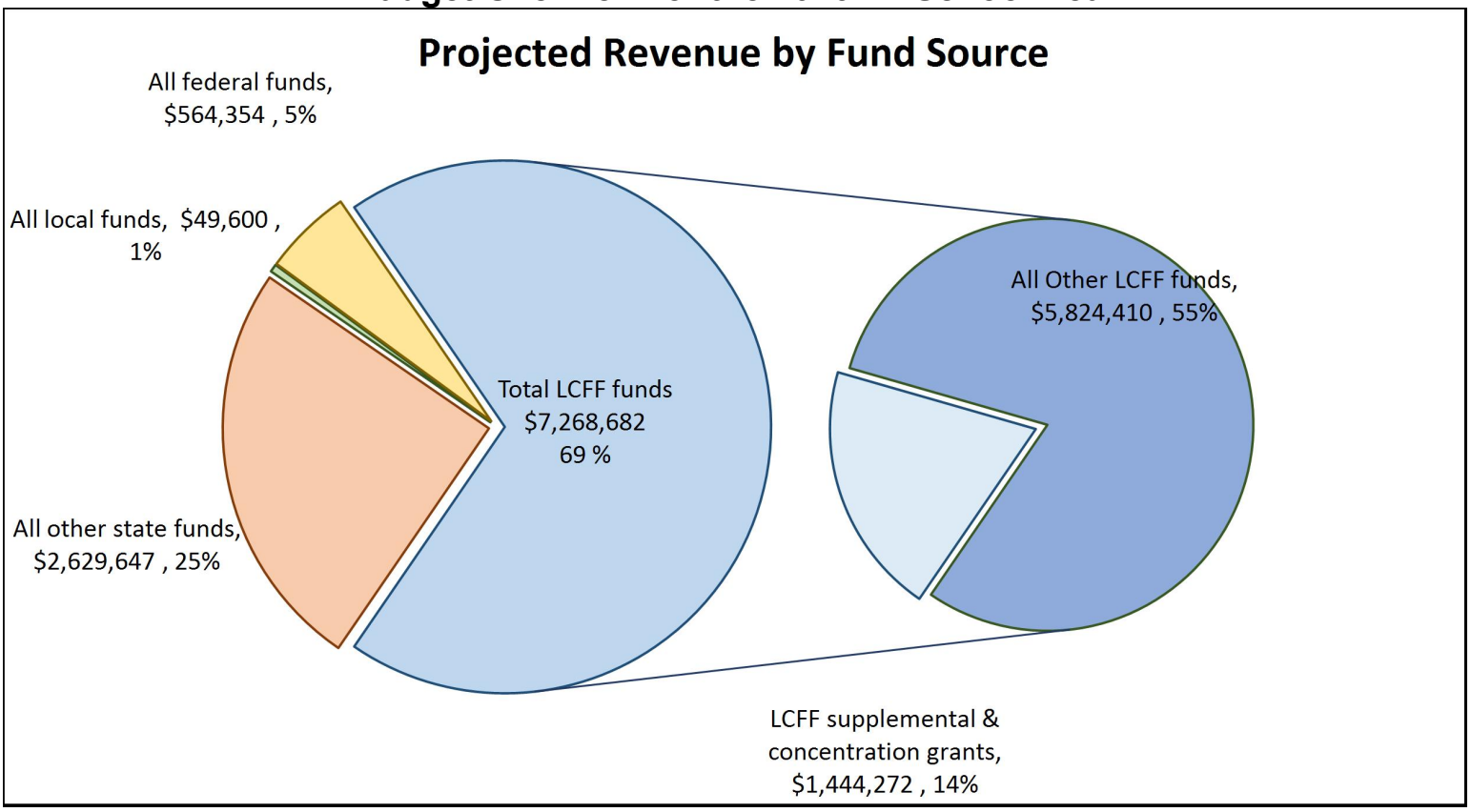
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pathways to College K8
CDS Code: 36-75044-0112441
School Year: 2026-27
LEA contact information:
Craig C. Merrill
Executive Director/Principal
craig.merrill@pathwaysk8.com
7609498002

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

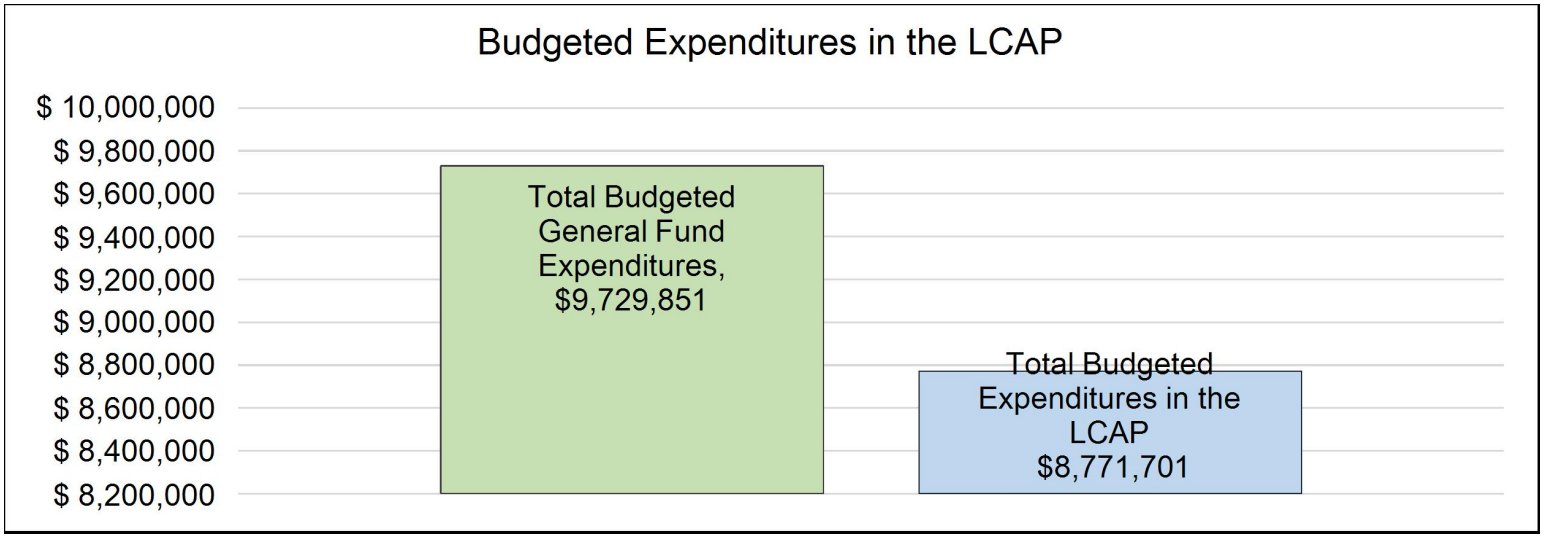


This chart shows the total general purpose revenue Pathways to College K8 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pathways to College K8 is $10,512,283, of which $7,268,682 is Local Control Funding Formula (LCFF), $2,629,647 is other state funds, $49,600 is local funds, and $564,354 is federal funds. Of the $7,268,682 in LCFF Funds, $1,444,272 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 Pathways to College K8 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: Pathways to College K8 plans to spend $9,729,851 for the 2026-27 school year. Of that amount, $8,771,701 is tied to actions/services in the LCAP and $958,150 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

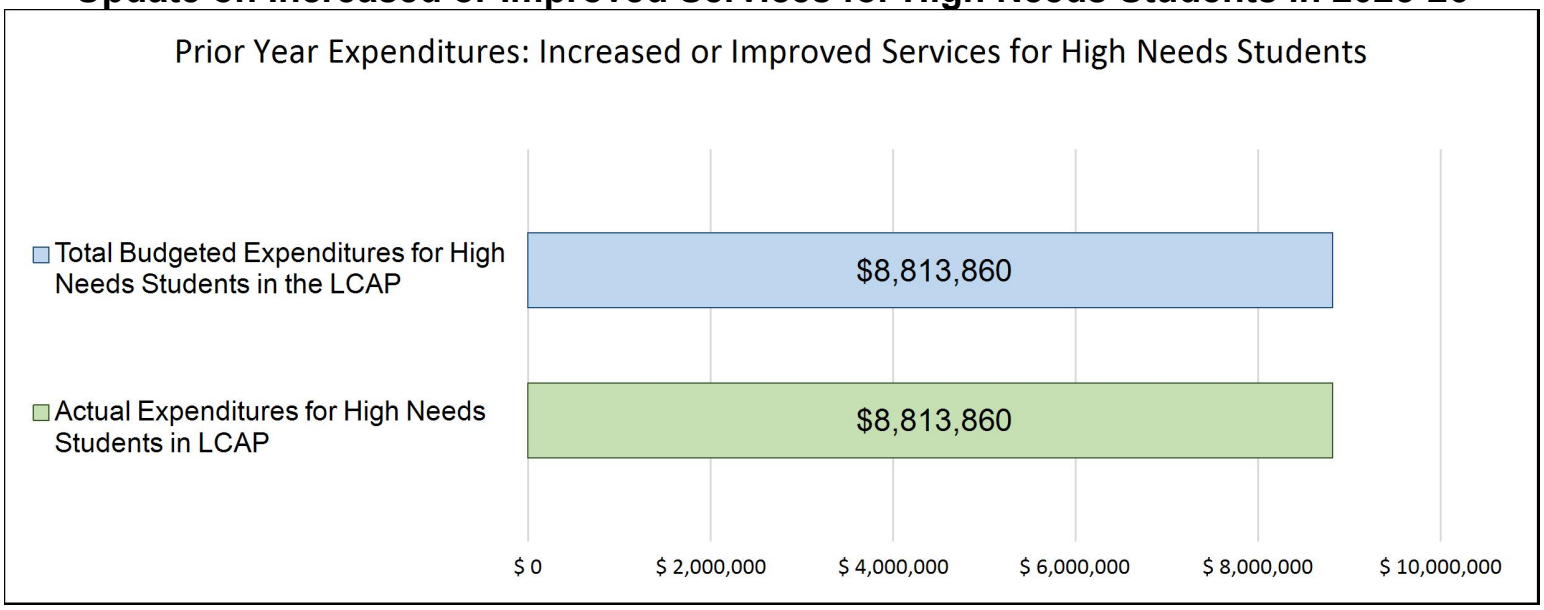
school operations and housekeeping

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

In 2026-27, Pathways to College K8 is projecting it will receive $1,444,272 based on the enrollment of Foster Youth, English learner, and low-income students. Pathways to College K8 must describe how it intends to increase or improve services for high needs students in the LCAP. Pathways to College K8 plans to spend $8,771,701 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 Pathways to College K8 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pathways to College K8 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, Pathways to College K8's LCAP budgeted $8,813,860 for planned actions to increase or improve services for high needs students. Pathways to College K8 actually spent $8,813,860 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways to College K8	Craig C. Merrill Executive Director/Principal	craig.merrill@pathwaysK8.com 7609498002

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.

Pathways to College K8 (PTC) is a public charter school serving students in transitional kindergarten through eighth grade in the City of Hesperia. The school's mission is to provide a rigorous, standards-aligned academic program that prepares students for success in high school, postsecondary education, and future careers. The instructional program emphasizes high academic expectations, student engagement, and the development of strong foundational academic and social-emotional skills. The school serves a diverse student population and is committed to ensuring equitable access to high-quality instruction and support services for all students.

Pathways to College serves approximately 500 students in grades TK–8. Student demographics parallel those of its authorizing district, Hesperia Unified School District. The student population includes approximately:

Source: CA Dashboard 2025
African American: 10.4%
Filipino: 0.2%
Hispanic: 82.1%
White: 6.7%
Two or more races: 0.2%
Students with Disabilities: 13.5%
English Learners: 22.7%

Homeless: 3.7%
Foster Youth: 1.4%
Socioeconomically Disadvantaged: 72.4%

These demographics are an important part of the school's planning process and guide Pathways to College K8's continued focus on equity, access, academic intervention, English Learner support, services for Students with Disabilities, family engagement, attendance support, and schoolwide systems of support. The school uses demographic, academic, attendance, and survey data to identify student needs and to ensure that LCAP actions and services are aligned to the students and families served by the school.

During the 2024–25 school year, Pathways to College K8 completed a major school construction project designed to support enrollment growth and improve instructional facilities. The project was completed through a collaborative effort involving school leadership, staff, board members, and external partners. The school community transitioned into the new facility at the beginning of the spring semester, with students beginning instruction on January 9, 2025. The new campus provides updated classrooms and learning spaces designed to support instruction, collaboration, and student engagement in a safe and well-maintained environment.

The instructional program at Pathways to College K8 is aligned with California State Standards and includes comprehensive instruction in English Language Arts, mathematics, science, and social studies. Teachers use a combination of whole-group instruction, small-group support, and differentiated strategies to meet the needs of all learners. Student progress is monitored through formative and summative assessments, including state assessment results, NWEA MAP data, curriculum-based assessments, common formative assessments, and teacher observations. Instructional decisions are guided by data analysis, collaborative planning, and ongoing review of student progress.

The school implements a multi-tiered system of support to address academic and social-emotional needs. Targeted interventions are provided for students requiring additional academic assistance, including support for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Foster Youth, Homeless students, and other student groups demonstrating need. Staff regularly review student performance data to identify areas of strength and areas for improvement, and to implement appropriate instructional supports.

Professional development is aligned with schoolwide goals and student performance data. Teachers participate in ongoing training focused on instructional best practices, curriculum implementation, assessment use, student engagement strategies, differentiated instruction, and collaborative team practices. Collaborative planning time is built into the school schedule to support professional learning communities and continuous improvement efforts.

Pathways to College K8 values strong partnerships with families and the community. Parents are encouraged to participate in school activities, advisory groups, surveys, and school events. The school maintains regular communication with families through newsletters, meetings, and school events to promote engagement and shared responsibility for student success. The School Site Council and other advisory committees provide opportunities for educational partner input and involvement in school decision-making, including the review of school data, LCAP priorities, and budget-related actions.

Pathways K8 has recently established Schoolwide Learner Outcomes that describe the knowledge, skills, and behaviors students are expected to demonstrate during their time at the school. The Schoolwide Learner Outcomes were developed in alignment with the school's

mission and vision statements and in preparation for a WASC accreditation visit in Spring of 2026. The Schoolwide Learner Outcomes serve as a guiding framework for strengthening instructional practices and student learning across grade levels.

As a newly implemented initiative, the school is in the early stages of integrating the Schoolwide Learner Outcomes into curriculum planning, instructional delivery, assessment practices, student reflection, and schoolwide culture. During the upcoming year, Pathways to College K8 will continue to build staff understanding of the Schoolwide Learner Outcomes and identify ways to connect them to classroom instruction, student work, academic expectations, and schoolwide improvement efforts. This work is intended to further support student achievement, college and career readiness, and preparation for future academic success.

The SLOs are as follows:

SLO 1: Critical Thinkers and Problem Solvers
Students analyze information, apply academic knowledge, and use higher-order thinking skills to solve problems across content areas in preparation for advanced academic work.
SLO 2: Effective Communicators
Students demonstrate proficiency in reading, writing, speaking, and listening, using academic language to communicate clearly for a variety of purposes and audiences.
SLO 3: Responsible, Respectful Citizens
Students exhibit positive character, social-emotional skills, and responsible behavior, contributing to a safe and supportive learning environment.
SLO 4: College and Career Ready Learners
Students develop strong foundational academic skills, effective learning habits, and goal-setting practices that prepare them for secondary education and future college and career pathways.

Reflections: Annual Performance

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

Pathways to College K8 has undergone major developments affecting instruction, operations, student support, and the overall learning environment. The school entered a period of rapid improvement indicated by the 2025 Dashboard as a result of new curriculum adoptions, strengthened Multi-Tiered Systems of Support (MTSS), a new school facility, and significant growth on key indicators such as English Language Arts (ELA), Mathematics, Suspension, and English Learner Progress. The school implemented aligned, standards-based curriculum adoptions in English language arts, mathematics, and science; strengthened its Professional Learning Community through Collaborative Team Meetings (CTMs) to support collaborative data analysis; and developed a comprehensive Multi-Tiered System of Supports (MTSS) framework to address academic, behavioral, and social-emotional needs. The school also refined proficiency scales and grading practices to improve consistency and clarity of expectations across classrooms. These actions directly reflect generalized expectations related to curriculum coherence, instructional effectiveness, assessment practices, and organizational capacity.

While notable progress has been made particularly in English language arts achievement, English Learner progress, science performance, and school climate data also indicate that challenges remain. Mathematics achievement and chronic absenteeism continue to be areas

requiring focused attention, particularly for specific student subgroups. These ongoing needs are examined transparently within this LCAP/SPSA and formed the foundation for the revised Schoolwide Action Plan (WASC).

Pathways to College K8 reviewed state and local data to evaluate annual performance and identify areas of strength and areas for continued improvement. The school reviewed California School Dashboard results (2025), CAASPP data, CAST science data, NWEA MAP assessment results, attendance records, California Healthy Kids Survey results, educational partner feedback, and other local measures. These data sources were used to reflect on progress toward schoolwide goals and to inform LCAP actions, services, and budget priorities.

English Language Arts Performance

Regarding progress in English Language Arts, the school reviewed both California School Dashboard data and local assessment data to evaluate student performance and growth. According to the 2025 California School Dashboard, all students performed at -13.9 points below standard in English Language Arts and received a performance level of yellow This represented an increase of 25.2 points from the prior year.

For student groups, English Learners performed at -13 points below standard and showed an increase of 29.9 points. Students with Disabilities performed at -54.7 points below standard and showed an increase of 58.8 points. Socioeconomically Disadvantaged students performed at -16.3 points below standard and showed an increase of 24.6 points. Hispanic students performed at -12.6 points below standard and showed an increase of 23.8 points.

Based on the 2025 NWEA MAP assessments, students in grades Kindergarten through 8 participated in Reading assessments, while students in grades 2 through 8 participated in Language Usage assessments. Results indicated overall growth between the fall and spring testing windows. The median Reading achievement percentile was the 63rd percentile, and the median Language Usage achievement percentile was also the 63rd percentile.

Mathematics Performance
Regarding progress in Mathematics, the school reviewed 2025 California School Dashboard data and local assessment data to determine student progress and areas requiring continued focus. According to the most recent California School Dashboard, all students performed at -79.3 points below standard in Mathematics and received a performance level of yellow. This represented an increase of 10.7 points from the prior year.

For student groups, English Learners performed at -82.6 points below standard and showed an increase of 11.4 points. Students with Disabilities performed at -118 points below standard and showed an increase of 27 points. Socioeconomically Disadvantaged students performed at -82 points below standard and showed an increase/decrease of 16.1 points. Hispanic students performed at -80.7 points below/above standard and showed an increase of 6.8 points.

The 2025 NWEA MAP Math data provided additional information about student growth and instructional needs, students in grades K through 8 demonstrated overall growth between the fall and spring testing windows. The median Math achievement was the 59th percentile.

The school's review of mathematics data indicates that mathematics continues to be a priority area for improvement. Instructional teams will continue to focus on standards-based instruction, conceptual understanding, mathematical reasoning, fluency, problem-solving, use of academic vocabulary, and differentiated small-group support based on assessment data. Teachers will also continue to use common formative assessments and NWEA MAP data during collaborative team meetings to identify whether students need reteaching, extension, or targeted intervention.

Science Performance
Regarding progress in Science, the school reviewed 2025 California Science Test (CAST) results and local science assessment data to evaluate student achievement and instructional needs. According to the 2025 California School Dashboard and state assessment results, the school earned 46.5 points in Science, representing an increase of 8.2 points from the previous year.

On the California Science Test, 12.24% of Grade 5 students and 20.0% of Grade 8 students met or exceeded the standard. Additionally, 65.31% of Grade 5 students and 75.56% of Grade 8 students nearly met the standard, while 22.45% of Grade 5 students and 4.44% of Grade 8 students did not meet the standard.

Among student groups with available data, English Learners earned 34 points in Science, an increase of 3.7 points. Socioeconomically Disadvantaged students earned 46.5 points, an increase of 8.8 points, and Hispanic students earned 45.4 points, an increase of 8.0 points. No additional data were available for other student groups.

Local science data showed that students demonstrated progress on the 2025 NWEA MAP Science assessment. Based on NWEA MAP benchmark assessments, the median achievement score for students in grades 3–8 was at the 64th percentile.

Chronic Absenteeism
Regarding chronic absenteeism, the school reviewed 2025 California School Dashboard data and local attendance data to evaluate student attendance patterns and identify areas for improvement. According to the most recent California School Dashboard, the school's chronic absenteeism rate was 35.4%, with a performance level of red. This represented an increase of 7.6% percentage points from the prior year.

For student groups, English Learners had a chronic absenteeism rate of 22.6%, Students with Disabilities had a chronic absenteeism rate of 30.4%, Socioeconomically Disadvantaged students had a chronic absenteeism rate of 35.9%, and Hispanic students had a chronic absenteeism rate of 34.8%. Additional student group data included African Americans at 34.9%.

Local attendance data showed that the school's average daily attendance rate was 90.94% in 2025/2026. The percentage of students attending school at least 90% of the time was 66%, while the percentage of students identified as chronically absent was 34%, this is out of a cumulative enrollment of 541 students in total, who were enrolled 31 days or more of the school year. Local data also showed that attendance concerns were most significant in grade levels 3rd and 7th, during the months of January and March, and among student groups:
EL 26.6%%
Foster 7.69%
Homeless 21.74%
SED 33.52%

SWD 22.37%
Hispanic 33.26%
African American 11.76%
White 46.94%

Attendance remains a continued area of focus for Pathways to College K8. The school will continue to implement attendance monitoring, family communication, early outreach, positive attendance incentives, student recognition, and targeted support for students who are at risk of becoming chronically absent. The school will also continue to use local attendance data throughout the year to identify students in need of support before attendance concerns become more severe.

School Culture and Climate
Pathways to College K8 also reviewed school culture and climate data as part of its reflections on annual performance. The school used the 2025/2026 California Healthy Kids Survey and other local measures to evaluate student connectedness, safety, relationships with adults, student engagement, and overall school climate.

According to the 2025–2026 California Healthy Kids Survey, 72% of elementary students and 62% of middle school students reported feeling safe at school. Additionally, 76% of 3rd-grade students, 65% of 5th-grade students, 56% of 6th-grade students, 53% of 7th-grade students, and 58% of 8th-grade students reported feeling connected to school. Results indicate that elementary students generally report higher levels of school connectedness and safety than middle school students, although middle school perceptions have improved significantly over baseline levels.

The school also reviewed local culture and climate data, including student behavior data, suspension data, attendance data, parent feedback, staff input, student surveys, and observations from schoolwide programs and activities. Local data indicated that students continue to benefit from positive relationships with staff, schoolwide PBIS supports, student recognition programs, and opportunities for engagement through extracurricular activities and school events. Areas of strength included improvements in middle school students' perceptions of school connectedness and safety, with gains ranging from 4% to 35% above baseline levels, as well as strong elementary connectedness rates among third-grade students.

The school continues to implement systems designed to promote a positive and supportive school culture. These include morning meetings, schoolwide expectations, positive behavior supports, student recognition programs, counseling support, family engagement activities, and opportunities for students to participate in school events, athletics, and leadership activities. The school will continue to use California Healthy Kids Survey results and other local data to strengthen student connectedness, promote student voice, support social-emotional learning, and ensure that all students experience a safe and welcoming learning environment.

Overall Reflection

Overall, Pathways to College K8 made progress in several areas during the 2025–26 school year, including continued implementation of standards-aligned instruction, use of local assessment data, development of Schoolwide Learner Outcomes, and ongoing educational partner engagement. At the same time, the school’s review of state and local data indicates that continued improvement is needed in English Language Arts, mathematics, chronic absenteeism, science achievement, and school culture indicators.

The school will use the results from the California School Dashboard (2025), CAASPP, CAST, NWEA MAP, attendance reports, California Healthy Kids Survey, educational partner feedback, and other local measures to inform LCAP goals, actions, services, and budget priorities. These reflections will guide continued efforts to improve academic outcomes, reduce chronic absenteeism, strengthen school culture, and ensure that all students have access to the instruction, support, and learning environment needed for success.

From the 2023 Dashboard (Baseline Year), there were no groups in red for chronic absenteeism or suspension. For English language arts and mathematics, the only group in red was Students with Disabilities.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
1. Parents	LCAP Educational Partner Engagement – Pathways to College K-8 provided multiple opportunities for parents and educational partners to participate in the development of the 2026-27 LCAP. Families and educational partners received information regarding school priorities, budget considerations, and student needs and were invited to provide feedback on goals, actions, and expenditures. Parent Engagement Meetings – Coffee and Tea with the Principal meetings were held on April 22, 2026, and May 21, 2026. Parents reviewed school priorities, budget information, and proposed expenditures and provided feedback on programs and services. Families and Educators Together (FET) Meeting – A parent engagement meeting was held on February 19, 2026, to gather family input regarding school priorities, student needs, and budget considerations for the upcoming school year. School Site Council (SSC) – School Site Council meetings were held throughout the spring of 2026. Parent representatives reviewed LCAP goals, actions, services, and expenditures and provided feedback to inform the development of the LCAP. Parent Survey – During May 2026, all families were invited to complete an LCAP survey to provide input regarding school climate, academic programs, student supports, budget priorities, and areas for

Educational Partner(s)	Process for Engagement
	continued improvement. Families received information about the survey through school communication systems and newsletters.
2. Students	Student Educational Partner Engagement – Pathways to College K-8 provided students with multiple opportunities to participate in the development of the 2026-27 LCAP and provide input on school programs, supports, and priorities. Student Focus Groups – During the spring of 2026, students in grades 3-8 participated in classroom discussions and focus groups regarding school needs, mathematics achievement, attendance, and supports that would help them be successful. Classroom Input Activities – During the spring of 2026, students in grades TK-4 participated in classroom discussions and voting activities to identify what they value most about their school experience and areas they would like to see strengthened. Associated Student Body (ASB) Input – On May 12, 2026, ASB students reviewed feedback collected from student discussions and classroom activities and helped identify priorities and themes to inform the development of the LCAP. Student feedback gathered through these engagement opportunities was considered in the development of LCAP goals, actions, and services.
3. Teachers	Teacher Educational Partner Engagement – Pathways to College K-8 provided teachers with multiple opportunities to participate in the development of the 2026-27 LCAP and provide input on school priorities, student needs, and proposed actions and services. Collaborative Team Meetings – On May 11, 2026, the principal participated in collaborative team meetings where teachers reviewed school needs related to mathematics achievement and chronic absenteeism. Teachers discussed instructional strategies, interventions, student supports, and potential budget priorities.

Educational Partner(s)	Process for Engagement
	Teacher Surveys – During the spring of 2026, teachers completed surveys to provide feedback on actions, services, and strategies that could improve student outcomes in mathematics and attendance. Teachers also provided input on budget priorities and identified actions they believed would have the greatest impact on student success.
4. School Administration: Principal, Assistant Principal, and Manager, business and operations.	Administrative Educational Partner Engagement – Pathways to College K-8 administration participated in the development of the 2026-27 LCAP through a series of planning and review meetings focused on student needs, budget priorities, and proposed actions and services. Administrative Planning Meetings – On May 6, 2026, the Executive Director/Principal, Assistant Principal, and Manager of Business and Operations reviewed the LCAP development process, analyzed budget information, and discussed proposed goals, actions, services, and expenditures.
5. Classified Staff	Classified Staff Educational Partner Engagement – Pathways to College K-8 provided classified staff with opportunities to participate in the development of the 2026-27 LCAP and provide input regarding school priorities, student needs, and support services. Classified Staff Focus Group Meeting – On April 11, 2026, classified staff participated in a focus group meeting to review LCAP goals, proposed actions, and school priorities and provide feedback regarding student supports and areas of need. Classified Staff Survey – During the spring of 2026, all classified staff were invited to complete a survey to provide input on LCAP goals, actions, and budget priorities.
6. The PTC Board	The Pathways to College K-8 Governing Board reviewed and discussed the development of the 2026-27 LCAP during regularly scheduled board meetings in March 2026, April 2026, and May 2026.

Educational Partner(s)	Process for Engagement
	Board members reviewed LCAP goals, actions, services, and budget alignment and provided feedback during these meetings. The Mid Year Review was presented to the PTC Board on January 20, 2026.. **LCAP Public Hearing** – A public hearing on the proposed 2026-27 LCAP was held at the Governing Board meeting on May 19, 2026. The meeting was posted online and anyone requesting a hard copy of the 2026-2027 LCAP draft can make the request to front office staff.

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

As described in the previous section, educational partners were engaged through a variety of methods to ensure that the information collected accurately reflected their perspectives, experiences, and feedback regarding the school and the development of the 2026–2027 LCAP. A summary of the feedback received from each educational partner group is provided below, followed by a description of how this feedback informed and influenced the development of the LCAP.

PARENT FEEDBACK:

Based on 19 survey responses, Pathways to College K8 was rated positively overall. Across the eight “How well is our school doing?” questions, the average rating was 3.54 out of 4. In total, 94.0% of rated responses were marked either “Very well” or “Well,” and 61.7% of responses were marked “Very well.” These results indicate that families and educational partners generally view the school as performing well across the major LCAP-related areas.
The strongest overall performance areas were Student Engagement and Implementation of Common Core Standards. Both areas received an average rating of 3.68 out of 4, with 100.0% positive ratings. This suggests that respondents believe students are meaningfully engaged at school and that the school is effectively implementing standards-based instruction. Other areas with strong ratings included School Climate, Basic Services, and Student Achievement, each of which received an average rating of 3.53 out of 4.

The areas with slightly lower average ratings were Other Student Outcomes, Parent and Family Engagement, and Course Access. Other Student Outcomes received an average rating of 3.44 out of 4 with 100.0% positive ratings. Parent and Family Engagement received an average rating of 3.47 out of 4 with 84.2% positive ratings. Course Access also received an average rating of 3.47 out of 4 with 88.2% positive ratings. Although these areas were still rated positively, the results suggest they may benefit from continued attention and refinement in the 2026–2027 LCAP.

Interpretation of Overall Results

Families and educational partners generally feel that the school is doing well, particularly in the areas of student engagement, standards-based instruction, school climate, and basic services. The survey results support describing the school as having a strong overall foundation while continuing to identify focused areas for improvement.
When respondents were asked what should be prioritized next year, the strongest themes were Academic Progress and Student Safety/School Climate. These results suggest that the 2026–2027 LCAP should continue to focus on improving academic outcomes, maintaining a safe and supportive school environment, strengthening parent and family involvement, and expanding access to resources and supports that improve student learning and engagement.

Priority Rankings by LCAP Area
Respondents ranked LCAP-related areas by priority. A lower average score indicates a higher priority, with 1.0 representing the highest possible priority. Academic Progress was identified as the highest priority area, with an average priority score of 1.61. Eleven respondents ranked Academic Progress as their first priority, four ranked it second, two ranked it third, and one ranked it fourth. This indicates a strong desire for the school to continue investing in student academic growth and achievement.

Student Safety and School Climate was the second-highest priority area, with an average priority score of 1.79. Eleven respondents ranked this area as their first priority, three ranked it second, three ranked it third, and two ranked it fourth. This shows that families and educational partners continue to value a safe, positive, and supportive school environment as a central part of student success.

Family Involvement was also identified as an important priority, with an average priority score of 2.00. Five respondents ranked it first, six ranked it second, one ranked it third, and two ranked it fourth. These results suggest that families value continued opportunities to be informed, involved, and connected to the school community.
Implementation of Academic Standards received an average priority score of 2.07. Six respondents ranked this area first, five ranked it second, one ranked it third, and three ranked it fourth. This indicates that respondents continue to support the school's focus on standards-aligned instruction and academic expectations.

Quality of Teaching Materials and Equipment received an average priority score of 2.12. Eight respondents ranked it first, three ranked it second, two ranked it third, and four ranked it fourth. This suggests that educational partners see instructional materials, classroom resources, and equipment as important investments that support student learning.
Attendance and Engagement received an average priority score of 2.13. Five respondents ranked it first, six ranked it second, one ranked it third, and three ranked it fourth. This indicates that families and educational partners recognize the importance of consistent attendance and student engagement, particularly as they relate to academic progress and school connectedness.

Access to Classes and Programs received an average priority score of 2.19. Six respondents ranked it first, three ranked it second, five ranked it third, and two ranked it fourth. This suggests continued interest in ensuring that students have access to a broad course of study, meaningful programs, and opportunities that support their academic and personal development.

Student Learning Beyond Tests, including projects, grades, and other measures of learning, received an average priority score of 2.22. Eight respondents ranked it first, three ranked it second, two ranked it third, and five ranked it fourth. This indicates that respondents value multiple ways of measuring and supporting student growth beyond standardized assessments alone.

Most Requested Resource Investments
The most frequently requested resource investment was outdoor shading structures, which were selected by 15 of the 19 respondents. This was the clearest resource priority identified in the survey and suggests that families and educational partners would like the school to consider improvements to outdoor spaces that support student comfort, safety, and usability during the school day.

Classroom aides and additional support were the second most requested investment, selected by 9 of the 19 respondents. This indicates interest in additional adult support to help meet student academic, behavioral, and social-emotional needs in classrooms.

A greater variety of middle grade electives was the third most requested investment, selected by 8 of the 19 respondents. This suggests that families and educational partners would like the school to expand enrichment opportunities and provide middle grade students with more choice, engagement, and access to a broader educational experience.

Summary of Overall School Performance Ratings
Overall school performance ratings were positive across all eight areas. Student Engagement and Implementation of Common Core Standards were the highest-rated areas, each receiving an average rating of 3.68 out of 4 with 100.0% positive ratings. These results show that respondents believe the school is effectively engaging students and implementing standards-based instruction.

Student Achievement, School Climate, and Basic Services each received an average rating of 3.53 out of 4. Student Achievement had an 89.5% positive rating, while School Climate and Basic Services each had a 94.7% positive rating. These results indicate that educational partners generally view the school as providing a strong learning environment, appropriate basic services, and support for student achievement.
Parent and Family Engagement and Course Access each received an average rating of 3.47 out of 4. Parent and Family Engagement had an 84.2% positive rating, and Course Access had an 88.2% positive rating. Other Student Outcomes received an average rating of 3.44 out of 4 with 100.0% positive ratings. These areas were still rated favorably, but the comparatively lower ratings indicate potential opportunities for continued improvement in the 2026–2027 LCAP.

Prioritized Areas for 2026–2027 LCAP Funding
Based on the survey results, the 2026–2027 LCAP should prioritize funding in areas that directly support academic growth, safe and supportive school conditions, student engagement, and access to resources. Academic Progress emerged as the highest overall priority, indicating the need to continue funding instructional supports, intervention, standards-aligned materials, and strategies that improve student achievement.

Student Safety and School Climate should also remain a major funding priority. Survey results show strong educational partner interest in maintaining a positive and safe school environment. Investments may include campus improvements, supervision, school climate supports, student recognition, and resources that contribute to student well-being and belonging.

Family Involvement, Attendance and Engagement, and Access to Classes and Programs should also be included as continuing areas of focus. Funding should support communication with families, opportunities for family participation, student engagement strategies, attendance improvement efforts, and expanded access to programs and electives, especially at the middle grade level.

The specific resource investments most supported by respondents were outdoor shading structures, classroom aides or support staff, and a variety of middle grade electives. These priorities align with the broader survey themes of improving student learning conditions, increasing classroom support, and expanding engaging opportunities for students.

LCAP Summary Statement
Overall, survey results indicate that Pathways to College K8 is viewed positively by families and educational partners, with particularly strong ratings in student engagement and implementation of academic standards. At the same time, the input collected identifies clear priorities for continued improvement. The 2026–2027 LCAP should focus on strengthening academic progress, maintaining student safety and a positive school climate, improving attendance and engagement, increasing family involvement, and investing in resources that support both classroom instruction and student well-being.

Based on the parent input collected through Coffee and Tea with the Principal meetings, SSC participation, FET input, newsletters, and the schoolwide LCAP survey, the adopted 2026–2027 LCAP reflects a continued commitment to the priorities families identified as most important: academic progress, student safety and school climate, family involvement, attendance and engagement, and access to meaningful programs and resources. Parent feedback indicates that families view Pathways to College K8 positively overall, with strong confidence in student engagement, implementation of academic standards, school climate, basic services, and student achievement. Therefore, the adopted LCAP will preserve and strengthen the programs and services that are already working, while making targeted refinements in areas where parents identified additional need.
The strongest influence on the adopted LCAP will be a continued focus on academic growth and achievement. Since Academic Progress was identified as the highest priority area, the LCAP will continue to fund instructional supports that help students make measurable progress, including intervention aides, classroom support, standards-aligned instructional materials, assessment systems, and targeted academic interventions. Parent feedback also supports maintaining a strong focus on the implementation of academic standards, which was one of the highest-rated areas in the survey. As a result, the LCAP will continue to emphasize standards-based instruction, teacher collaboration, use of student data, and instructional strategies that support all learners.

Parent input also shows that student safety and school climate should remain a major LCAP priority. Families identified safety and climate as the second-highest priority area and affirmed the importance of maintaining a safe, positive, and supportive school environment. The adopted LCAP will therefore include actions that support student well-being, campus supervision, positive behavior systems, counseling services, student recognition, and a school culture where students feel connected and supported. The strong parent support for maintaining a school counselor further indicates that counseling and social-emotional supports should remain an important investment.

The LCAP was also be influenced by parent feedback related to family involvement. Although Parent and Family Engagement was still rated positively, it was one of the comparatively lower-rated areas. This suggests that the school should continue improving how it communicates with families, invites parent participation, and creates meaningful opportunities for parents to provide input. The LCAP will include actions that strengthen ongoing communication through newsletters, SSC, FET, surveys, parent meetings, and other family engagement opportunities. These efforts will not only inform families but also continue building their capacity to understand the LCAP process and participate as educational partners.

In addition, the adopted LCAP reflects parent interest in improving attendance, engagement, and access to programs. Families recognized the importance of consistent attendance and student engagement as connected to academic success and school belonging. Therefore, the

LCAP will include strategies to monitor attendance, communicate with families about attendance concerns, provide student engagement supports, and strengthen programs that help students feel connected to school. Since Course Access was also one of the comparatively lower-rated areas, the LCAP will consider opportunities to expand access to a broad course of study and provide students with more meaningful learning experiences, particularly in the middle grades.
Finally, parent feedback influenced specific resource decisions. The clearest resource priority identified by parents was outdoor shading structures, selected by 15 of 19 respondents. This suggests that the school should consider facility improvements that increase student comfort, safety, and usability of outdoor spaces. Parents also identified classroom aides and additional support staff as a priority, which aligns with the broader focus on academic progress, intervention, and student support. A greater variety of middle grade electives was also requested, indicating that the LCAP will explore ways to expand enrichment, choice, and engagement for older students.

Overall, the adopted LCAP was shaped by parent feedback by maintaining the school's strong foundation while focusing resources on the areas families identified as most important. The plan continues investments in academic supports, intervention aides, counseling, school climate, athletics, family engagement, attendance improvement, and access to programs. It also considers parent-requested investments such as outdoor shade structures, additional classroom support, and expanded middle grade electives. In this way, the LCAP will demonstrate that parent input was not only collected, but meaningfully used to guide goals, actions, services, and budget priorities for the 2026–2027 school year.

STUDENT FEEDBACK:

Summary of Student LCAP Input: Math Achievement and Attendance

Student input showed two clear priorities for the 2026–2027 LCAP: making math more engaging and creating stronger reasons for students to want to attend school consistently. In the middle grades survey, students rated their overall enjoyment of math at an average of 3.03 out of 5, showing that students are generally neutral toward math, with significant room to increase engagement. The most common recommendations for improving math were to make lessons more interactive, use games and competitions, provide small-group support, offer tutoring or extra help, use more visual and hands-on learning strategies, and include rewards or incentives. Students also mentioned that teachers should slow down or provide clearer explanations when students are struggling.

Across TK and Kindergarten responses, students gave similar feedback in developmentally appropriate ways. Younger students emphasized hands-on learning, play-based activities, math with manipulatives such as teddy bears, puzzles, playdough, marble towers, projects, painting, and outdoor play. Kindergarten responses also highlighted celebrations, treats, playground activities, technology, rewards, real-world learning, and field trips as ways to make school and math more enjoyable.

For attendance, students consistently stated that attending school every day is important because it helps them learn, avoid falling behind, complete work, prepare for future success, and stay connected to classmates. The strongest theme related to why students want to come to school was social connection, especially seeing friends. Students also identified sports, clubs, supportive teachers, feeling safe, rewards, fun activities, assemblies, field trips, and school events as motivators for attendance. Some students suggested that the school could improve

attendance by making learning more fun, providing attendance rewards, adding more activities, improving sports/playground equipment, offering more clubs or events, and creating a more positive and enjoyable school environment.

Prioritized Funding Areas for the LCAP:
Based on the student responses, the highest-priority funding areas to consider for inclusion in the 2026–2027 LCAP are:
Math intervention and academic support tutoring, small-group instruction, additional intervention time, and targeted support for students who are struggling in math.

Engaging math instruction and materials
Purchase hands-on manipulatives, math games, project-based learning materials, visual supports, technology tools, and resources that make math more interactive and accessible.

Student engagement and attendance incentives
Create attendance reward systems, weekly/monthly recognition, celebrations, free dress days, assemblies, and other incentives that encourage students to attend school regularly.

Expanded enrichment, clubs, sports, and activities
Support sports, clubs, field trips, assemblies, special events, and student activities that increase school connectedness and give students more reasons to come to school.

Positive school climate and student belonging
Invest in efforts that help students feel safe, supported, and connected to teachers and peers, including relationship-building activities, student recognition, campus beautification, and improved playground or sports equipment.

Overall, the student data suggests that improving math scores and attendance are closely connected. Students are more likely to engage academically and attend consistently when school feels supportive, interactive, social, rewarding, and fun.

Based on student feedback, the adopted LCAP was influenced by a clear need to strengthen math achievement while also improving attendance through greater student engagement, belonging, and connection to school. Students shared that they understand the importance of attending school regularly and improving academically, but they also emphasized that they are more motivated when learning is interactive, supportive, social, and enjoyable. As a result, the adopted LCAP reflects student voice by connecting academic improvement efforts with actions that make school a place students want to attend consistently.
Student feedback directly influenced the LCAP's continued focus on improving mathematics achievement. Students reported that math would be more helpful and enjoyable if lessons included more games, competitions, hands-on activities, visual supports, small-group instruction, tutoring, and clearer explanations when concepts are difficult. Younger students also emphasized play-based and hands-on learning through manipulatives, projects, puzzles, painting, technology, and real-world activities. In response, the LCAP prioritizes math intervention, tutoring, small-group support, and instructional materials that make math more interactive and accessible. This includes continued investment in targeted academic supports for students who are struggling, as well as resources that help teachers provide engaging and differentiated math instruction.

Student input also influenced the LCAP's focus on attendance and engagement. Students consistently stated that attending school every day helps them learn, avoid falling behind, complete work, prepare for the future, and stay connected with classmates. At the same time, students identified social connection, friends, sports, clubs, supportive teachers, rewards, fun activities, assemblies, field trips, and school events as reasons they want to come to school. Therefore, the LCAP should include actions that promote regular attendance by increasing student connectedness and providing positive incentives for coming to school. Attendance improvement should not be limited to reminders or consequences, but will also include recognition systems, celebrations, student activities, and schoolwide events that make attendance meaningful and motivating.

The adopted LCAP was also be influenced by students' request for more enrichment opportunities. Student feedback showed strong interest in expanded sports, clubs, field trips, assemblies, special events, and activities that make school more enjoyable and help students feel connected to the school community. As a result, the LCAP should continue to support programs and activities that build school connectedness, especially those that give students positive reasons to attend school and participate fully. These investments align with the broader goals of improving attendance, engagement, and student outcomes.
Student feedback further supports continued investment in positive school climate and student belonging. Students identified feeling safe, having supportive teachers, being with friends, and participating in enjoyable activities as important parts of their school experience. The LCAP therefore includes actions that strengthen relationships between students and staff, recognize student effort and improvement, support social-emotional well-being, and improve campus spaces or equipment that contribute to student enjoyment and belonging. This may include playground or sports equipment, campus beautification, student recognition programs, and activities that help students feel valued and included.

Overall, student input influenced the adopted LCAP by showing that academic progress and attendance are closely connected. Students are more likely to improve in math and attend school regularly when instruction is engaging, support is available, and school feels positive, safe, social, and rewarding. The LCAP therefore includes a balanced set of actions that address both academic needs and student engagement needs, including math intervention, hands-on instructional materials, tutoring, attendance incentives, enrichment opportunities, student recognition, and positive school climate supports. In this way, the adopted LCAP demonstrates that student voice was meaningfully considered and used to shape the school's goals, actions, services, and funding priorities for the 2026–2027 school year.

TEACHER FEEDBACK:

Teacher feedback influenced the LCAP's continued focus on improving mathematics outcomes. During collaborative team meetings, teachers discussed the need for instructional strategies, interventions, and supports that would help students make greater progress in math. As a result, the adopted LCAP reflects actions such as targeted math intervention, small-group instruction, use of assessment data to identify student needs, additional instructional support, and professional collaboration focused on strengthening math instruction. Since teachers are responsible for implementing these strategies, their input helped shape actions that are realistic, classroom-based, and directly connected to student learning.
Teacher input also influenced the LCAP's focus on reducing chronic absenteeism. Teachers contributed ideas about how attendance affects student learning and discussed possible actions to help students attend school more consistently. Their feedback supports the inclusion of attendance monitoring, family communication, student engagement strategies, and schoolwide systems that encourage regular attendance.

Because teachers interact with students daily, their perspective helped connect attendance improvement efforts to classroom routines, relationships, and student motivation.
The process also influenced the adopted LCAP by helping the school move from general ideas to specific budget priorities. The survey allowed teachers to suggest actions that could improve math outcomes and attendance rates and allowed teachers to prioritize those actions based on importance, feasibility, and potential impact. This helped school leadership identify which strategies staff believed should receive funding and be elevated for inclusion in the LCAP.
Overall, teacher feedback influenced the adopted LCAP by reinforcing the need to prioritize mathematics achievement, attendance improvement, instructional supports such as additional math-related programs, intervention services, and practical classroom-based strategies. Their participation helped ensure that the LCAP's goals, actions, and budget decisions are aligned with student needs and informed by the educators responsible for carrying out the plan. As a result, the adopted LCAP reflects a collaborative planning process in which teacher voice was used to shape both academic and attendance-related priorities for the 2026–2027 school year.

ADMINISTRATION FEEDBACK:

Based on administrative feedback, the adopted LCAP was influenced by a comprehensive review of schoolwide needs, available resources, and educational partner input. The Principal, Assistant Principal, and Manager of Business and Operations worked collaboratively to ensure that the final plan was both responsive to educational partner feedback and aligned with the school's fiscal capacity. Through administrative planning meetings, the team reviewed the LCAP development process, analyzed the school budget, and discussed proposed actions connected to each LCAP goal.

Administrative input influenced the LCAP by helping ensure that the plan was realistic, coherent, and financially responsible. While parents, students, teachers, classified staff, and the governing board provided important input about needs and priorities, the administrative team played a key role in evaluating how those priorities could be translated into specific goals, actions, services, and budget decisions. This included considering which supports could be maintained, which areas required increased attention, and how resources could be allocated to address the school's highest-priority needs.

The adopted LCAP was also influenced by the administrative team's review of schoolwide data and identified areas of need, particularly improving mathematics achievement and reducing chronic absenteeism. Administrative feedback helped connect educational partner input to measurable goals and practical implementation strategies. As a result, the LCAP reflects continued attention to academic intervention, instructional support, attendance improvement, student engagement, school climate, family involvement, and access to programs and resources.

In addition, the Manager of Business and Operations contributed to the planning process by helping align proposed actions with the school's budget outlook. This ensured that the LCAP did not simply list desired programs, but instead reflected thoughtful decisions about what could be funded, sustained, and implemented effectively. The administrative team's budget review helped prioritize actions that were both meaningful to the school community and feasible within available resources.

Overall, administrative feedback influenced the adopted LCAP by helping synthesize input from all educational partners into a clear, actionable, and fiscally responsible plan. The final LCAP reflects the administrative team's collaborative review of educational partner priorities, student outcome data, school needs, and budget considerations. Through this process, the adopted LCAP was shaped to support academic growth, improve attendance, strengthen school climate, maintain essential student services, and ensure that resources are directed toward the areas most likely to improve student outcomes during the 2026–2027 school year.

CLASSIFIED STAFF INPUT
:
Based on classified staff feedback, the adopted LCAP was influenced by the need to strengthen schoolwide systems of support, improve attendance practices, and ensure that students receive consistent academic, behavioral, and social-emotional assistance throughout the school day. Classified staff provided valuable input because they often interact with students in classrooms, offices, supervision areas, meal service areas, and other school settings. Their feedback helped ensure that the LCAP reflects not only instructional priorities, but also the daily operational and student support needs that contribute to student success.

Classified staff feedback influenced the LCAP's continued focus on strengthening the school's Multi-Tiered System of Supports. Staff emphasized the importance of clearly defining supports at Tier 1, Tier 2, and Tier 3 so that all employees understand how they contribute to student learning, behavior, social-emotional development, and attendance. As a result, the adopted LCAP includes actions that support consistent schoolwide expectations, positive behavior supports, social-emotional learning, targeted intervention, and coordinated services for students with greater needs.

At the Tier 1 level, classified staff input supports LCAP actions that create a warm, safe, and welcoming school environment for all students. This includes schoolwide behavior expectations, direct teaching of social-emotional skills, positive campus culture, and supports that help students feel connected to school. Their feedback reinforces the idea that student attendance and engagement improve when students feel safe, respected, and supported by adults across the campus.

At the Tier 2 level, classified staff feedback influenced the need for targeted small-group supports for students beginning to show academic, behavioral, social-emotional, or attendance concerns. The LCAP therefore includes actions such as small-group academic intervention, behavior support groups, SEL groups, attendance check-ins, and early identification of students who need additional help. These supports are intended to prevent student needs from becoming more serious and to provide timely assistance before students fall further behind.

At the Tier 3 level, classified staff emphasized the need for more intensive and individualized support for students with significant needs. This feedback supports LCAP actions related to one-on-one intervention, individualized behavior support, counseling or check-ins, attendance monitoring, and coordinated support involving teachers, classified staff, administration, counselors, and families. Their input helped shape a plan that recognizes the importance of teamwork and communication when supporting students with the highest levels of need.

Classified staff feedback also strongly influenced the LCAP's focus on attendance improvement and reducing chronic absenteeism. Staff identified attendance as a major area of need and recommended a more consistent system that includes prevention, early intervention, parent communication, and accountability. As a result, the adopted LCAP should include actions that use attendance data to identify

concerns early, communicate with families, provide support to address barriers, and monitor student progress before attendance issues become severe.

In addition, classified staff input supports the use of structured attendance interventions, such as attendance meetings, attendance contracts, family communication, after-school support, Saturday academic recovery opportunities, or other restorative approaches that help students recover lost learning time. Their feedback also indicates that the school should continue reviewing attendance policies and procedures so that families clearly understand the importance of daily attendance, while ensuring that any actions taken are supportive, legally compliant, and aligned with charter policies and due process requirements.

Overall, classified staff feedback influenced the adopted LCAP by reinforcing the need for a stronger, more coordinated system of student support. Their input helped shape actions related to MTSS, school climate, behavior support, social-emotional learning, academic intervention, attendance monitoring, family communication, and student connectedness. As a result, the adopted LCAP reflects the perspective of classified staff as essential educational partners who help create the conditions students need to attend school regularly, participate positively, and succeed academically.

GOVERMING BOARD FEEDBACK:

Based on feedback from the Pathways to College Board, the adopted LCAP was influenced by the need to ensure that the final plan is clear, transparent, fiscally responsible, and aligned with the school's long-term goals. Board members were engaged during regularly scheduled meetings in March, April, and May, where they reviewed the structure of the LCAP, discussed progress toward current goals, and considered areas of continued need as the school enters the final year of the three-year LCAP cycle. Their feedback helped ensure that the adopted plan reflects both educational priorities and responsible governance.

The Board's input influenced the LCAP by reinforcing the importance of providing more detailed and transparent descriptions of goals, actions, services, and budget allocations. Based on discussion with the Board, as well as feedback from the Manager of Business and Operations and the county office, the adopted LCAP was strengthened to more clearly explain how specific actions are connected to student needs, educational partner input, and planned expenditures. This helped make the LCAP more understandable to the public and more useful as a planning and accountability document.

The Board's review also influenced the LCAP by helping ensure that budget decisions were directly connected to the school's goals and highest-priority needs. Board members were guided through how action items are tied to budget allocations, which supported a more intentional review of whether proposed expenditures were appropriate, sustainable, and aligned with the school's mission. This helped ensure that the adopted LCAP does not simply list programs or activities, but clearly shows how resources will be used to improve student outcomes.

In addition, Board feedback helped maintain alignment between the LCAP and the school's strategic priorities, including improving mathematics achievement, reducing chronic absenteeism, strengthening student supports, maintaining a positive school climate, supporting family engagement, and ensuring access to programs and services. By reviewing progress and continued areas of need, the Board helped

confirm that the adopted LCAP should continue focusing on measurable student improvement while also responding to input gathered from parents, students, teachers, classified staff, and administration.

Overall, the adopted LCAP was influenced by the PTC Board's feedback by becoming more transparent, better aligned to budget decisions, and more clearly connected to the school's strategic goals. The Board's involvement helped ensure that the final plan reflects responsible use of resources, accountability for results, and meaningful alignment between educational partner input, student needs, and the actions funded for the 2026–2027 school year.

SUMMARY

Educational partner feedback from parents, students, teachers, classified staff, administration, and the governing board consistently shaped eight key priorities for the 2026–27 LCAP:

1) Improving academic achievement and instructional quality, particularly in mathematics through standards-aligned instruction, intervention, tutoring, and targeted supports;

2) Increasing student engagement, attendance, and school connectedness through more interactive learning, enrichment opportunities, recognition systems, and activities that strengthen belonging;

3) Maintaining a safe, positive school climate with strong social-emotional supports, counseling services, and relationship-building practices;

4) Strengthening Multi-Tiered Systems of Support (MTSS) through coordinated Tier 1, Tier 2, and Tier 3 academic, behavioral, social-emotional, and attendance interventions;

5) Improving attendance systems through early identification, family communication, proactive interventions, and supportive accountability structures;

6) Expanding family engagement and communication through consistent outreach, meaningful participation opportunities, and transparent decision-making;

7) Maintaining and expanding access to programs, enrichment opportunities, instructional resources, and student support services including clubs, sports, electives, and hands-on learning experiences; and

8) Ensuring fiscal alignment, transparency, and strategic coherence by clearly connecting goals, actions, and expenditures to student needs and educational partner input. Collectively, these priorities reflect a shared educational partner vision that emphasizes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; to inform instructional decisions; to improve academic, social-emotional and/or behavioral outcomes for all students (schoolwide & student groups).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on the school's mission statement which reads as follows:

The mission of Pathways to College K8, is to provide all students with a safe and challenging learning environment that emphasizes college preparation. PTC will create a culture that promotes academic growth, social-emotional maturity, and positive behaviors.

Students have demonstrated academic, social emotional, and behavioral needs as referenced in the baseline data in the metric tables that outline the targets by which achievement of the goal will be measured.

The school-wide MTSS is part and parcel of the integrated cycle of teaching and learning, which subsumes all aspects of the academic, social-emotional, and behavioral learning of students. It organizes everything that PTC will do for its student population. All of the actions proposed are in alignment with the Integrated Cycle of Teaching and Learning, which is described in the school's charter petition as well.

The foundation of the integrated cycle of teaching and learning is the 3-tiered triangle. It is in the center of a process cycle that describes what we do at each tier of the triangle. The first tier of the triangle is what PTC does for all students; it is good first teaching.

Marzano is the framework into which all good first teaching fits. Strategies that are used as part of the good first teaching include differentiated instruction, GLAD strategies, UDL and more. All of these strategies fit within the Marzano framework. The second tier is our response when students do not "get it" with good first teaching. It centers on targeted small group instruction. The third tier's focal point is one-on-one instruction when teaching at the first two tiers does not work. At each tier, teachers are designing and/or planning for standards-based curriculum and instruction and planning for assessment.

Furthermore, it provides learning experiences based on those designs. Those learning experiences will be delivered through whole group, small group, and one-on-one, collecting students' data after a lesson has been taught, collecting data that one has planned for during the design process, analyzing the data to see if the lesson worked, and revisiting curricular and instructional design. The cycle continues at each tier. This ongoing process will engage students in continual learning of the academic standards, social-emotional aspects, and behavioral norms.

To measure the level of student achievement in each of the these areas, the following metrics are assigned and will be detailed in the section that follows:

Academic Growth as measured by: Enrollment in Broad Course of Study; CAASPP ELA; CAASP Math, CAST Science; EL progress; and, EL reclassification.
Social Emotional Health as measured by: Drop out rate; Attendance rate; and, chronic absenteeism. Behavioral Health as measured by: Expulsion rate; and, suspension rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Enrollment in broad course of study. Source: CA School Dashboard	CA Dashboard 2023 All Students: 100% EL: 100% SED: 100% SWD: 100% African American: 100% Hispanic: 100% White: 100%	CA Dashboard 2024 All Students: 100% EL: 100% SED: 100% SWD: 100% African American: 100% Hispanic: 100% White: 100%100%	CA Dashboard 2025 All Students: 100% EL: 100% SED: 100% SWD: 100% African American: 100% Hispanic: 100% White: 100% 100%	Target for CA Dashboard 2026 All Students: 100% EL: 100% SED: 100% SWD: 100% African American: 100% Hispanic: 100% White: 100%	CA Dashboard 2025 All Students: 0% EL: 0% SED: 0% SWD: 0% African American: 0% Hispanic: 0% White: 0%
1.2	Annual growth on CAASPP ELA Source: CA School Dashboard	CA Dashboard 2023 All Students -36.3 DFS EL -44.4 DFS SED -41.0 DFS Hispanic -33.2 DFS	CA Dashboard 2024 All Students -39.1 DFS EL -42.9 DFS SED -40.9 DFS Hispanic	CA Dashboard 2025 All Students -13.9 DFS EL -13.0 DFS SED -16.3 DFS Hispanic	Target for CA Dashboard 2026 All Students -21.3 DFS EL -29.4 DFS SED -26.0 DFS Hispanic	CA Dashboard 2025 All Students +22.4 DFS EL +31.4 DFS SED +24.7 DFS Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -116.7	-36.4 DFS SWD -113.5	-12.6 DFS SWD -54.7	-18.2 DFS SWD -101.7	+20.6 DFS SWD +62.0
1.3	Annual growth on CAASPP Math Source: CA School Dashboard	CA Dashboard 2023 All Students -81.3 DFS English Learners -90.7 DFS Socioeconomic Disadvantage Students -87.9 DFS Hispanic Students -76.4 DFS SWD -145.2 DFS	CA Dashboard 2024 All Students -90.0 DFS English Learners -94.0 DFS Socioeconomic Disadvantage Students -98.1 DFS Hispanic Students -87.6 DFS SWD -145.0 DFS	CA Dashboard 2025 All Students -79.3 DFS English Learners -82.6 DFS Socioeconomic Disadvantage Students -82.0 DFS Hispanic Students -80.7 DFS SWD -118.0	Target for CA Dashboard 2026 All Students -66.3 DFS English Learners -75.7 DFS Socioeconomic Disadvantage Students -72.9 Hispanic Students -61.4 DFS SWD -130.2	CA Dashboard 2025 All Students +2.0 English Learners +8.1 Socioeconomic Disadvantage Students +5.9 Hispanic Students -4.3 SWD +27.2
1.4	Annual growth on CAST Science Source: CA School Dashboard	2023 CAASPP/ELPAC/ETS 5th and 8th Graders CAST Test Results Exceeded = 4.82% Met = 10.84%	CA Dashboard 2024 5th and 8th Graders CAST Test Results Exceeded = 2.44% Met = 3.66%	CA Dashboard 2025 5th and 8th Graders CAST Test Results Exceeded = 2.13% Met = 13.83%	Target for CA Dashboard 2026 5th and 8th Graders CAST Test Results Exceeded = 10.82% Met= 16.84%	2025 CA Dashboard 5th and 8th Graders CAST Test Results Exceeded = -2.69% Met = +2.99%
1.5	Annual Average Daily Attendance (ADA) Source: Local School Data / PADC	2022/2023 Local School Data / PADC All Students: 90.28%	2023/2024 Local School Data / PADC All Students: 92.57%	2024/2025 Local School Data / PADC All Students: 91.02%	Target for 2025/2026 All Students: 95% or higher	2024/2025 Local School Data / PADC All Students: +0.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Middle School Dropout Rates <1% Source: CALPADS	CALPADS 2022/2023 All Students: 0%	CALPADS 2023/2024 All Students: 0%	CALPADS 2024/2025 All Students: 0%	Target for CALPADS 2025/2026 All Students 0%	CALPADS 2024/2025 All Students 0%
1.7	Chronic Absenteeism Source: CA School Dashboard	CA Dashboard 2023 All Students 40.6% EL: 34.6% SED: 46.3% SWD: 35.1% African American: 37.8% Hispanic: 41.1% White: 39.5%	CA Dashboard 2024 All Students 27.9% EL: 18.4% SED: 31.0% SWD: 21.7% African American: 21.1% Hispanic: 27.8% White: 33.3%	CA Dashboard 2025 All Students 35.4% EL: 22.6% SED: 35.9% SWD: 30.4% African American: 34.9% Hispanic: 34.8% White: 40.5%	Target for CA Dashboard 2026 All Students 37.6% EL: 31.6% SED: 43.3% SWD: 32.1% African American: 34.8% Hispanic: 38.1% White: 36.5%	CA Dashboard 2025 All Students -5.2% EL -12.0% SED -10.4% SWD -4.7 % African American -2.9% Hispanic -6.3% White +1%
1.8	EL students making progress towards English Language Proficiency Source: CA School Dashboard	CA Dashboard 2023 EL: 47.6%	CA Dashboard 2024 EL: 45.2%	CA Dashboard 2025 EL: 60.2%	Target for CA Dashboard 2026 EL: 55.1%	CA Dashboard 2025 EL: +12.6%
1.9	Annual EL Reclassification Rate Source: Dataquest	Dataquest 2022-2023 RFEP: 26.1%	Dataquest 2023-2024 RFEP: 28.5%	Dataquest 2024-2025 RFEP: 33.8%	Dataquest 2025-2026 RFEP: 35.2%	Difference from Baseline: RFEP: +9.1%
1.10	Facility: In Good Repair Source: CA School Dashboard	CA Dashboard 2023 Instances that did not meet good repair status: 2	CA Dashboard 2024 Instances that did not meet good repair status: 0	CA Dashboard 2025 Instances that did not meet good repair status: 0	Target for CA Dashboard 2026 Instances that did not meet good repair status: 0	CA Dashboard 2025 Instances that did not meet good repair status: -2
1.11	Teacher Misassignments Source: CA School Dashboard	CA Dashboard 2023	CA Dashboard 2024	CA Dashboard 2025	Target for CA Dashboard 2026	CA Dashboard 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teachers with Clear Credential: 82.2%	Teachers with Clear Credential: 73.2%	Teachers with Clear Credential: 70.7%	Teachers with Clear Credential: 84.6%	Teachers with Clear Credential: -12.5%
1.12	Standard Aligned Materials Source: CA School Dashboard	CA Dashboard 2023 Students w/o access to standards-aligned materials: 0%	CA Dashboard 2024 Students w/o access to standards-aligned materials: 0%	CA Dashboard 2025 Students w/o access to standards-aligned materials: 0%	Target for CA Dashboard 2026 Students w/o access to standards-aligned materials: 0%	CA Dashboard 2025 Students w/o access to standards-aligned materials: 0%

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.

All actions and services under Goal 1 were fully implemented during the 2025-2026 school year. Certificated and classified staff were strategically allocated to provide direct academic support to students who were not meeting grade-level standards. Additional instructional resources and academic intervention programs were made available, and engagement activities were implemented to increase participation in targeted academic support efforts.

There are no substantive differences in planned actions and actual implementation of these actions. All purchases were made to support functionality of the MTSS.

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.

G1A1: Growth Assessment Data Collection Using NWEA MAP
Budgeted: $33,500.00 | Actual Expense: $30,467.95
Variance: $3,032.05 under
Reason for variance: We did not have to purchase as many student or teacher licenses as projected.

G1A2: Differentiated Instruction
Budgeted: $4,788,654.68 | Actual Expense: $4,774,431.46
Variance: $14,223.22 under
Outcome: Right on target.

G1A3: Standards-Aligned Materials
Budgeted: $292,608.77 | Actual Expense: $276,017.68
Variance: $16,591.00 under
Outcome: Right on target.

G1A4: Attendance Plan
Budgeted: $4,500.00 | Actual Expense: $9,101.48
Variance: $4,601.48 over
Reason for variance: Increase in student enrollment.

G1A5: MTSS
Budgeted: $83,250.00 | Actual Expense: $83,250.00
Variance: $0.00
Outcome: Right on target.

G1A6: Standards-Based Instruction
Budgeted: $21,500.00 | Actual Expense: $21,500.00
Variance: $0
Outcome: Right on target.

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

Action 1.1: Growth Assessment Data Collection Using NWEA MAP
Aligned Metrics: 1.2, 1.3, 1.4
Effectiveness Level: Effective, with continued targeted support needed in mathematics and science

Summary: Action 1.1 was effective in supporting data-driven instructional planning. Pathways to College K–8 administered NWEA MAP assessments in reading, language usage, mathematics, and science. Teachers reviewed data during collaborative team meetings to identify strengths, needs, and performance patterns across grade levels and student groups. This action was principally directed toward students not yet meeting standards, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, by providing timely data for reteaching, intervention, and differentiated support.

Metric 1.2 – CAASPP ELA: Action 1.1 was effective in supporting ELA growth. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). All reported groups exceeded the Year 3 targets.

Metric 1.3 – CAASPP Mathematics: Action 1.1 supported mathematics growth for most groups, although additional support remains needed. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English

Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS). Students with disabilities exceeded the Year 3 target, while All Students, English Learners, socioeconomically disadvantaged students, and Hispanic students remained below the Year 3 mathematics targets.

Metric 1.4 – CAST Science: Science results show mixed effectiveness. The 2023 baseline for 5th and 8th grade CAST results was 4.82% Exceeded Standard and 10.84% Met Standard, for a combined Met or Exceeded rate of 15.66%. The 2025 CA Dashboard outcome was 2.13% Exceeded Standard and 13.83% Met Standard, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded Standard, an increase of +2.99 percentage points in Met Standard, and a slight combined increase of +0.30 percentage points from baseline. From 2024 to 2025, the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points). However, the 2025 outcome remained below the Year 3 targets of 10.82% Exceeded and 16.84% Met.

Overall: Action 1.1 was effective because it provided a consistent assessment system for monitoring student learning and guiding instructional decisions. ELA results showed strong growth, with all reported groups exceeding Year 3 targets. Mathematics results showed growth for most groups from baseline and growth for all groups from 2024 to 2025, though continued targeted support is needed. Science showed modest growth from baseline and stronger improvement from 2024 to 2025, but results remained below Year 3 targets. This action should continue, with increased emphasis on using NWEA MAP and other assessment data to strengthen mathematics support for Hispanic students and science instruction in grades 5 and 8.

Action 1.2: Differentiated Instruction
Aligned Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9
Effectiveness Level: Effective, with continued targeted support needed in mathematics and science

Summary: Action 1.2 was effective in helping teachers use NWEA MAP, common formative assessments, and state assessment data to differentiate instruction. Teachers reviewed data during collaborative team meetings to identify students needing reteaching, intervention, additional practice, or enrichment. This action was principally directed toward students not yet meeting standards, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, by supporting small-group instruction, targeted reteaching, and instructional adjustments based on student performance.

Metric 1.1 – Broad Course of Study: Action 1.2 supported continued access to a broad course of study. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students, English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students, and White students remained at 100%, with a current difference from baseline of 0% for each group. This indicates that differentiated instruction was implemented while maintaining full access to the instructional program.

Metric 1.2 – CAASPP ELA: Action 1.2 was effective in supporting ELA growth. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS

to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). All reported groups exceeded the Year 3 targets.

Metric 1.3 – CAASPP Mathematics: Action 1.2 supported mathematics growth for most groups, though continued support is needed. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS). Students with disabilities exceeded the Year 3 target, while All Students, English Learners, socioeconomically disadvantaged students, and Hispanic students remained below the Year 3 mathematics targets.

Metric 1.4 – CAST Science: Science results show mixed effectiveness. The 2023 baseline for 5th and 8th grade CAST results was 4.82% Exceeded Standard and 10.84% Met Standard, for a combined Met or Exceeded rate of 15.66%. The 2025 CA Dashboard outcome was 2.13% Exceeded Standard and 13.83% Met Standard, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded Standard, an increase of +2.99 percentage points in Met Standard, and a slight combined increase of +0.30 percentage points from baseline. From 2024 to 2025, the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points). However, the 2025 outcome remained below the Year 3 targets of 10.82% Exceeded and 16.84% Met.

Metric 1.8 – English Learner Progress: Action 1.2 was effective in supporting English Learner progress. From the 2023 baseline to the 2025 CA Dashboard outcome, English Learners increased from 47.6% to 60.2% making progress toward English language proficiency, a gain of +12.6 percentage points. This exceeded the Year 3 target of 55.1%.

Metric 1.9 – English Learner Reclassification: Action 1.2 supported improvement in English Learner reclassification. The annual English Learner (EL) reclassification rate has demonstrated consistent growth over the past four years. The percentage of EL students who met the criteria for reclassification increased from 26.1% in 2022-2023 to 35.2% in 2025-2026, representing an overall increase of 9.1 percentage points from baseline. This upward trend suggests that the school's efforts to support English Learners through designated and integrated ELD instruction, targeted interventions, progress monitoring, and language development supports are contributing to improved outcomes. The school will continue to strengthen language development supports and monitor student progress to sustain and accelerate growth in reclassification outcomes.

Overall: Action 1.2 was effective because it strengthened teachers' use of data to adjust instruction, provide targeted support, and respond to student needs. ELA results showed strong growth, all reported ELA groups exceeded Year 3 targets, English Learner progress exceeded the Year 3 target, and reclassification improved from baseline. Mathematics showed growth for most groups from baseline and growth for all groups from 2024 to 2025, though several groups remain below Year 3 targets. Science showed modest growth from baseline and stronger improvement from 2024 to 2025, but results remain below target. This action should continue, with increased emphasis on differentiated mathematics support for Hispanic students and strengthened science instruction in grades 5 and 8.

Action 1.3: Standards-Aligned Materials

Aligned Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9
Effectiveness Level: Effective, with continued targeted support needed in mathematics, science, and English Learner reclassification

Summary: Action 1.3 was effective because it ensured that teachers had access to standards-aligned instructional materials, curriculum, lessons, resources, and assessments in English language arts, mathematics, science, history/social studies, physical education, and other subject areas. These materials supported consistent instruction across classrooms and helped ensure that all students had access to grade-level academic expectations. This action was principally directed toward students not yet meeting standards, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, by providing teachers with materials needed to plan instruction, reteach standards, and provide targeted support. Lower-grade teachers noted that the new ELA curriculum required additional time to fully learn and implement its instructional processes.

Metric 1.1 – Broad Course of Study: Action 1.3 supported full access to a broad course of study. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students, English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students, and White students remained at 100%, with a current difference from baseline of 0% for each group. From 2024 to 2025, all reported groups also remained at 100%, demonstrating continued equitable access to the full instructional program.

Metric 1.2 – CAASPP ELA: Action 1.3 was effective in supporting ELA growth. From 2023 baseline to 2025, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). From 2024 to 2025, All Students improved by +25.2 DFS, English Learners by +29.9 DFS, socioeconomically disadvantaged students by +24.6 DFS, Hispanic students by +23.8 DFS, and students with disabilities by +58.8 DFS. All reported groups exceeded the Year 3 ELA targets.
Metric 1.3 – CAASPP Mathematics: Action 1.3 supported mathematics growth for most groups, although continued support is needed. From 2023 baseline to 2025, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS). Students with disabilities exceeded the Year 3 target, while All Students, English Learners, socioeconomically disadvantaged students, and Hispanic students remained below the Year 3 targets.

Metric 1.4 – CAST Science: Science results show mixed effectiveness. The 2023 baseline was 4.82% Exceeded Standard and 10.84% Met Standard, for a combined Met or Exceeded rate of 15.66%. The 2025 outcome was 2.13% Exceeded Standard and 13.83% Met Standard, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded Standard, an increase of +2.99 percentage points in Met Standard, and a slight combined increase of +0.30 percentage points from baseline. From 2024 to 2025, Exceeded decreased from 2.44% to 2.13% (-0.31 percentage points), Met increased from 3.66% to 13.83% (+10.17 percentage points), and the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points). However, the 2025 outcome remained below the Year 3 targets of 10.82% Exceeded and 16.84% Met.

Metric 1.8 – English Learner Progress: Action 1.3 was effective in supporting English Learner progress. From the 2023 baseline to the 2025 CA Dashboard outcome, English Learners increased from 47.6% to 60.2% making progress toward English language proficiency, a gain of

+12.6 percentage points. From 2024 to 2025, English Learners improved from 45.2% to 60.2%, a gain of +15.0 percentage points. This exceeded the Year 3 target of 55.1%.

Metric 1.9 – English Learner Reclassification: Action 1.3 supported improvement from baseline in English Learner reclassification, but continued support is needed. From the 2023 baseline to the 2026 CA Dataquest outcome, the EL reclassification rate increased from 26.1% to 35.2%, a gain of +9.1 percentage points. This upward trend suggests that the school's efforts to support English Learners through designated and integrated ELD instruction, targeted interventions, progress monitoring, and language development supports are contributing to improved outcomes. The school will continue to strengthen language development supports and monitor student progress to sustain and accelerate growth in reclassification outcomes.

NWEA MAP Connection: The available metric table reports CA Dashboard outcomes but does not include specific NWEA MAP growth scores. Therefore, the CAASPP, CAST, EL progress, and reclassification data show the state-reported outcomes connected to this action, while NWEA MAP data should continue to be reviewed locally to determine whether benchmark growth reflects the same patterns shown in state assessment results.

Overall: Action 1.3 was effective because standards-aligned materials supported full access to the instructional program, strong ELA growth, improved English Learner progress, and mathematics growth for all groups from 2024 to 2025. The action should continue, with additional support for full implementation of the ELA curriculum, targeted mathematics support for Hispanic students and other groups below target, strengthened science instruction in grades 5 and 8, and continued focus on English Learner reclassification.

Action 1.4: Attendance Plan
Aligned Metrics: 1.5, 1.6, 1.7
Effectiveness Level: Somewhat Effective, with continued targeted support needed to reduce chronic absenteeism

Summary: Action 1.4 was effective in supporting student attendance, participation, and school connection. The school implemented attendance monitoring, family communication, attendance incentives, and support for students needing school uniforms. This action was principally directed toward students experiencing barriers to regular attendance, including English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students, and other student groups with elevated chronic absenteeism. By removing barriers, reinforcing positive attendance habits, and encouraging daily participation in instruction, the action supported the school’s MTSS structure and helped students maintain access to core instruction and intervention supports.

Metric 1.5 – Annual Average Daily Attendance: Action 1.4 supported an ADA rate that remained above baseline, although continued improvement is needed. From the 2022–2023 baseline to the 2024–2025 outcome, ADA increased from 90.28% to 91.02% (+0.74 percentage points). From 2023–2024 to 2024–2025, ADA decreased from 92.57% to 91.02% (-1.55 percentage points). The 2024–2025 outcome remained below the Year 3 target of 95% or higher, indicating that attendance strategies should continue and be strengthened.

Metric 1.6 – Middle School Dropout Rate: Action 1.4 was effective in supporting student engagement and continued enrollment. The middle school dropout rate remained at 0% from the 2022–2023 baseline through the 2024–2025 outcome. The school also met the Year 3 target of 0%, showing that middle grade students remained enrolled and connected to the school program.

Metric 1.7 – Chronic Absenteeism: Action 1.4 was effective in reducing chronic absenteeism from baseline for most student groups, although chronic absenteeism increased from 2024 to 2025. From the 2023 baseline to the 2025 CA Dashboard outcome, chronic absenteeism decreased for All Students from 40.6% to 35.4% (-5.2 percentage points); English Learners from 34.6% to 22.6% (-12.0); socioeconomically disadvantaged students from 46.3% to 35.9% (-10.4); students with disabilities from 35.1% to 30.4% (-4.7); African American students from 37.8% to 34.9% (-2.9); and Hispanic students from 41.1% to 34.8% (-6.3). White students increased from 39.5% to 40.5% (+1.0). From 2024 to 2025, chronic absenteeism increased for all reported groups: All Students increased from 27.9% to 35.4% (+7.5 percentage points); English Learners from 18.4% to 22.6% (+4.2); socioeconomically disadvantaged students from 31.0% to 35.9% (+4.9); students with disabilities from 21.7% to 30.4% (+8.7); African American students from 21.1% to 34.9% (+13.8); Hispanic students from 27.8% to 34.8% (+7.0); and White students from 33.3% to 40.5% (+7.2). The 2025 outcome was better than the Year 3 target for All Students, English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students, but remained above target for African American students and White students.

Overall: Action 1.4 was somewhat effective because ADA remained above baseline, the middle school dropout rate remained at 0%, and chronic absenteeism decreased from baseline for most student groups. However, the increase in chronic absenteeism from 2024 to 2025 shows that continued targeted support is needed. The action should continue, with a stronger focus on students and groups showing increased chronic absenteeism, especially African American students, White students, students with disabilities, and Hispanic students. The purchase of uniforms for students who needed them was effective because it helped remove a possible barrier to school attendance and participation. Having access to appropriate school uniforms can help students feel included, prepared, and more connected to the school community. Attendance incentives were also effective in encouraging students to come to school consistently and recognizing students who demonstrated strong attendance habits. The school's ADA rate was slightly higher than it was at the same time last year, suggesting that the attendance plan contributed to improved student participation in the instructional program.

Action 1.5: Strengthen the MTSS System
Aligned Metrics: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
Effectiveness Level: Effective, with continued targeted support needed in mathematics, science, chronic absenteeism, and English Learner reclassification

Summary: Action 1.5 was effective in strengthening the school's Multi-Tiered System of Supports by supporting Tier 1 instruction, Tier 2 interventions, social-emotional supports, PBIS, student engagement activities, mental health supports, recognition systems, and targeted academic assistance. This action was principally directed toward students needing additional academic, social-emotional, behavioral, attendance, and engagement support, including English Learners, socioeconomically disadvantaged students, Hispanic students, students with disabilities, African American students, and other student groups identified through school data.

Metric 1.2 – CAASPP ELA: Action 1.5 supported strong ELA growth. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). All reported groups exceeded the Year 3 ELA targets.

Metric 1.3 – CAASPP Mathematics: Action 1.5 supported mathematics growth for most groups, though additional support remains needed. From the 2023 baseline to the 2025 outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS). Students with disabilities exceeded the Year 3 target, while All Students, English Learners, socioeconomically disadvantaged students, and Hispanic students remained below target.

Metric 1.4 – CAST Science: Science results show mixed effectiveness. The 2023 baseline was 4.82% Exceeded Standard and 10.84% Met Standard, for a combined Met or Exceeded rate of 15.66%. The 2025 outcome was 2.13% Exceeded Standard and 13.83% Met Standard, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded Standard, an increase of +2.99 percentage points in Met Standard, and a slight combined increase of +0.30 percentage points from baseline. From 2024 to 2025, the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points). However, the 2025 outcome remained below the Year 3 targets of 10.82% Exceeded and 16.84% Met.

Metric 1.5 – Annual Average Daily Attendance: Action 1.5 supported attendance and student engagement. From the 2022–2023 baseline to the 2024–2025 outcome, ADA increased from 90.28% to 91.02% (+0.74 percentage points). From 2023–2024 to 2024–2025, ADA decreased from 92.57% to 91.02% (-1.55 percentage points). The 2024–2025 outcome remained below the Year 3 target of 95% or higher.

Metric 1.6 – Middle School Dropout Rate: Action 1.5 was effective in supporting student engagement and continued enrollment. The middle school dropout rate remained at 0% from the 2022–2023 baseline through the 2024–2025 outcome, meeting the Year 3 target of 0%.

Metric 1.7 – Chronic Absenteeism: Action 1.5 helped reduce chronic absenteeism from baseline for most groups, but increases from 2024 to 2025 show continued need. From the 2023 baseline to the 2025 outcome, chronic absenteeism decreased for All Students from 40.6% to 35.4% (-5.2 percentage points); English Learners from 34.6% to 22.6% (-12.0); socioeconomically disadvantaged students from 46.3% to 35.9% (-10.4); students with disabilities from 35.1% to 30.4% (-4.7); African American students from 37.8% to 34.9% (-2.9); and Hispanic students from 41.1% to 34.8% (-6.3). White students increased from 39.5% to 40.5% (+1.0). From 2024 to 2025, chronic absenteeism increased for all groups: All Students (+7.5), English Learners (+4.2), socioeconomically disadvantaged students (+4.9), students with disabilities (+8.7), African American students (+13.8), Hispanic students (+7.0), and White students (+7.2). The 2025 outcome was better than the Year 3 target for All Students, English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students, but remained above target for African American and White students.

Metric 1.8 – English Learner Progress: Action 1.5 was effective in supporting English Learner progress. From the 2023 baseline to the 2025 outcome, English Learners increased from 47.6% to 60.2% making progress toward English language proficiency, a gain of +12.6 percentage points. From 2024 to 2025, English Learners improved from 45.2% to 60.2% (+15.0 percentage points), exceeding the Year 3 target of 55.1%.

Metric 1.9 – English Learner Reclassification: Action 1.5 supported improvement from baseline in EL reclassification, although continued support is needed. From the 2023 baseline to the 2026 CA Dataquest outcome, the EL reclassification rate increased from 26.1% to 35.2%, a gain of +9.1 percentage points. This upward trend suggests that the school's efforts to support English Learners through designated and integrated ELD instruction, targeted interventions, progress monitoring, and language development supports are contributing to improved outcomes. The school will continue to strengthen language development supports and monitor student progress to sustain and accelerate growth in reclassification outcomes.

Overall: Action 1.5 was effective because it strengthened academic, social-emotional, behavioral, attendance, and engagement supports within the MTSS framework. ELA outcomes showed strong growth, mathematics improved for most groups from baseline and all groups from 2024 to 2025, English Learner progress exceeded the Year 3 target, ADA remained above baseline, and the middle school dropout rate remained at 0%. The action should continue, with greater emphasis on targeted mathematics support for Hispanic students, strengthened science instruction in grades 5 and 8, increased supports for chronic absenteeism, and continued focus on English Learner reclassification.

Action 1.6: Standards-Based Instruction
Aligned Metrics: 1.1, 1.2, 1.3, 1.4, 1.11, 1.12
Effectiveness Level: Effective, with continued targeted support needed in mathematics, science, and classroom observation consistency

Summary: Action 1.6 was effective in supporting standards-based instruction across classrooms. Additional classroom technology and the Bullseye Feedback Software supported teachers in delivering standards-aligned instruction, documenting classroom observations, and receiving feedback connected to instructional practice. This action was principally directed toward students not yet meeting standards, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, by strengthening Tier 1 instruction and helping administrators monitor whether students were receiving instruction aligned to grade-level California standards.

Metric 1.1 – Broad Course of Study: Action 1.6 supported continued access to a broad course of study. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students, English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students, and White students remained at 100%, with a current difference from baseline of 0% for each group. From 2024 to 2025, all reported groups also remained at 100%, showing continued access to standards-based instruction across the full instructional program.

Metric 1.2 – CAASPP ELA: Action 1.6 supported strong ELA growth. From the 2023 baseline to the 2025 CA Dashboard outcome, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). From 2024 to 2025, All Students improved by +25.2 DFS, English Learners by +29.9 DFS, socioeconomically disadvantaged students by +24.6 DFS, Hispanic students by +23.8 DFS, and students with disabilities by +58.8 DFS. All reported groups exceeded the Year 3 ELA targets.

Metric 1.3 – CAASPP Mathematics: Action 1.6 supported mathematics growth for most groups, although continued support is needed. From the 2023 baseline to the 2025 outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and

students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS). Students with disabilities exceeded the Year 3 target, while All Students, English Learners, socioeconomically disadvantaged students, and Hispanic students remained below target.

Metric 1.4 – CAST Science: Science results show mixed effectiveness. The 2023 baseline was 4.82% Exceeded Standard and 10.84% Met Standard, for a combined Met or Exceeded rate of 15.66%. The 2025 outcome was 2.13% Exceeded Standard and 13.83% Met Standard, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded Standard, an increase of +2.99 percentage points in Met Standard, and a slight combined increase of +0.30 percentage points from baseline. From 2024 to 2025, Exceeded decreased from 2.44% to 2.13% (-0.31 percentage points), Met increased from 3.66% to 13.83% (+10.17 percentage points), and the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points). However, the 2025 outcome remained below the Year 3 targets of 10.82% Exceeded and 16.84% Met.

Metric 1.11 – Teacher Misassignments / Credentialing: Action 1.6 supported monitoring of instructional quality, though credentialing data shows continued need. Teachers with clear credentials were 82.2% at the 2023 baseline, 73.2% in 2024, and 70.7% in 2025, reflecting a decline of -11.5 percentage points from baseline and -2.5 percentage points from 2024 to 2025. The 2025 outcome remained below the Year 3 target of 84.6%. Continued attention to credentialing, staffing, and instructional support is needed.

Metric 1.12 – Standards-Aligned Materials: Action 1.6 supported continued access to standards-aligned materials and instruction. From the 2023 baseline to the 2025 CA Dashboard outcome, the percentage of students without access to standards-aligned materials remained at 0%. From 2024 to 2025, the outcome also remained at 0%, meeting the Year 3 target of 0%. This indicates that all students continued to have access to instructional materials aligned to state standards.

Overall: Action 1.6 was effective because it supported standards-based instruction through classroom technology, classroom observation, administrative feedback, and documentation through Bullseye. ELA results showed strong growth, all reported ELA groups exceeded Year 3 targets, broad course access remained at 100%, and students without access to standards-aligned materials remained at 0%. Mathematics and science showed improvement from 2024 to 2025, but several mathematics groups and CAST science outcomes remained below target. The action should continue, with increased emphasis on consistent classroom observations, feedback to strengthen Tier 1 standards-based instruction, targeted mathematics support, and strengthened science instruction in grades 5 and 8.

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.

CHANGES/ADJUSTMENTS:

Metric 1.2: The baseline data for this ELA metric has been updated to ensure greater accuracy and alignment with official state reporting. The original baseline was manually calculated using CAASPP results from the 2023– 2024 administration. At that time, the calculation methodology did not fully align with the California School Dashboard’s reporting approach, as it relied on internal aggregation rather than the validated Dashboard data.

Upon review, it was determined that using the official California School Dashboard data from the 22/23 school year provides a more accurate and consistent representation of student performance. Therefore, the baseline has been revised to reflect the Dashboard- reported data from the 2022–2023 school year that was available by spring of 24 when the LCAP was being developed for the 1st year of the three-year LCAP.

Metric 1.3: The CAASPP Mathematics Distance from Standard (DFS) metric originally used for baseline data in the current three-year LCAP cycle was manually calculated using preliminary student performance data available to schools in May/June at the time the plan was developed. Upon release of the official 2023 California School Dashboard, it was determined that the manually calculated baseline differed from the published Dashboard data. As a result, the baseline has been revised to reflect the official 2023 Dashboard DFS data, ensuring that the LCAP baseline is accurate and aligned with the state's reported metrics for the current cycle.

Metric 1.4: Science Points: The metric used as Baseline data was distance from standard (DFS) as reported in the 22/23 Dashboard. The California Department of Education has since changed the metric to "Science Points" which are calculated based on the average performance of continuously enrolled students on a scale from 0- 100 points, measuring students' ability to master the Next Generation Science Standards (NGSS). The school has opted to use CDE reported percentages of students meeting or exceeding the standard data because this is available for baseline data reporting and consistently for all three years of the current LCAP cycle whereas DFS and science points are not available for all three years. Outcomes for Year 1 and Year 2 are thus presented as students who have met or exceeded the standard.

Metric 1.8: Summative ELPAC Performance. Baseline data for this metric was originally calculated manually using the school's available data. Baseline data for this metric was changed to reflect the actual Dashboard data published in the Fall of 2023.

Metric 1.9: Reclassification Rate. Baseline data for this metric was originally calculated manually using the school's available data. Baseline data for this metric was changed to reflect data published on Dataquest in the Fall of 2023 and onward.

SUMMARY:

Based on reflections on prior practice, the planned goal will remain the same for the coming year. The school will continue to focus on improving student academic outcomes, ensuring access to a broad course of study, supporting student attendance, and providing academic and social-emotional supports so that all students can make progress toward meeting grade-level standards.

The metrics will also remain the same, with only minor wording changes made to clarify what will be measured. These revisions do not change the intent of the metrics. Instead, they provide greater clarity regarding the specific data sources and outcomes that will be used to monitor progress, such as state assessment results, local assessment data, attendance measures, English Learner progress, and access to a broad course of study.

Target outcomes have been adjusted to reflect changes in baseline data. Specifically, some baseline data was revised to align with the 2022–23 California School Dashboard rather than relying on a manual calculation. As a result, the target outcomes were updated to ensure that they are based on the most accurate and consistent baseline data available. These adjustments allow the school to more clearly measure growth over time and evaluate progress using data that is aligned with state reporting systems.

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	Growth Assessment	the NWEA MAP (Measures of Academic Progress) assessment system to support data- driven instruction and student achievement. Access to the NWEA MAP assessment was secured to administer benchmark testing three times per year —fall, winter, and spring—to all students in Kindergarten through 8th grade. The NWEA MAP assessment measures individual student growth and academic performance in the areas of mathematics, reading, language usage, and science. This consistent benchmarking system provides reliable and actionable data that allows educators to monitor student progress over time and identify areas of strength and need. Teachers utilize the results from each benchmark cycle to inform instructional planning and differentiate teaching strategies to better meet the needs of their students. These data points are regularly analyzed and discussed during collaborative team meetings, where teachers work together to refine instructional approaches and share best practices. In addition, school administration participates in these data discussions to ensure alignment between classroom instruction and schoolwide academic goals. Furthermore, school administration uses NWEA MAP data as one of multiple measures to inform teacher evaluations, particularly in relation to student academic growth and progress. This ensures that instructional effectiveness is closely tied to measurable student outcomes, reinforcing a culture of continuous improvement and accountability across the school.	$40,000.00	No Yes
1.2	Differentiated Instruction	Continue to use (formative, summative, internal and state-mandated assessment) data and universal screeners to differentiate and inform instruction.	$5,353,977.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Monitor use of said assessments through classroom observation conducted by principal. Teachers at the school utilize data from the NWEA MAP assessments and common formative assessments to intentionally differentiate instruction and respond to student learning needs. During regularly scheduled collaborative team meetings, teachers bring assessment results and engage in structured data analysis with their colleagues and school administration. As part of this process, teachers compare results across classrooms and sometimes grade levels to identify trends and patterns. They examine both macro data (overall class or grade-level performance) and micro data (individual student responses and specific item analysis). When macro data reveals that a significant percentage of students did not demonstrate mastery of a particular standard or concept, the team determines that reteaching is necessary. This may result in adjustments to pacing, instructional strategies, or whole- group lessons to ensure all students have access to the content. At the same time, teachers analyze micro data to pinpoint specific misunderstandings at the student level. By identifying which questions or problem types students struggled with, teachers are able to diagnose precise skill gaps. This level of analysis informs targeted differentiation, where small groups of students with similar needs are identified. Based on these insights, teachers provide focused instruction by pulling small groups of students to the kidney table for reteaching and guided practice. These sessions are designed to address specific misconceptions, reinforce foundational skills, and provide additional support in a more personalized setting. Meanwhile, other students may engage in independent or enrichment activities aligned to their level of understanding. Through this collaborative and data-driven approach, instruction is continuously refined to ensure that all students receive the appropriate level of support and challenge, promoting academic growth across all performance levels.		

Action #	Title	Description	Total Funds	Contributing
1.3	Standard Aligned Materials	All students will have the necessary standards-aligned materials across a broad range of study.	$230,000.00	No Yes
1.4	Attendance Plan	School Uniforms: Providing school uniforms supports Tier 1 behavioral and social-emotional structures by promoting a sense of belonging, school identity, and equity among students. Uniforms help minimize distractions and reduce visible socioeconomic differences, contributing to a more focused learning environment where students can engage in academic tasks. Additionally, ensuring access to uniforms for all students removes potential barriers to attendance and participation, supporting consistent engagement in instruction. This foundational support strengthens the overall school climate, which is critical for effective MTSS implementation. Attendance Incentives: Attendance incentives serve as a proactive Tier 1 and Tier 2 strategy to improve student attendance, which is directly linked to academic success. By recognizing and rewarding consistent attendance, the school reinforces positive habits and emphasizes the importance of daily participation in learning. These incentives can also be used to target students with emerging attendance concerns (Tier 2), helping to prevent chronic absenteeism. Improved attendance ensures that students have greater access to core instruction and interventions, making this a critical component of a functional MTSS framework that supports academic achievement and overall student success.	$26,500.00	No Yes
1.5	MTSS	Continue to strengthen the school MTSS to address academic, social-emotional and behavioral needs/issues.	$95,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Standards-Based Instruction	Additional Classroom Technology Investment in additional classroom technology strengthens Tier 1 academic supports by ensuring all students have equitable access to standards-aligned instructional materials and digital learning platforms. Technology enables teachers to deliver differentiated instruction, incorporate interactive lessons, and provide immediate feedback through adaptive programs. It also supports Tier 2 and Tier 3 interventions by allowing for targeted practice and individualized learning pathways based on student performance data. By increasing engagement and access to rigorous, standards-based content, this investment directly supports improved academic outcomes and helps ensure that all students can access the core curriculum effectively. Bullseye Feedback Software Bullseye Feedback Software supports the continuous improvement of instructional practices, which is critical to a strong MTSS framework. This tool allows school administration to provide timely, targeted feedback to teachers based on classroom observations aligned to instructional standards and best practices. By strengthening Tier 1 instruction through consistent coaching and feedback, the software helps ensure that high-quality, standards- aligned teaching is occurring in every classroom. Improved instructional quality reduces the number of students requiring Tier 2 and Tier 3 interventions, while also supporting more effective implementation of differentiation and data-driven instruction within the MTSS model.	$30,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to develop and implement a comprehensive, coherently focused, school-wide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation to address the diverse learning needs of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the coming year, Pathways to College K–8 has selected the overarching theme of “Depth Over Breadth.” This theme reflects the school’s commitment to improving the quality and consistency of instruction by focusing deeply on a smaller number of high-impact priorities rather than introducing multiple new initiatives. Through reflections on prior practice, the school has recognized that lasting improvement does not come from adding more programs, strategies, or requirements, but from strengthening the implementation of the instructional practices already in place. By narrowing the focus, teachers and staff will have more time, support, and clarity to improve their practice in ways that directly benefit student learning.

This theme also aligns with the school’s continued focus on standards-based instruction, differentiated instruction, the use of assessment data, collaborative team meetings, and the strengthening of Tier 1 and Tier 2 supports. Rather than shifting direction or adding disconnected initiatives, the school will deepen its work in these existing areas by providing more intentional professional development, ongoing coaching, and structured opportunities for teachers to apply what they learn. Administration will play an active role in this process by supporting teachers through mentoring, classroom observations, feedback, data analysis, and participation in collaborative team meetings.

The school has chosen this theme because improving student outcomes requires consistent, high-quality implementation over time. By focusing on Depth Over Breadth, Pathways to College K–8 will prioritize professional development that is connected to classroom practice and supported through coaching. This approach will help ensure that teachers are not only introduced to effective instructional strategies, but are also supported in using those strategies well. The goal is to improve the quality of instruction across classrooms, strengthen teacher collaboration, and ensure that all students receive effective, standards-aligned instruction and appropriate academic support.

In addition to the need to have proper credentials and meet the basic requirements, it is essential that all certificated staff members and others who teach students engage in ongoing, high-quality professional development. Laura Desimone (2011) asserts quality, effective professional development is essential to improving schools and increasing student learning. Required reforms, such as the adoption of the California Common Core State Standards and the effective implementation of research-based teaching strategies and/or interventions,

emphasize the necessity of continuous professional development with time to collaborate with peers as well as time to disaggregate and analyze data. With improved knowledge, skills, and abilities, teachers and staff members are better able to address the individual and unique academic, social emotional, and behavioral needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers will implement CA State board-adopted standards in Core Subjects. Source: Local Data	100% of teachers implement state board adopted standards in ELA, Math, Science, and History/Social Studies and P.E. 0% of teachers implement state board adopted standards in health.	100% of teachers implement state board adopted standards in ELA, Math, Science, History/Social Studies, and P.E. 0% of teachers implement state board adopted standards in health.	100% of teachers implement state board adopted standards in ELA, Math, Science, History/Social Studies, and P.E. 100% of teachers implement state board adopted standards in health.	100% of teachers to implement state board adopted standards in all core subjects including Health and P.E	Current percentage difference from baseline of teachers implementing state board adopted standards in ELA, Math, Science, History/Social Studies, and P.E. is 0% and Health is +100%.
2.2	Percentage of teachers making and achieving instructional goals every 2-3 months of instruction. Source: Local Data	Percentage of teachers making and achieving each period goal as established in year 1 of the LCAP: Months 1, 2, 3 | Classroom Management: 85% Month 4, 5 | Proficiency Scales: 100%	Percentage of teachers making and achieving each monthly goal as established in year 1 of the LCAP: Months 1, 2, 3 | Classroom Management: 85% Month 4, 5 | Proficiency Scales: 100%	Percentage of teachers making and achieving each monthly goal as established in year 1 of the LCAP: Months 1, 2, 3 | Classroom Management: 95% Month 4, 5 | Proficiency Scales: 100%	100% of teachers will make and achieve 1 instructional goal every 2- 3 months of instruction.	Percentage of teachers making and achieving each monthly goal Months 1, 2, 3 | Classroom Management: +10% Proficiency Scales: 100%

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.

There were substantive differences between the planned actions and the actual implementation of some actions during the year. One significant difference was related to the implementation of health standards. Although the school intended to support instruction in the health standards, 100% of teachers fully implemented health standards during the year. As a result, this action was implemented as planned.

There was also a substantive difference in the implementation of professional development. While the school's professional development plan included training for educators in the areas of data analysis and application to inform instruction, the school adjusted its focus toward strengthening collaborative team meetings as the structure through which teachers would analyze data and make instructional decisions. To begin this process, the principal and assistant principal participated in a one-day Solution Tree training focused on the basic elements of successful collaborative team meetings and the development of a schoolwide professional learning community.

Although teachers did not directly participate in the Solution Tree training, they were indirectly supported through follow-up coaching and participation by the principal in multiple grade-level collaborative team meetings. During these meetings, the principal worked with teachers to discuss the use of data from common formative assessments, examine student performance, and identify ways to use the data to inform instruction. This included coaching teachers on how parallel teaching and common instructional expectations can lead to more meaningful analysis of common formative assessment results across classrooms.

As part of this work, the school developed a collaborative team meeting rubric to clarify expectations for effective team meetings, including the use of student data, discussion of instructional strategies, and identification of next steps. For the following year, the school also plans to implement a collaborative team meeting log in which grade-level teams will input assessment data, meeting outcomes, and related instructional actions. This log will be viewable by the principal and will support greater accountability, consistency, and follow-up in the collaborative team process.

Overall, while the professional development action was not implemented exactly as originally planned because teachers did not directly attend the external training and administration did not have the presenter come to campus to observe the CTMs. However, the school made progress toward the intended purpose of the action by building administrative capacity and using that learning to support teachers in collaborative team meetings. The implementation difference reflects a shift from direct teacher training to administrator-led coaching and systems development, with additional structures planned for the next year to strengthen implementation.

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

G2A1: Professional Development – Standards-Based Instruction
Budgeted: $40,000.00 | Actual Expense: $40,338.50
Variance: $338.50 over

Outcome: Right on target.

G2A2: Professional Development - Data Analysis
Budgeted: $27,825.00 | Actual Expense: $23,772.00
Variance: $4,053.00 under
Reason for variance: Discounts were provided for multi-year agreements.

G2A3: Planning for PD
Budgeted: $20,000.00 | Actual Expense: $15,000.00
Variance: $5,000.00 under
Reason for variance: Induction fees were less than expected.

G2A4: Professional Development – Standards
Budgeted: $0 | Actual Expense: $0

G2A5: Professional Development – Differentiated Instruction
Budgeted: $0 | Actual Expense: $0

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

Action 2.1: Professional Development – Standards-Based Instruction
Aligned Metrics: 2.1, 2.2
Effectiveness Level: Highly Effective, with continued support needed to strengthen mathematics and science outcomes

Summary: Action 2.1 was effective in strengthening teachers' implementation of standards-based instruction. Professional development, coaching, classroom observations, feedback, and collaborative learning supported teachers in aligning instruction to California State Board-adopted standards. This action was provided schoolwide, but was principally directed toward unduplicated students and student groups with achievement gaps by improving the consistency and quality of standards-based instruction, parallel teaching, common formative assessments, reteaching, and intervention.

Metric 2.1 – Implementation of State Board-Adopted Standards: Action 2.1 was effective because teachers continued to implement state-adopted standards in core subjects. In the baseline, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, and P.E., while 0% implemented health standards. By the Year 2 outcome, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, P.E., and health. This reflects no change for ELA, math, science, history/social studies, and P.E. because they remained at 100%, and an increase of +100 percentage points in health implementation.

Metric 2.2 – Teachers Making and Achieving Instructional Goals: Action 2.1 was also effective in supporting teacher instructional growth. For classroom management, 85% of teachers made and achieved their instructional goals during the baseline period, remained at 85% in Year 1, and increased to 95% in Year 2, reflecting a +10 percentage point gain. For proficiency scales, 100% of teachers made and achieved their goals during the baseline period, Year 1, and Year 2, maintaining 100% implementation. Teachers received targeted professional

development in developing and using proficiency scales in math, ELA, science, and history/social studies, and Bullseye feedback supported implementation over a two-month period.

Student Achievement Connection: The effectiveness of Action 2.1 is also supported by student achievement outcomes from Goal 1. In CAASPP ELA, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). These results show strong ELA growth connected to more consistent standards-based instruction.

In CAASPP mathematics, results were more mixed but showed improvement for most groups from baseline to 2025. All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS), showing the need for continued targeted mathematics support.

In CAST science, the 2023 baseline was 4.82% Exceeded and 10.84% Met, for a combined 15.66% Met or Exceeded. The 2025 outcome was 2.13% Exceeded and 13.83% Met, for a combined 15.96% Met or Exceeded. This reflects -2.69 percentage points in Exceeded, +2.99 percentage points in Met, and a slight combined increase of +0.30 percentage points. Science results show modest growth but indicate that additional professional development and instructional support are still needed.

Overall: Action 2.1 was highly effective because it supported 100% implementation of state-adopted standards across core subjects and health, increased the percentage of teachers meeting classroom management goals from 85% to 95%, and maintained 100% teacher implementation of proficiency scale goals. Student achievement data further supports the action’s effectiveness in ELA, while mathematics and science results show areas where continued standards-based professional development should be strengthened. Teachers received targeted PD focused on developing and using proficiency scales in math, ELA, science, and history/social studies. The use of Bullseye software provided consistent and structured feedback over a two-month period (months 4 and 5), leading to 100% of teachers both creating and effectively implementing these scales. This indicates strong teacher engagement and successful application of the training content, setting a solid foundation for standards-based instruction in the new year.

Action 2.2: Professional Development – Data Analysis
Aligned Metrics: 2.1, 2.2
Effectiveness Level: Effective, with continued targeted support needed in mathematics and science

Summary: Action 2.2 was effective because it strengthened teachers’ ability to analyze student data and use that information to make instructional decisions. Administrators supported teachers in reviewing NWEA MAP data during PLCs/collaborative team meetings, which helped teachers identify learning gaps, plan reteaching, adjust instruction, and provide targeted support. This action was provided schoolwide, but was principally directed toward unduplicated students and student groups with academic achievement gaps because more effective data analysis helps teachers identify student needs earlier and respond with appropriate intervention and support.

Metric 2.1 – Implementation of State Board-Adopted Standards: Action 2.2 supported implementation of standards-based instruction by helping teachers use data to determine whether students were mastering grade-level standards. In the baseline, 100% of teachers implemented state-adopted standards in ELA, mathematics, science, history/social studies, and P.E., while 0% implemented health standards. By the Year 2 outcome, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, P.E., and health. This reflects 0% change for ELA, math, science, history/social studies, and P.E., which remained at 100%, and a +100 percentage point increase in health implementation.

Metric 2.2 – Teachers Making and Achieving Instructional Goals: Action 2.2 was effective in supporting teacher growth through goal setting, observation, and feedback. For classroom management, 85% of teachers made and achieved their instructional goals during the baseline period, remained at 85% in Year 1, and increased to 95% in Year 2, reflecting a +10 percentage point gain. For proficiency scales, 100% of teachers made and achieved their goals during the baseline period, Year 1, and Year 2, maintaining 100% implementation. These results show that teachers continued to apply instructional goals and use feedback structures to improve practice.
Student Achievement Connection: Student achievement data supports the need to continue data-analysis professional development.

In CAASPP ELA, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). These gains suggest that teachers' use of student learning data supported stronger ELA outcomes.

In CAASPP mathematics, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all reported math groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS).

In CAST science, the 2023 baseline was 4.82% Exceeded and 10.84% Met, for a combined 15.66% Met or Exceeded. The 2025 outcome was 2.13% Exceeded and 13.83% Met, for a combined 15.96% Met or Exceeded. This reflects -2.69 percentage points in Exceeded, +2.99 percentage points in Met, and a slight combined increase of +0.30 percentage points. From 2024 to 2025, the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points), though science remained below the Year 3 targets of 10.82% Exceeded and 16.84% Met.

Overall: Action 2.2 was effective because it supported teacher use of NWEA MAP and other assessment data to guide instruction, strengthened collaborative data analysis during PLCs/CTMs, and contributed to instructional goal progress. ELA results showed strong growth for all reported groups, mathematics improved for all groups from 2024 to 2025, and science showed stronger improvement from 2024 to 2025. The action should continue, with increased emphasis on using data to plan targeted mathematics support for Hispanic students and to strengthen science instruction in grades 5 and 8.

Action 2.3: Planning for Professional Development
Aligned Metrics: 2.1, 2.2

Effectiveness Level: Moderately effective, with continued support needed to strengthen direct implementation and student outcomes in mathematics and science
Summary: Action 2.3 was moderately effective because it supported the planning, alignment, and continuation of professional development connected to standards-based instruction, data analysis, classroom observations, teacher feedback, and instructional goal setting. Although this action did not involve direct teacher training in the same way as Actions 2.1 and 2.2, it supported the broader professional development system by helping ensure that PD was aligned to schoolwide instructional priorities and student achievement needs. This action was principally directed toward unduplicated students, including English Learners, foster youth, and low-income students, by supporting stronger teacher planning, coaching, and instructional practices intended to close achievement gaps.

Metric 2.1 – Implementation of State Board-Adopted Standards: Action 2.3 supported continued standards implementation by helping plan professional development aligned to instructional expectations. At baseline, 100% of teachers implemented state-adopted standards in ELA, mathematics, science, history/social studies, and P.E., while 0% implemented health standards. By the Year 2 outcome, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, P.E., and health. This reflects 0% change for ELA, math, science, history/social studies, and P.E., which remained at 100%, and a +100 percentage point increase in health implementation.

Metric 2.2 – Teachers Making and Achieving Instructional Goals: Action 2.3 supported the structure for teacher goal setting, feedback, and instructional improvement. For classroom management, 85% of teachers made and achieved their instructional goals at baseline, remained at 85% in Year 1, and increased to 95% in Year 2, reflecting a +10 percentage point gain. For proficiency scales, 100% of teachers made and achieved their goals at baseline, Year 1, and Year 2, maintaining 100% implementation. The professional development structure will continue to focus on one instructional goal every 2–3 months so teachers have enough time to apply strategies, receive feedback, and refine practice.

Student Achievement Connection: Student achievement data supports the continued need for aligned professional development planning. In CAASPP ELA, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). These results indicate strong ELA progress connected to the school's continued focus on standards-based instruction, data use, and targeted support.

In CAASPP mathematics, results were more mixed. From the 2023 baseline to the 2025 outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). These results show that future professional development planning should continue to prioritize mathematics instruction, especially for Hispanic students and other groups below target.

In CAST science, the 2023 baseline was 4.82% Exceeded and 10.84% Met, for a combined 15.66% Met or Exceeded. The 2025 outcome was 2.13% Exceeded and 13.83% Met, for a combined 15.96% Met or Exceeded. This reflects -2.69 percentage points in Exceeded, +2.99 percentage points in Met, and a slight combined increase of +0.30 percentage points. Science outcomes show limited overall growth and indicate that future PD planning should include stronger support for science instruction, particularly in grades 5 and 8.

Overall: Action 2.3 was moderately effective because it helped align professional development with teacher instructional goals, standards-based instruction, and student achievement needs. It supported 100% standards implementation across core subjects and health, contributed to improvement in classroom management goal achievement from 85% to 95%, and maintained 100% implementation of proficiency scale goals. However, because this action was primarily planning-based and did not provide the same level of direct teacher training, its impact was more indirect. The action should continue, with PD planning more intentionally focused on mathematics, science, use of assessment data, and support for student groups with persistent achievement gaps.

Action 2.4: Professional Development – Standards-Based Instruction
Aligned Metrics: 2.1, 2.2
Effectiveness Level: Effective, with continued targeted support needed in mathematics and science

Summary: Action 2.4 was effective because it strengthened teachers' knowledge of grade-level standards, proficiency expectations, and how to align instruction, assessments, and reteaching to essential standards. This action was provided schoolwide, but was principally directed toward unduplicated students and student groups with achievement gaps because stronger teacher understanding of standards supports more focused instruction, targeted reteaching, and more accurate identification of student needs. As part of this work, teachers developed proficiency scales to clarify levels of student understanding and define progress toward mastery.

Metric 2.1 – Implementation of State Board-Adopted Standards: Action 2.4 supported continued implementation of state-adopted standards. At baseline, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, and P.E., while 0% implemented health standards. By the Year 2 outcome, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, P.E., and health. This reflects 0% change for ELA, mathematics, science, history/social studies, and P.E., which remained at 100%, and a +100 percentage point increase in health implementation.

Metric 2.2 – Teachers Making and Achieving Instructional Goals: Action 2.4 was effective in supporting teacher instructional goals related to standards-based practice and proficiency scales. For classroom management, 85% of teachers made and achieved their instructional goals at baseline, remained at 85% in Year 1, and increased to 95% in Year 2, reflecting a +10 percentage point gain. For proficiency scales, 100% of teachers made and achieved their goals at baseline, Year 1, and Year 2, maintaining 100% implementation. This indicates that teachers were able to apply professional development by developing and using proficiency scales aligned to standards.

Student Achievement Connection: Student achievement data supports the effectiveness of continued standards-based professional development. In CAASPP ELA, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). These outcomes indicate strong ELA growth and suggest that standards-based instruction, aligned materials, and teacher use of assessment data supported improved student performance.

In CAASPP mathematics, results showed growth for most groups but continued need for targeted support. From the 2023 baseline to the 2025 outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities

improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all reported math groups improved, including All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS).

In CAST science, the 2023 baseline was 4.82% Exceeded and 10.84% Met, for a combined Met or Exceeded rate of 15.66%. The 2025 outcome was 2.13% Exceeded and 13.83% Met, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded, an increase of +2.99 percentage points in Met, and a slight combined increase of +0.30 percentage points. From 2024 to 2025, the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points), although science remained below the Year 3 targets.

Overall: Action 2.4 was effective because it supported teachers in deepening their understanding of standards, developing proficiency scales, aligning instruction to grade-level expectations, and identifying what students need to demonstrate mastery. The action supported 100% implementation of state-adopted standards across reported content areas, maintained 100% proficiency scale goal achievement, and contributed to strong ELA growth. Mathematics and science results improved in some areas, especially from 2024 to 2025, but continued targeted professional development should focus on math instruction, science instruction, and supports for student groups that remain below target.

Action 2.5: Professional Development – Differentiated Instruction
Aligned Metrics: 2.1, 2.2
Effectiveness Level: Effective, with continued targeted support needed in mathematics and science

Summary: Action 2.5 was effective because it supported teachers in using student performance data to adjust instruction when students had not yet mastered essential standards. Differentiated instruction was addressed during Collaborative Team Meetings attended by the principal. Teachers reviewed student data, identified students needing additional support, and discussed instructional adjustments, including reteaching in small groups, checking for understanding, clarifying misconceptions, and providing additional guided practice. This action was provided schoolwide, but was principally directed toward unduplicated students and student groups with academic gaps because differentiated instruction helps ensure that students receive targeted support when they do not master content the first time it is taught. This action was also effective in improving instructional practice. By using observation data to create and distribute a list of 14 elements of successful lessons, teachers were given concrete, actionable strategies to improve instruction. Subsequent observations showed that teachers applied these elements in their lessons. Although the impact on student success is indirectly cited, its alignment with the successes noted in prior actions suggests it played a meaningful role in elevating instructional quality.

Metric 2.1 – Implementation of State Board-Adopted Standards: Action 2.5 supported teachers in differentiating instruction while maintaining implementation of state-adopted standards. At baseline, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, and P.E., while 0% implemented health standards. By the Year 2 outcome, 100% of teachers implemented standards in ELA, mathematics, science, history/social studies, P.E., and health. This reflects 0% change for ELA, mathematics, science, history/social studies, and P.E., which remained at 100%, and a +100 percentage point increase in health implementation.

Metric 2.2 – Teachers Making and Achieving Instructional Goals: Action 2.5 supported teachers' instructional goal setting and improvement. For classroom management, 85% of teachers made and achieved instructional goals at baseline, remained at 85% in Year 1, and increased to 95% in Year 2, a +10 percentage point gain. For proficiency scales, 100% of teachers made and achieved goals at baseline, Year 1, and Year 2, maintaining 100% implementation. These results indicate that teachers continued to engage in goal-based instructional improvement and apply professional learning to classroom practice.

Student Achievement Connection: Student achievement data supports continued implementation of differentiated instruction. In CAASPP ELA, All Students improved from -36.3 DFS to -13.9 DFS (+22.4 DFS); English Learners improved from -44.4 DFS to -13.0 DFS (+31.4 DFS); socioeconomically disadvantaged students improved from -41.0 DFS to -16.3 DFS (+24.7 DFS); Hispanic students improved from -33.2 DFS to -12.6 DFS (+20.6 DFS); and students with disabilities improved from -116.7 DFS to -54.7 DFS (+62.0 DFS). These outcomes show strong ELA growth and suggest that targeted instructional responses supported improved student performance.

In CAASPP Mathematics, results demonstrated improvement for most student groups while also indicating a continued need for targeted support and intervention. From the 2023 baseline to the 2025 outcome, All Students improved from -81.3 DFS to -79.3 DFS (+2.0 DFS); English Learners improved from -90.7 DFS to -82.6 DFS (+8.1 DFS); socioeconomically disadvantaged students improved from -87.9 DFS to -82.0 DFS (+5.9 DFS); and students with disabilities improved from -145.2 DFS to -118.0 DFS (+27.2 DFS). Hispanic students declined from -76.4 DFS to -80.7 DFS (-4.3 DFS). From 2024 to 2025, all reported math groups improved: All Students (+10.7 DFS), English Learners (+11.4 DFS), socioeconomically disadvantaged students (+16.1 DFS), Hispanic students (+6.9 DFS), and students with disabilities (+27.0 DFS).

In CAST science, the 2023 baseline was 4.82% Exceeded and 10.84% Met, for a combined Met or Exceeded rate of 15.66%. The 2025 outcome was 2.13% Exceeded and 13.83% Met, for a combined rate of 15.96%. This reflects a decrease of -2.69 percentage points in Exceeded, an increase of +2.99 percentage points in Met, and a slight combined increase of +0.30 percentage points. From 2024 to 2025, the combined Met or Exceeded rate increased from 6.10% to 15.96% (+9.86 percentage points), though results remained below the Year 3 science targets.

Overall: Action 2.5 was effective because it helped teachers use student data, observation feedback, and the 14 elements of successful lessons to plan differentiated instruction, reteaching, and small-group support. The action supported 100% implementation of state-adopted standards, improvement in classroom management goal achievement from 85% to 95%, and continued 100% implementation of proficiency scale goals. ELA results showed strong growth, while mathematics and science data indicate the need for continued targeted differentiation, especially in mathematics for Hispanic students and in science instruction for grades 5 and 8.

Summary
All five actions contributed effectively to the professional development goal. Actions 1 and 2 had the most direct and measurable impacts, while Actions 3–5 supported or reinforced those improvements. The school's structured and data-informed approach to PD appears to have driven real improvements in both instructional practices and student outcomes.

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 review of prior professional development practices at Pathways to College K8, the overall goal of strengthening teacher capacity through targeted professional development will remain unchanged, as it continues to align with the school's instructional priorities and student achievement goals.

Metrics 1 and 2 will also remain the same, as they effectively measure teacher implementation and student performance outcomes.

However, Metric 2.2 will be revised to better support sustained implementation and instructional improvement. Rather than setting multiple instructional goals within shorter timeframes, the new approach will focus on one instructional goal every 2–3 months. This adjustment allows teachers adequate time to apply new strategies, receive ongoing and consistent feedback, and refine their practice. This extended cycle is expected to produce more meaningful and lasting instructional changes, as observed during the 2024–25 school year.

Metric 2.3 was moved to Goal 1 because it was better aligned with priority 1. It became 1.11 in Goal 1.

No changes were made to the overarching desired outcomes, but the pacing and structure of professional development actions will be refined to maximize teacher growth and student impact.

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	Professional Development - Standard Based Instruction	Continue to deepen teacher knowledge on the State Academic Content Standards through a robust professional development, coaching, and collaborative learning. To Include: Professional Development for Administration and Teachers $40,000.00	$65,000.00	No Yes
2.2	Professional Development • Data Analysis	Provide professional development for all educators in the areas of data analysis and application to inform instruction.	$35,000.00	No Yes
2.3	Planning for PD	The allocation for RCOE Induction Fees supports Pathways to College K–8's plan for professional development by ensuring that eligible educators participate in a structured induction program focused on strengthening	$25,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		instructional practice. Through induction, teachers receive mentoring, coaching, and professional guidance that supports their ability to reflect on teaching practices, analyze student learning needs, and apply instructional strategies that improve outcomes for all students. This action contributes to the development of stronger Tier 1 instruction within the school's academic MTSS by helping teachers refine lesson planning, standards-aligned instruction, classroom management, and the use of assessment information to guide instructional decisions. As teachers build their capacity to analyze student data and respond with appropriate instructional adjustments, they are better equipped to identify when students need reteaching, targeted small-group support, or enrichment. The RCOE Induction program also supports teacher retention and professional growth by providing newer educators with ongoing support during the early years of their teaching careers. This strengthens the overall instructional program because students benefit from more consistent, reflective, and effective teaching. As a result, this expenditure supports the school's broader professional development plan and contributes to improved implementation of data-driven instruction across classrooms.		
2.4	Professional Development - Standards-Based Instruction	Continue to provide professional development in the use of differentiated instruction based on (formative, summative, internal and state-mandated assessments) data mandated universal screeners to differentiate and inform instruction. Monitor use of said assessments through classroom observation conducted by principal.	$0.00	No Yes
2.5	Professional Development - Differentiated Instruction	Continue to provide professional development in the use of differentiated instruction based on (formative, summative, internal and state-mandated assessment) data and universal screeners to differentiate and inform instruction. Monitor use of said assessments through classroom observation conducted by principal.	$0.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage educational partners (parents, students, staff (including administration, teachers, classified staff, and others) as partners through consistent communication and education to support student achievement in the areas of academics, behavior, and social emotional learning to create a safe, supportive, inclusive, and positive learning environment. In other words, the goal is to create a warm, safe, and welcoming environment through engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Creating a safe, supportive, inclusive, and positive learning environment is one of the three goals that are extrapolated from the mission/vision of the school, which are presented at the beginning of this document.

Engaging parents and families of students is key to promoting academic achievement through its ability to strengthen home/school collaboration. This collaboration can take many forms and impacts such things increased homework completion, increased school attendance, and better student behavior at home and at school. Home/school collaboration in the form of parent involvement in and learning from parent workshops supports the collaborative initiatives that define this type of engagement. Engagement of parents will be measured through the use of surveys and participation in various school events.

Engaging students is key to promoting academic growth, positive behaviors, and social-emotional maturity. Without the buy-in of students in this process, everything is moot. Engaging students will occur through multiple means including such strategies as are described by Marzano in his handbook The New Art and Science of Teaching and through collection of data from surveys such as the California Healthy Kids Survey. According to Marzano, these types of engagement strategies create the "Conditions for Learning" necessary for achievement of social emotional, behavioral, and academic standards.

Engaging staff to create a warm, safe and welcoming environment will include such strategies as opening all staff meetings with Morning Meetings, continuing and prioritizing activities sponsored by the social committee, and conducting staff surveys of school climate. All staff, whether they be credentialed, classified, or other, will participate in staff development provided by the school to develop the skills necessary to promote a warm, safe, and welcoming environment for all.
Engagement of staff will be measured again through such things as surveys and participation in school wide related trainings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annually administer staff survey to measure sense of school safety and school connectedness Source: CA Healthy Kids Survey (CHKS)	2023-2024 CHKS Survey % of staff who strongly agree, who find the school is supportive/inviting place for staff to work, promotes trust/congeniality; a safe place for staff; personnel participation in decision making: 35%	2024-2025 CHKS Survey % of staff who strongly agree, who find the school is supportive/inviting place for staff to work, promotes trust/congeniality; a safe place for staff; personnel participation in decision making: 38%	2025-2026 CHKS Survey % of staff who strongly agree, who find the school is supportive/inviting place for staff to work, promotes trust/congeniality; a safe place for staff; personnel participation in decision making: 32%	% of staff who strongly agree, who find the school is supportive/inviting place for staff to work, promotes trust/congeniality safe place for staff; personnel participation in decision making: 35%+9%	-3%
3.2	Annually administer parent survey to measure sense of safety and school connectedness Source: Annual Parent Satisfaction Survey (CHKS).	2023-2024 CHKS Survey % of parents who strongly agree that school promotes involvement: 50%. % of parents who strongly agree that school promotes communication with parents: 60%	2024-2025 CHKS Survey % of parents who strongly agree that school promotes involvement: 52%. % of parents who strongly agree that school promotes communication with parents: 64%	2025-2026 CHKS Survey % of parents who strongly agree that school promotes involvement: 57%. % of parents who strongly agree that school promotes communication with parents: 55%	% of parents who strongly agree that school promotes involvement: 59% % of parents who strongly agree that school promotes communication with parents: 69%	% of parents who strongly agree that school promotes involvement: +9% % of parents who strongly agree that school promotes communication with parents: +9%
3.3	Annually administer student survey to measure sense of safety	2023-2024 CHKS Survey	2024-2025 CHKS Survey	2025-2026 CHKS Survey	School Connectedness (Elementary) Feeling connected	Elementary (gr 3-5) School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and school connectedness Source: Annual student satisfaction survey (CHKS). Growing 1% per year.	School Connectedness (Elementary) Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 81% 4th: 70% 5th: 73% Race/Ethnicity (Hispanic or Latinx) 3rd: No data 4th: 71% 5th: 80% School Safety (Elementary) Feel Safe at school: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 81% 4th: 50% 5th: 69% Race/Ethnicity (Hispanic or Latinx) 3rd: No data 4th: 53% 5th: No Data School Connectedness (MiddleSchool)	School Connectedness (Elementary) Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 73% 4th: 67% 5th: 71% Race/Ethnicity (Hispanic or Latinx) 3rd: No data 4th: No data 5th: 69% School Safety (Elementary) Feel Safe at school: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 74% 4th: 91% 5th: 84% Race/Ethnicity (Hispanic or Latinx) 3rd: No data 4th: No Data	School Connectedness (Elementary) Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 76% 4th: No Data 5th: 65% Race/Ethnicity (Hispanic or Latinx) 3rd: 69% 4th: No Data 5th: 64% School Safety (Elementary) Feel Safe at school: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 72% 4th: No Data 5th: 74% Race/Ethnicity (Hispanic or Latinx) 3rd: 60% 4th: No Data 5th: 67%	to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 81% +3% 4th: 70%+3% 5th: 73%+3% Race/Ethnicity (Hispanic or Latinx) 3rd: No data | baseline to be established year 1 4th: 71%+3% 5th: 80%+3% School Safety (Elementary) Feel Safe at school: "Yes most of the time" or "Yes, all of the time" All Students 3rd: 81%+3% 4th: 50%+3% 5th: 69%+3% Race/Ethnicity (Hispanic or Latinx) 3rd: No data | baseline to be established Year 1 4th: 53%+3%	Connectedness All Students 3rd: -5% 4th: No data 5th: -8% Race/Ethnicity (Hispanic or Latinx) 3rd: No data | baseline to be established year 1 +3% 4th: No data 5th: -15% School Safety Feel Safe at school: 3rd: -9% 4th: No data 5th: +5% Race/Ethnicity (Hispanic or Latinx) 3rd: No data | baseline to be established Year 1 -2% 4th: No data 5th: No Data | baseline to be established Year 1 +9% MiddleSchool School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 6th: 52% 7th: 35% 8th: 39% Race/Ethnicity (Hispanic or Latinx) 6th: 49% 7th: 32% 8th: 41% School Safety (Middle School) Perceived Safety at school: "very safe" or "safe" All Students 6th: 49% 7th: 39% 8th: 25% Race/Ethnicity (Hispanic or Latinx) 6th: 47% 7th: 39% 8th: 29%	5th: 58% School Connectedness (MiddleSchool) Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 6th: 41% 7th: 59% 8th: 65% Race/Ethnicity (Hispanic or Latinx) 6th: 42% 7th: 59% 8th: 71% School Safety (Middle School) Perceived Safety at school: "very safe" or "safe" All Students 6th: 52% 7th: 55% 8th:74% Race/Ethnicity (Hispanic or Latinx) 6th: 52% 7th: 55% 8th: 78%	School Connectedness (MiddleSchool) Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 6th: 56% 7th: 53% 8th: 58% Race/Ethnicity (Hispanic or Latinx) 6th: 56% 7th: 55% 8th: 56% School Safety (Middle School) Perceived Safety at school: "very safe" or "safe" All Students 6th: 52% 7th: 68% 8th:65% Race/Ethnicity (Hispanic or Latinx) 6th: 59% 7th: 66% 8th: 64%	5th: No Data | baseline to be established Year 1 School Connectedness (Middle School) Feeling connected to others at school, part of the school, and being treated fairly: "Yes most of the time" or "Yes, all of the time" All Students 6th: 52%+3% 7th: 35%+3% 8th: 39%+3% Race/Ethnicity (Hispanic or Latinx) 6th: 49%+3% 7th: 32%+3% 8th: 41%+3% School Safety (Middle School) Perceived Safety at school: "very safe" or "safe" All Students 6th: 49%+3% 7th: 39%+3% 8th: 25%+3% Race/Ethnicity (Hispanic or Latinx)	6th: +4% 7th: +18% 8th: +19% Race/Ethnicity (Hispanic or Latinx) 6th: +7% 7th: +21% 8th: +17% School Safety Perceived Safety at school: 6th: +3% 7th: +29% 8th: +40% Race/Ethnicity (Hispanic or Latinx) 6th: +12% 7th: +27% 8th: +35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					6th: 47%+3% 7th: 39%+3% 8th: 29%+3%	
3.4	Maintain expulsion rate <1%. Source: CA School Dashboard	2022-2023 Dashboard All Students: 0 English Learners 0% Socioeconomic Disadvantage Students 0% Students with Disabilities 0% African American Students 0% Hispanic Students 0% White Students 0%	2023-2024 Dashboard All Students 0 English Learners 0% Socioeconomic Disadvantage Students 0% Students with Disabilities 0% African American Students 0% Hispanic Students 0% White Students 0%	2024-2025 Dashboard All Students 0 English Learners 0% Socioeconomic Disadvantage Students 0% Students with Disabilities 0% African American Students 0% Hispanic Students 0% White Students 0%	All Students 0 English Learners 0% Socioeconomically Disadvantage Students 0% Students with Disabilities 0% African American Students 0% Hispanic Students 0% White Students 0%	All Students 0 English Learners 0% Socioeconomically Disadvantage Students 0% Students with Disabilities 0% African American Students 0% Hispanic Students 0% White Students 0%
3.5	Maintain suspension rates <2%. Source: CA School Dashboard	2022-2023 Dashboard All Students 1.5% English Learners 1.6% Socioeconomic Disadvantage Students 1.7% Students with Disabilities 2.2% African American Students 0% Hispanic Students 1.4% White Students 2.4%	2023-2024 Dashboard All Students 3.6% English Learners 2.8% Socioeconomic Disadvantage Students 3.7% Students with Disabilities: 6.6% African American Students 11.9% Hispanic Students 2.3% White Students 6.9%	2024-2025 Dashboard All Students 0.6% English Learners 0.9% Socioeconomic Disadvantage Students 0.8% Students with Disabilities: 2.9% African American Students 0% Hispanic Students 0.7% White Students 0%	All Students (Schoolwide) <1% English Learners <1% Socioeconomically Disadvantage Students <1% Students with Disabilities <1% African American Students <1% Hispanic Students <1% White Students	All Students -0.9% English Learners -0.7 % Socioeconomically Disadvantaged Students -0.9 % Students with Disabilities:+0.2 % African American Students 0% Hispanic Students n/a% White Students -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<1%	
3.6	Increase opportunities for parent participation in educational programs designed for parents of Unduplicated Pupils (UP) and Students with Disabilities (SWD) by hosting workshops on strategies to support their children academically, behaviorally, and social-emotionally. Source: Local Data	2022-2023 All Students Schoolwide (inclusive of programs for UP, SWD) 3 workshops	2023-2024 All Students Schoolwide (inclusive of programs for UP, SWD) Number of Meetings: Cofee/Tea: 9 Real Talk: 9	2024-2025 All Students Schoolwide (inclusive of programs for UP, SWD) 3 workshops Number of Meetings: Cofee/Tea: 9 Real Talk: 9 MTSS:1	2025-2026 All Students Schoolwide (inclusive of programs for UP, SWD) 3 workshops Number of Meetings: Cofee/Tea: 8 Real Talk: 6 MTSS: 2 Families & Educators Together (FET):6 Parent Volunteer Club:8	All Students Schoolwide (inclusive of programs for UP, SWD) 0 workshops Number of Meetings: Cofee/Tea: +6 Real Talk: +6 MTSS:+1
3.7	Increase opportunities for parent input in decision- making via the SSC; and/or English Learner Parent Advisory Committee on the school's LCAP. Source: Local Data	2022-2023 10 meetings.	2023-2024 SSC/DLAC Meetings: 9	2024-2025 SSC/DLAC Meetings: 9	2025-2026 SSC/DLAC Meetings: 3	SSC/DLAC Meetings: -7

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 school implemented the planned actions as intended, with no major substantive differences between the planned actions and the actual implementation. Pathways to College K–8 continued to strengthen its systems for student behavior, school climate, family engagement, and school safety. The school continued to participate in annual PBIS training provided through SELPA, which supported staff in using consistent behavior expectations, positive reinforcement, and intervention strategies to promote a safe and supportive learning environment. In Year 2, the school also participated in CA ISP training, which further supported the school's ability to respond to student behavioral and social-emotional needs through more structured and informed practices.

A key success in implementation was the continued role of the school counselor in leading the school's MTSS system for behavioral and emotional support. The counselor provided ongoing support to students, helped coordinate interventions, and worked with staff to address student needs. This helped ensure that students had access to social-emotional and behavioral supports within the school setting. The school's use of PBIS, counseling support, and MTSS structures helped create a more consistent system for identifying student needs and providing appropriate support.

Parent involvement was supported through multiple avenues, including the School Site Council (SSC), Families and Educators Together (FET) groups, a Parent Volunteer Group, and efforts to engage families of English Learners. During the 2025-26 school year, the school implemented FET groups specifically designed to increase engagement and collaboration with Spanish-speaking families by providing opportunities to discuss student learning, school programs, and family supports in a welcoming and accessible environment. The school also developed a Parent Volunteer Group that provided families with opportunities to actively support classrooms, school events, and student activities throughout the year, strengthening partnerships between home and school. While the school sought to maintain an active English Learner Advisory Committee (ELAC), participation was limited and the committee was not active during the 2025-26 school year due to insufficient parent involvement. The school will continue efforts to increase participation and rebuild ELAC membership in future years. To support meaningful access for all families, school materials and communications were translated into Spanish. These efforts helped ensure that Spanish-speaking families could participate more fully in school engagement opportunities and better understand school programs, decisions, and safety procedures.

The school also maintained a well-developed School Safety Plan, which supported the overall implementation of a safe and orderly school environment. The plan provided clear procedures and expectations for responding to safety concerns and helped guide the school's approach to emergency preparedness and campus safety.

The primary implementation challenges were related to the ongoing need to ensure consistency across classrooms, continue strengthening staff capacity to respond to student behavioral and emotional needs, and increase participation from families of English Learners. While the school sought to maintain an active English Learner Advisory Committee (ELAC), participation levels were insufficient to sustain regular meetings during the 2025-26 school year. To address this challenge, the school continued to provide translated communications and implemented Families and Educators Together (FET) groups to increase engagement and collaboration with Spanish-speaking families. Additional challenges related to behavioral and emotional supports were addressed through continued PBIS training, counselor-led services,

and ongoing communication with families. Overall, the actions were implemented effectively and contributed to a positive school climate, stronger behavioral and emotional supports, increased parent access and engagement opportunities, and a safer school environment.

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.

G3A1: Student Social-Emotional and Behavior Support Services
Budgeted: Captured in Goal #1.

G3A2: Parent Involvement
Budgeted: $10,950.00 | Actual: $10,950.00
Variance: $0
Outcome: Right on target.

G3A3: Translation Services
Budgeted: Captured in Goal #1.

G3A4: School Safety Plan
Budgeted: $3,491,072.20 | Actual: $3,491,072.20
Variance: $0
Outcome: Right on target.

G3A5: MTSS
Budgeted: Captured in Goals #1 and #4.

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

Action 3.1: Student Social-Emotional and Behavior Support Services
Action 3.1 This action was effective in supporting positive classroom environments and strengthening teachers' ability to respond to students' social-emotional and behavioral needs. Professional development provided through CA ISP during the 2024-25 school year equipped staff with proactive classroom management strategies that promote student engagement, emotional regulation, and positive behavior. These practices continued to be implemented during the 2025-26 school year, allowing teachers to build consistency and strengthen their effectiveness over time.

One key strategy implemented across classrooms was the use of a 4:1 ratio of positive to corrective feedback, which encouraged staff to intentionally recognize and reinforce appropriate student behaviors more frequently than correcting inappropriate behaviors. This approach helped foster a more positive and supportive learning environment while increasing student engagement and motivation.
In addition, teachers implemented relationship-building practices such as greeting students at the door and facilitating morning meetings. These routines helped students feel welcomed, valued, and connected to their classroom community at the start of each day. Collectively, these strategies strengthened teacher-student relationships, improved classroom climate, and contributed to learning environments where students felt safe, respected, supported, and ready to learn.

Action 3.2: Parent Involvement
Action 3.2 This action was partially effective and showed improvement over the course of the year. Although School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings were planned, parent participation was limited during the first semester, creating challenges in fully implementing these structures as originally intended. In particular, the school was unable to establish an active ELAC due to insufficient parent participation and the lack of eligible parents willing to serve in leadership roles. As a result, the school was not able to conduct ELAC meetings during the 2025–26 school year.

To address these challenges, the principal adjusted the implementation strategy by creating a Parent Volunteer Group to strengthen relationships with families and increase opportunities for parent engagement. This approach was effective in building connections with parents and creating a pathway for greater involvement in school leadership activities. Parents who participated in the volunteer group were personally invited to serve on the School Site Council, resulting in the establishment of an active SSC in the spring. The first SSC meeting was held in March, followed by opportunities for parents to provide input on LCAP development in April and to review the draft LCAP in May prior to Board approval in June.

Based on implementation challenges and parent participation data, the school will continue the Parent Volunteer Group and Families and Educators Together (FET) meetings as strategies to strengthen family engagement and leadership development. The school will also implement targeted outreach efforts to increase participation among English learner families and reestablish an active English Learner Advisory Committee (ELAC). These changes are intended to expand opportunities for parent voice, improve representation of English learner families, and strengthen educational partner engagement in school planning and decision-making processes.

Action 3.3: Translation
Action 3.3 was effective in increasing access and communication for Spanish-speaking families. The school provided translation at all events for parents who speak Spanish, allowing families to participate more fully in meetings, school activities, and parent engagement opportunities. This helped ensure that language was not a barrier to parent participation.
This action was also effective because newsletters, letters, and announcements sent home were translated into Spanish. Providing written communication in both English and Spanish helped families better understand school updates, events, expectations, and opportunities for involvement. Overall, this action supported equitable access to information and strengthened the school’s ability to communicate with families in a meaningful and inclusive way.

Action 3.4: School Safety Plan
Action 3.4 was effective in supporting a safe and prepared school environment. The school safety plan was reviewed, updated annually, and approved by the board, ensuring that the plan remained current and aligned with the needs of the school. This annual update process helped the school maintain clear procedures for responding to emergencies, safety concerns, and campus needs.
The implementation of this action was strengthened by the leadership of the Assistant Principal, who led the safety plan development and revision process. The Assistant Principal worked with the Safety Committee, which included classroom teachers assigned to support the

development of the plan. This collaborative process was effective because it allowed staff members who work directly with students to provide input into school safety procedures. As a result, the school safety plan reflected both administrative oversight and staff perspective.

Action 3.5: MTSS
Action 3.5 was effective in supporting students' behavioral, emotional, and social development through the school's MTSS system. The action was continued through the support of the MTSS counselor and behavior interventionist, who worked with students and staff to promote positive behavior and social-emotional maturity. These supports helped the school respond to student needs in a more structured and proactive way.
The MTSS counselor and behavior interventionist provided support for students who needed additional behavioral or emotional assistance beyond regular classroom supports. This helped strengthen the school's ability to identify student needs, provide appropriate interventions, and support students in developing positive behaviors. Overall, this action was effective in promoting a more supportive school climate and helping students build the skills needed to be successful in the classroom and school community.

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 on prior practice, no changes will be made to the planned goal, metrics, or target outcomes for the coming year. The goal will remain focused on maintaining a safe, supportive, and engaging school environment, and the existing metrics and expected outcomes will continue to be used to monitor progress and evaluate effectiveness.

However, adjustments will be made to the implementation of family engagement actions. During the 2025–26 school year, the school experienced challenges establishing an active English Learner Advisory Committee (ELAC) due to limited parent participation. In response, the school implemented a Parent Volunteer Group and Families and Educators Together (FET) meetings to strengthen relationships with families and increase opportunities for parent involvement, particularly among Spanish-speaking families.

As a result of these reflections, the school will continue and expand these engagement efforts during the 2026–27 school year while implementing additional outreach strategies to increase participation in both the School Site Council (SSC) and ELAC. These refinements are intended to strengthen parent leadership opportunities, increase representation of English learner families, and improve educational partner participation in school planning and decision-making processes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Social-Emotional and Behavior Support Services	Train and develop staff in emotional and behavior support services/practices.	$7,500.00	No Yes
3.2	Parent Involvement	Provide parents with opportunities to provide input in decision-making via the School Site Council and/or District Learner Parent Advisory Committee.	$15,000.00	No Yes
3.3	Translation	Provide translation services for all school events.	$6,500.00	Yes
3.4	School Safety Plan	Annually review and update the School Safety Plan; and provide training for all staff to ensure a safe school environment for all.	$2,842,224.05	No Yes
3.5	MTSS	Continue to implement Mutli-tiered System of Supports (MTSS) and Positive Behavioral Intervention and Supports (PBIS) to promote positive behavior and a safe and welcoming learning environment for students.	$0.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1						
4.2						

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,444,272	$145,840

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
24.797%	0.000%	$0.00	24.797%

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
1.1	**Action:** Growth Assessment **Need:** This action is being provided to support unduplicated student groups because these students demonstrate unique identified needs in academic achievement, including gaps in English Language Arts and mathematics performance. These gaps show the need for timely, reliable assessment data that helps	NWEA MAP was selected because it provides teachers with real-time growth data that can be used to guide instructional strategies designed to meet the needs of the unduplicated student population. NWEA MAP is administered three times per year as a benchmark assessment, allowing teachers and school leaders to monitor student progress throughout the year rather than waiting until the end of the year to evaluate outcomes. The assessment data helps teachers identify student strengths, learning gaps, and	The effectiveness of this action will be measured using NWEA MAP growth data. Specifically, the school will review student growth from each testing window, including beginning-of-year, middle-of-year, and end-of-year results, to determine whether unduplicated

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
	teachers identify what students know, what they are ready to learn next, and which students need additional support or intervention. **Scope:** Schoolwide	areas where students need reteaching, small-group instruction, intervention, or enrichment.	students are making expected academic progress in English Language Arts and mathematics. Additional analysis may include reviewing growth by grade level, student group, and instructional area to determine whether assessment data is being used effectively to improve outcomes for unduplicated students.
1.2	**Action:** Differentiated Instruction **Need:** This action is being provided to support unduplicated student groups because these students demonstrate identified academic needs, including gaps in English Language Arts and mathematics achievement. These gaps indicate a need for differentiated instruction that will meet the needs of the unduplicated pupils by providing them with multiple means of accessing information. **Scope:** Schoolwide	Differentiated instruction supports unduplicated student groups by ensuring that students with identified academic needs receive instruction that is responsive to their current levels of understanding. English Learners, low-income students, and other unduplicated pupils have demonstrated achievement gaps in English Language Arts and mathematics, indicating a need for instruction that goes beyond a single whole-group approach. Through differentiated instruction, teachers use assessment data, classroom performance, and student work to identify specific learning needs and adjust the content, process, and method of instruction accordingly. This approach provides unduplicated pupils with multiple means of accessing information, including small-group reteaching, targeted practice, visual supports, modeling, academic vocabulary development, guided instruction, and opportunities to demonstrate understanding in different ways. By adjusting instruction based on student need,	The effectiveness of Action 1.2, Differentiated Instruction, will be measured using multiple academic outcome metrics that show whether students are making progress in English Language Arts, mathematics, science, English language proficiency, and English Learner reclassification. These metrics are appropriate because differentiated instruction is intended to help teachers respond to student learning needs through reteaching, small-group instruction, targeted support, and enrichment

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
		teachers are better able to address unfinished learning, clarify misconceptions, reinforce grade-level standards, and provide additional support before students fall further behind. Differentiated instruction is therefore principally directed toward unduplicated student groups because it is designed to close achievement gaps and improve access to rigorous, standards-aligned instruction in English Language Arts and mathematics.	based on assessment data. The action is especially directed toward unduplicated pupils and student groups with identified academic needs, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. Metric 1.2, Annual Growth on CAASPP ELA, will be used to measure whether differentiated instruction is improving student performance in English Language Arts. This metric tracks Distance from Standard for all students and student groups, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. Growth on this metric will indicate whether differentiated ELA instruction, reteaching, and targeted support are helping students move

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
			closer to or beyond grade-level standards. Metric 1.3, Annual Growth on CAASPP Mathematics, will be used to measure whether differentiated instruction is improving mathematics outcomes. This metric tracks Distance from Standard for all students and key student groups. Because mathematics data shows continued areas of need, this metric will help determine whether teachers are using data to adjust instruction, provide small-group reteaching, and address unfinished learning in mathematics. Metric 1.4, Annual Growth on CAST Science, will be used to measure whether students in grades 5 and 8 are improving in science achievement. This metric tracks the percentage of students who meet or exceed the science standard. It will help determine whether differentiated instruction and standards-based

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
			supports are improving student access to science content and helping students demonstrate mastery of the Next Generation Science Standards. Metric 1.8, English Learner Progress on ELPAC, will be used to measure whether English Learners are making progress toward English language proficiency. This metric is important because differentiated instruction should include supports such as academic vocabulary development, language scaffolds, modeling, visual supports, guided practice, and multiple opportunities for students to access and demonstrate understanding of grade-level content. Metric 1.9, Annual English Learner Reclassification Rate, will be used to measure whether English Learners are progressing sufficiently to meet reclassification criteria.

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
			This metric will help determine whether differentiated instruction, language development supports, and targeted academic interventions are helping English Learners acquire the academic language and content skills needed to be reclassified. Together, these metrics provide a comprehensive measure of the effectiveness of Action 1.2 because they evaluate student academic growth across ELA, mathematics, science, English language proficiency, and reclassification outcomes. Growth in these areas will indicate that differentiated instruction is helping students access grade-level standards, close achievement gaps, and make progress toward academic proficiency.
1.3	**Action:** Standard Aligned Materials **Need:** This action is being provided to support unduplicated student groups because these	Standards-aligned materials are designed to address this need by ensuring that teachers and students have access to curriculum, instructional resources, assessments, and supplemental materials that directly support the standards being taught. These materials help teachers provide	The effectiveness of this action will be measured through student achievement and growth data, including performance on local and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students demonstrate identified academic needs, including gaps in English Language Arts and mathematics achievement. These gaps indicate a need for consistent access to high-quality instructional materials that are aligned to grade-level standards and support students in mastering essential knowledge and skills. **Scope:** Schoolwide	instruction that is focused, coherent, and aligned to grade-level expectations. They also support differentiation by giving teachers resources to reteach, provide additional practice, and address specific learning gaps for students who have not yet mastered the standard.	state assessments such as NWEA MAP and CAASPP in English Language Arts and mathematics. Additional evidence may include review of lesson plans, use of adopted curriculum and supplemental resources, common formative assessment results, CTM/PLC documentation, and evidence that teachers are using standards-aligned materials to provide targeted support for unduplicated students.
1.4	**Action:** Attendance Plan **Need:** This action is being provided to support unduplicated student groups because these students may experience higher rates of chronic absenteeism and may need additional support to attend school consistently. Regular attendance is necessary for students to access instruction, participate in interventions, build relationships with staff and peers, and make academic progress. When students miss school frequently, they are more likely to fall behind academically and become disconnected from the school community. **Scope:**	The attendance plan is designed to address this need by giving teachers a clear process for monitoring attendance and communicating with families. Teachers will use the attendance placemat to track attendance rates for their class, identify students who are approaching or meeting chronic absenteeism thresholds, and guide positive, solution-focused interactions with parents. The placemat will help teachers recognize attendance patterns early, communicate the importance of daily attendance, and discuss possible barriers with families in a supportive manner. These conversations may include reminders about the impact of absences, encouragement to build consistent routines, and referrals to school supports when families need additional assistance.	The effectiveness of this action will be measured through attendance data, including overall attendance rates, chronic absenteeism rates, and changes in attendance for students identified as needing support. Additional evidence may include teacher use of the attendance placemat, documentation of parent contacts, notes from attendance-related conversations, and evidence that students with attendance concerns

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
	Schoolwide		were identified early and connected to appropriate supports.
1.5	**Action:** MTSS **Need:** Unduplicated students demonstrate identified needs in academics, behavior, and social-emotional learning that require a coordinated Multi-Tiered System of Supports. Academic data shows continued achievement gaps in English Language Arts, mathematics, and science for student groups including English Learners, socioeconomically disadvantaged students, and other student groups needing additional support. These gaps indicate a need for strong Tier 1 instruction, frequent review of assessment data, targeted reteaching, small-group intervention, progress monitoring, and additional supports when students are not yet meeting grade-level standards. Unduplicated students may also experience behavioral and engagement needs that affect their ability to fully participate in instruction. These needs include attendance concerns, classroom behavior challenges, difficulty meeting schoolwide expectations, and the need for consistent positive behavior supports. Through MTSS, the school can provide universal behavior expectations for all students, targeted supports for students with emerging concerns, and individualized interventions for students with greater behavioral needs.	The actions address the identified needs of unduplicated students by strengthening the school's academic, behavioral, and social-emotional support systems through a coordinated MTSS framework. Unduplicated students have demonstrated needs in academic achievement, including gaps in English Language Arts, mathematics, and science, as well as needs related to attendance, behavior, school connectedness, and social-emotional support. These needs require a system that identifies students early, provides appropriate interventions, and monitors whether those supports are helping students make progress. The academic actions address these needs by providing strong Tier 1 standards-based instruction for all students, using assessment data to identify students who need additional support, and providing differentiated instruction, reteaching, small-group intervention, and progress monitoring. Through NWEA MAP, CAASPP, CAST, ELPAC, common formative assessments, and collaborative team meetings, teachers are able to identify learning gaps and adjust instruction to better support English Learners, socioeconomically disadvantaged students, and other students who are not yet meeting standards. The behavioral and social-emotional actions address student needs by providing schoolwide expectations, PBIS practices, counseling support, behavior intervention, attendance monitoring,	The effectiveness of Action 1.5 will be monitored using academic, attendance, engagement, and English Learner outcome metrics. These metrics are appropriate because the MTSS system is designed to address the academic, behavioral, attendance, and social-emotional needs of students, with particular attention to unduplicated students and student groups demonstrating identified needs. Metric 1.2 – Annual Growth on CAASPP ELA: This metric will be used to monitor whether academic supports within the MTSS are improving English Language Arts outcomes. It measures student progress toward grade-level ELA standards for all students and student groups, including English Learners, socioeconomically disadvantaged students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In addition, unduplicated students may need social-emotional supports that help them feel safe, connected, and ready to learn. Social-emotional needs may include self-regulation, positive peer relationships, conflict resolution, school connectedness, and access to counseling or check-in supports. These supports are important because students are more likely to succeed academically when they feel supported, understood, and connected to the school community. Overall, MTSS is needed because unduplicated students benefit from a structured system that identifies needs early and provides the right level of academic, behavioral, and social-emotional support. The MTSS framework allows the school to use data to determine which students need additional assistance, match students with appropriate interventions, monitor progress, and adjust supports as needed so that students can make progress toward academic standards and positive school outcomes. **Scope:** Schoolwide	student recognition, and other supports that help students feel safe, connected, and ready to learn. These actions help reduce barriers that may interfere with academic progress, such as chronic absenteeism, behavior challenges, lack of school connection, or unmet social-emotional needs. The actions are provided on a schoolwide basis because all students benefit from a consistent MTSS system, strong instruction, positive behavior supports, and a safe and supportive learning environment. However, they are principally directed toward unduplicated students because these students have demonstrated greater needs in academic, behavioral, attendance, or social-emotional outcomes. Providing the actions schoolwide ensures that supports are integrated into the regular instructional and school climate systems rather than delivered as isolated services. This allows unduplicated students to receive timely support without being singled out, while also improving the overall quality of instruction, intervention, behavior support, and school connectedness for all students.	Hispanic students, and students with disabilities. Metric 1.3 – Annual Growth on CAASPP Mathematics: This metric will be used to monitor whether academic interventions, reteaching, and differentiated supports are improving mathematics outcomes. It helps determine whether students are moving closer to grade-level mathematics standards and whether additional targeted support is needed for specific student groups. Metric 1.4 – Annual Growth on CAST Science: This metric will be used to monitor whether students are improving in science achievement, particularly in grades 5 and 8. It helps determine whether students are accessing and mastering the Next Generation Science Standards and whether science instruction and intervention supports need to be strengthened.

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
			Metric 1.5 – Annual Average Daily Attendance: This metric will be used to monitor student attendance and engagement. Since regular attendance is necessary for students to access core instruction, intervention, and support services, ADA provides an important measure of whether students are consistently participating in the instructional program. Metric 1.6 – Middle School Dropout Rate: This metric will be used to monitor continued enrollment and student engagement. Maintaining a low dropout rate indicates that middle school students remain connected to the school program and continue progressing toward completion of the grade-level instructional program. Metric 1.7 – Chronic Absenteeism: This metric will be used to monitor whether MTSS attendance and engagement supports are reducing barriers to

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
			regular school participation. Chronic absenteeism data helps identify students and student groups who may need additional outreach, family communication, intervention, or social-emotional support. Metric 1.8 – English Learner Progress: This metric will be used to monitor whether English Learners are making progress toward English language proficiency. It helps determine whether designated and integrated ELD instruction, language supports, academic vocabulary development, and targeted interventions are helping English Learners develop the language skills needed to access grade-level content. Metric 1.9 – English Learner Reclassification: This metric will be used to monitor whether English Learners are progressing toward reclassification. It helps evaluate whether

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
			language development supports, academic interventions, and progress monitoring are supporting English Learners in meeting the criteria needed for reclassification. Together, these metrics will allow the school to determine whether Action 1.5 is effectively supporting students through the MTSS framework. Academic metrics measure progress in ELA, mathematics, science, and English language development, while attendance and engagement metrics monitor whether students are consistently participating in school and remaining connected to the instructional program.
1.6	**Action:** Standards-Based Instruction **Need:** **Scope:** Schoolwide		

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
2.1	**Action:** Professional Development - Standard Based Instruction **Need:** This action is principally directed toward unduplicated student groups because these students demonstrate identified needs in academic achievement, including gaps in English Language Arts and mathematics when compared to all students. These gaps indicate a need for consistent, high-quality, standards-based instruction that ensures students are taught the essential grade-level standards and receive appropriate support when they have not yet mastered those standards. Standards-based instruction was selected because it helps ensure that teaching, learning activities, assessments, and interventions are aligned to the knowledge and skills students are expected to master. The primary focus for this year was working with teachers at the same grade level to implement parallel teaching so that students across classrooms received instruction aligned to the same essential standards. This also supported the development and use of common formative assessments, the results of which teachers could analyze during Collaborative Team Meetings. Through this process, teachers were better able to identify grade-level trends, compare student progress, determine which students needed reteaching or intervention, and adjust instruction based on evidence of student learning.	This action is being provided on a schoolwide basis because all students benefit from clear, consistent, and aligned standards-based instruction. However, the action is principally directed toward unduplicated students because strengthening standards-based instruction, parallel teaching, and the use of common formative assessments is intended to address the achievement gaps identified for these student groups and improve their access to effective instruction across classrooms and grade levels.	The effectiveness of this action will be measured through growth in English Language Arts and mathematics achievement, including performance on local and state assessments such as NWEA MAP and CAASPP. Additional evidence may include classroom observations, lesson plans aligned to grade-level standards, common formative assessment results, CTM/PLC documentation, and evidence of reteaching or intervention based on student progress toward mastery of standards.

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
	Scope: Schoolwide		
2.2	**Action:** Professional Development • Data Analysis **Need:** This action is principally directed toward unduplicated student groups because these students demonstrate identified needs in academic achievement, including gaps in mathematics performance when compared to all students. These gaps show the need for teachers to strengthen their ability to analyze student learning data and use that data to make timely instructional decisions that support students who need additional intervention, reteaching, or extension. Professional development in data analysis was selected because data analysis is a critical component of effective Collaborative Team Meetings. During CTMs, teachers must be able to review common formative assessment results, identify both macro-level trends across classrooms and grade levels, and examine micro-level data to determine which specific students have or have not mastered essential standards. This process allows teachers to collaborate on instructional strategies, reteaching plans, small-group supports, and targeted interventions designed to meet the needs of unduplicated students. Staff received	This action is being provided on a schoolwide basis because all students benefit when teachers use assessment data more effectively to guide instruction. However, it is principally directed toward unduplicated students because improved data analysis helps ensure that their learning gaps are identified earlier and addressed more intentionally through the CTM and PLC process.	The effectiveness of this action will be measured through growth in mathematics achievement, including student performance on local and state assessments such as NWEA MAP and CAASPP. Additional evidence of effectiveness may include improved use of common formative assessment data during CTMs, documentation of instructional adjustments based on data, and evidence that teachers are using both whole-class and student-specific data to plan supports for students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support and instruction from the principal through direct participation in CTMs, where the principal observed, guided, and provided feedback on the use of data to inform instruction. **Scope:** Schoolwide		
2.3	**Action:** Planning for PD **Need:** This action is principally directed toward unduplicated student groups because these students demonstrate identified needs in academic achievement, including gaps in English Language Arts, mathematics, and chronic absenteeism when compared to all students. These needs indicate that staff require ongoing professional development that strengthens instructional planning, collaboration, data use, and intervention practices to better support students who are not yet meeting expected outcomes. Planning for professional development was selected because effective implementation of professional learning requires intentional coordination, alignment to student needs, and ongoing follow-up. By planning professional development around schoolwide priorities, staff are better able to focus on instructional strategies, assessment practices, student engagement, attendance improvement, and intervention systems that address the needs of unduplicated students. This planning ensures	This action is being provided on a schoolwide basis because all students benefit when teachers and staff receive well-planned professional development that improves instruction, collaboration, and student support systems. However, the action is principally directed toward unduplicated students because professional development planning will prioritize areas where these students demonstrate the greatest need, including academic growth and attendance improvement.	The effectiveness of this action will be measured through student achievement and engagement outcomes, including growth in English Language Arts and mathematics on local and state assessments such as NWEA MAP and CAASPP, as well as improvements in chronic absenteeism rates. Additional evidence may include implementation of planned professional development, staff participation, CTM/PLC documentation, and evidence that professional learning is being applied to improve instruction and support for students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that professional development is not isolated, but instead connected to the school's goals, CTM/PLC work, and the specific academic and attendance needs identified through student data. **Scope:** Schoolwide		
2.4	**Action:** Professional Development - Standards-Based Instruction **Need:** This action is principally directed toward unduplicated student groups because these students demonstrate identified needs in academic achievement, including gaps in English Language Arts and mathematics when compared to all students. These gaps indicate a need for teachers to have a strong understanding of grade-level standards, including what students are expected to know and be able to do, how mastery is demonstrated, and what prerequisite skills may need to be addressed. Knowledge of standards was selected because effective instruction depends on teachers clearly understanding the intent, depth, and expectations of the standards they teach. When teachers have a strong understanding of standards, they are better able to plan instruction, develop aligned	This action is being provided on a schoolwide basis because all students benefit when teachers have a clear and shared understanding of academic standards. However, it is principally directed toward unduplicated students because stronger teacher knowledge of standards supports more effective instruction, targeted reteaching, and more accurate identification of student needs. As part of this work, teachers developed their own proficiency scales to clarify levels of student understanding and describe what progress toward mastery looks like for key standards.	The effectiveness of this action will be measured through review of the proficiency scales developed by teachers, including the extent to which the scales are aligned to grade-level standards and clearly define levels of student proficiency. Additional evidence may include lesson plans, common formative assessments, CTM/PLC discussions, classroom observations, and student achievement data in English Language Arts and mathematics, including NWEA MAP and CAASPP results.

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
	assessments, identify essential learning targets, and determine what students need when they have not yet reached proficiency. This is especially important for unduplicated students because it helps ensure that instruction is focused, consistent, and aligned to grade-level expectations while also allowing teachers to identify and address learning gaps more intentionally. **Scope:** Schoolwide		
2.5	**Action:** Professional Development - Differentiated Instruction **Need:** This action is principally directed toward unduplicated student groups because these students demonstrate identified needs in academic achievement, including gaps in English Language Arts and mathematics when compared to all students. These gaps indicate a need for teachers to strengthen their ability to respond when students do not initially learn or master essential standards. Professional development in differentiated instruction primarily occurred during Collaborative Team Meetings that the principal attended. During these meetings, differentiated instruction was discussed as the instructional response to evidence that a student or group of students had not yet learned the intended standard or skill.	This action is being provided on a schoolwide basis because all students benefit when teachers are better able to adjust instruction based on student need. However, it is principally directed toward unduplicated students because differentiated instruction helps ensure that students with identified academic gaps receive targeted support when they do not master content the first time it is taught.	The effectiveness of this action will be measured through growth in English Language Arts and mathematics achievement, including NWEA MAP and CAASPP results. Additional evidence may include CTM notes, common formative assessment results, small-group reteaching plans, classroom observations, and documentation showing how teachers adjusted instruction in response to student learning data.

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
	Teachers reviewed student performance data, identified students who needed additional support, and discussed how instruction could be adjusted to better meet those students' needs. The professional development emphasized that instruction can be differentiated in three main ways: by differentiating the content, the process, and the method of instruction. The primary recommendation from the principal was for teachers to differentiate instruction by repeating or reteaching the lesson in a small-group setting. This allowed teachers to provide more direct support, check for understanding more frequently, clarify misconceptions, and give students additional opportunities to practice the skill with teacher guidance. **Scope:** Schoolwide		
3.1	**Action:** Student Social-Emotional and Behavior Support Services **Need:** This action is principally directed toward unduplicated student groups because students schoolwide, including unduplicated students, demonstrate a need for social-emotional and behavioral support services that promote positive school engagement, student well-being, and readiness to learn. Students who experience social-emotional, behavioral, or attendance-related challenges may have	This action is being provided on a schoolwide basis because all students benefit from a positive school climate through PBIS (Positive Behavioral Interventions and Supports). However, it is principally directed toward unduplicated students because these supports help remove barriers that may interfere with learning, attendance, and academic progress. By strengthening emotional and behavioral support services across the school, staff are better able to respond to student needs early and provide targeted support when students demonstrate social, emotional, or behavioral challenges.	The effectiveness of this action will be measured through metrics including chronic absenteeism rates, suspension rates, attendance data, school climate survey results, behavior referral data, and academic progress indicators such as ELA and mathematics performance. Additional evidence may include documentation of student

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
	greater difficulty fully accessing instruction, participating positively in the school community, and making academic progress. Student social-emotional and behavior support services were selected because students need a safe, structured, and supportive learning environment in order to be successful academically and socially. These services are designed to help students develop positive behavior, self-regulation, conflict-resolution skills, and stronger relationships with peers and adults. Supports may include counseling services, behavior interventions, positive behavior supports, check-ins with staff, restorative conversations, and classroom strategies that help students remain engaged in learning. **Scope:** Schoolwide		support services provided, counseling or behavior intervention records, implementation of positive behavior supports, and staff observations of improved student engagement and behavior.
3.2	**Action:** Parent Involvement **Need:** This action is principally directed toward unduplicated student groups because students schoolwide, including unduplicated students, benefit when parents and families are actively involved in the school community. Unduplicated students may experience academic, attendance, behavioral, or social-emotional barriers that can be better addressed when the school builds strong partnerships with families and provides	This action is being provided on a schoolwide basis because all students benefit from increased parent involvement and stronger home-school communication. However, it is principally directed toward unduplicated students because increased family engagement can help address barriers related to academic achievement, attendance, behavior, and social-emotional well-being. Parent involvement opportunities include Families and Educators Together (FET), parent volunteer club meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), LCAP input meetings, parent surveys, school events, and	The effectiveness of this action will be measured through metrics including behavior referral rates, suspension rates, and expulsion rates. Additional evidence may include parent participation rates in FET, parent volunteer club meetings, SSC, ELAC, LCAP input meetings, school events, and surveys, as well as documentation of parent

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
	meaningful opportunities for parents to participate, give input, and stay connected to their child's education. Parent involvement was selected because students whose parents are engaged in their education tend to demonstrate stronger academic performance, better attendance, improved behavior, and stronger social-emotional development. When parents understand school goals, expectations, available supports, and ways to help their children at home, students are more likely to experience consistency between home and school. Parent involvement also allows the school to better understand family needs and use parent feedback to improve programs, services, and supports for students. **Scope:** Schoolwide	other opportunities for families to provide feedback and participate in school decision-making.	input used to inform school planning and LCAP development
3.4	**Action:** School Safety Plan **Need:** This action is principally directed toward unduplicated student groups because students schoolwide, including unduplicated students, need a safe, orderly, and supportive school environment in order to fully access instruction and participate successfully in the school community. Students who experience academic, behavioral, attendance, or social-emotional challenges may be especially	This action is being provided on a schoolwide basis because all students benefit from a safe and supportive campus. However, it is principally directed toward unduplicated students because a strong safety plan helps reduce barriers to learning and supports students who may need additional behavioral, social-emotional, or attendance-related support. By implementing and reviewing the School Safety Plan, the school seeks to create conditions where students feel safe, connected, and ready to learn.	The effectiveness of this action will be measured through metrics including campus incident reports, behavior referral rates, suspension rates, expulsion rates, attendance data, and school climate survey results. Additional evidence may include documentation of safety drills, staff training, supervision procedures,

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
	impacted when school safety systems are unclear or inconsistent. The School Safety Plan was selected because it provides the school with a structured approach for maintaining a safe campus, responding to emergencies, supporting positive student behavior, and ensuring that staff understand procedures for supervision, reporting, prevention, and response. The plan helps establish consistent expectations for students and adults, promotes a positive school climate, and supports the school's ability to prevent and respond to incidents that may interfere with student learning or well-being. **Scope:** Schoolwide		emergency preparedness activities, and review or updates to the School Safety Plan.
3.5	**Action:** MTSS **Need:** This action is principally directed toward unduplicated student groups because students schoolwide, including unduplicated students, demonstrate needs in academic achievement, behavior, attendance, and social-emotional development. Gaps in English Language Arts, mathematics, chronic absenteeism, and behavior-related outcomes indicate the need for a coordinated system of supports that identifies student needs early and provides appropriate interventions.	This action is being provided on a schoolwide basis because all students benefit from a consistent system of academic, behavioral, and social-emotional supports. However, it is principally directed toward unduplicated students because MTSS helps ensure that barriers to learning are identified and addressed early, especially for students who may need additional support to meet grade-level expectations, attend school regularly, demonstrate positive behavior, and remain engaged in learning.	The effectiveness of this action will be measured through metrics including English Language Arts and mathematics achievement on local and state assessments, NWEA MAP growth, CAASPP results, chronic absenteeism rates, attendance data, behavior referral rates, suspension rates, expulsion rates, and school climate or social-emotional survey results. Additional evidence may

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
	Multi-Tiered System of Supports was selected because it provides a structured framework for supporting students academically, behaviorally, and social-emotionally. Through MTSS, the school can provide universal supports for all students, targeted supports for students who need additional assistance, and more intensive individualized supports for students with greater needs. In academics, this may include reteaching, small-group instruction, intervention, progress monitoring, and the use of assessment data to guide instruction. In behavior and social-emotional learning, this may include positive behavior supports, counseling, check-ins, restorative conversations, SEL lessons, and individualized behavior interventions. **Scope:** Schoolwide		include intervention records, progress monitoring data, counseling or behavior support logs, CTM/PLC documentation, and evidence that staff are using data to match students with appropriate academic, behavioral, and social-emotional supports.

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
1.6	**Action:** Standards-Based Instruction **Need:**	The action of providing standards-based materials is designed to meet the needs of unduplicated pupils by ensuring that they have consistent access to high-quality instructional resources	The effectiveness of the standards-based materials action will be monitored using academic access,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Unduplicated pupils have identified academic needs related to gaps in English Language Arts, mathematics, science, and English language development. These gaps indicate that students need consistent access to high-quality, standards-aligned materials that support grade-level instruction while also allowing teachers to provide reteaching, scaffolding, intervention, and differentiated support. Standards-based materials are needed because unduplicated pupils must have access to the same rigorous California academic content standards as all students. Without aligned materials, instruction may become inconsistent across classrooms, and students with existing achievement gaps may not receive the focused instruction needed to master essential standards. Aligned materials help ensure that lessons, practice activities, assessments, and interventions are connected to the grade-level skills and knowledge students are expected to learn. For English Learners, standards-based materials support access to academic vocabulary, language development, reading comprehension, writing, and content-area learning. For socioeconomically disadvantaged students and other unduplicated pupils who may need additional academic support, these materials provide structured opportunities for guided practice, review, and intervention. They also help teachers identify prerequisite skills, clarify	aligned to California academic standards. Because unduplicated pupils have demonstrated academic needs in areas such as English Language Arts, mathematics, science, and English language development, standards-based materials help ensure that instruction is focused on the grade-level skills and knowledge students are expected to master. These materials support teachers in planning lessons, assessments, reteaching, and interventions that are directly connected to the standards. This is especially important for unduplicated pupils because aligned materials help reduce inconsistencies in instruction across classrooms and provide a clearer pathway for students to access rigorous grade-level content. Teachers can use the materials to identify essential standards, provide guided practice, address prerequisite skills, and give additional support when students have not yet mastered a concept. For English Learners, standards-based materials also support access to academic vocabulary, reading comprehension, writing, and content-area language development. For socioeconomically disadvantaged students and other students with academic gaps, the materials provide structured opportunities for review, scaffolding, and targeted intervention. By giving teachers the tools needed to deliver consistent, rigorous, and differentiated instruction, this action helps unduplicated pupils access grade-level standards and make progress toward closing achievement gaps.	achievement, and English Learner outcome metrics. Metric 1.1 – Enrollment in a Broad Course of Study: This metric will monitor whether all students, including unduplicated pupils, continue to have access to a full instructional program across core subject areas. Metric 1.2 – Annual Growth on CAASPP ELA: This metric will monitor whether standards-based materials are supporting growth in English Language Arts for all students and student groups, including English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. Metric 1.3 – Annual Growth on CAASPP Mathematics: This metric will monitor whether standards-aligned materials are supporting student growth in mathematics and helping

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	learning targets, and provide multiple means for students to access and demonstrate understanding of grade-level content. Overall, the identified need is to ensure that unduplicated pupils receive equitable access to rigorous, standards-aligned instruction and materials that help close achievement gaps, support language development, and improve academic outcomes in ELA, mathematics, science, and other core subjects. **Scope:**		close achievement gaps for unduplicated pupils and other student groups. Metric 1.4 – Annual Growth on CAST Science: This metric will monitor whether students in grades 5 and 8 are making progress in science and whether science materials support access to the Next Generation Science Standards. Metric 1.8 – English Learner Progress on ELPAC: This metric will monitor whether English Learners are making progress toward English language proficiency, including their ability to access academic vocabulary, language development, and grade-level content. Metric 1.9 – Annual English Learner Reclassification Rate: This metric will monitor whether English Learners are progressing toward reclassification as a result of academic and language

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			supports connected to standards-based instruction. Metric 1.12 – Standards-Aligned Materials: This metric will monitor whether all students continue to have access to standards-aligned instructional materials. This is directly connected to the action because the goal is to ensure that students have the materials needed to access grade-level standards.
3.3	**Action:** Translation **Need:** This action is principally directed toward unduplicated student groups because many students and families come from Spanish-speaking households. Since Spanish-speaking parents represent the majority of the parent population, there is an identified need to ensure that families can fully access school information, participate in school events, understand available supports, and provide meaningful input into school planning and decision-making. Translation of school materials and events into Spanish was selected because language access is essential for meaningful parent involvement. When school communication,	This action is being provided on a schoolwide basis because all students benefit when families are informed, connected, and engaged in the school community. However, it is principally directed toward Spanish-speaking families and unduplicated students because it removes language barriers that may limit family participation and access to school information. By increasing Spanish-language access, the school strengthens home-school partnerships and helps parents more effectively support student academic, behavioral, and social-emotional success.	The effectiveness of this action will be measured through parent participation rates in Spanish-language events and meetings, participation in FET and other parent engagement opportunities, survey response rates from Spanish-speaking families, attendance at LCAP input meetings, and documentation of translated materials provided to families. Additional evidence may include parent feedback, increased representation of Spanish-speaking

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	meetings, surveys, parent events, and informational materials are available in Spanish, families are better able to understand school expectations, support their children academically and behaviorally, and participate in opportunities such as Families and Educators Together (FET), School Site Council, parent meetings, workshops, and LCAP input activities. Providing FET and other parent engagement opportunities in Spanish helps ensure that Spanish-speaking parents, including those who may be underserved in the school community, have equitable access to involvement and leadership opportunities. **Scope:** Limited to Unduplicated Student Group(s)		families in school committees or advisory groups, and improved communication between school staff and families.

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,824,410	1,444,272	24.797%	0.000%	24.797%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,771,701.05	$0.00	$0.00	$0.00	$8,771,701.05	$5,353,977.00	$3,417,724.05

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	Growth Assessment	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8 Kinder - 8th	continuous	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.2	Differentiated Instruction	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$5,353,977.00	$0.00	$5,353,977.00				$5,353,977.00	
1	1.3	Standard Aligned Materials	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$230,000.00	$230,000.00				$230,000.00	
1	1.4	Attendance Plan	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$26,500.00	$26,500.00				$26,500.00	
1	1.5	MTSS	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$95,000.00	$95,000.00				$95,000.00	
1	1.6	Standards-Based Instruction	All	No Yes	Schoolwide		All Schools Specific Schools:	continuous	$0.00	$30,000.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Pathways to College K8									
2	2.1	Professional Development - Standard Based Instruction	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	2.2		All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$35,000.00	$35,000.00				$35,000.00	
2	2.3	Planning for PD	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.4	Professional Development - Standards-Based Instruction	All	No Yes	Schoolwide		All Schools	continuous	$0.00	$0.00	$0.00				$0.00	
2	2.5	Professional Development - Differentiated Instruction	All	No Yes	Schoolwide		All Schools	continuous	$0.00	$0.00	$0.00				$0.00	
3	3.1	Student Social-Emotional and Behavior Support Services	All	No Yes	Schoolwide		All Schools	continuous	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.2	Parent Involvement	All	No Yes	Schoolwide		All Schools	continuous	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.3	Translation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		continuous	$0.00	$6,500.00	$6,500.00				$6,500.00	
3	3.4	School Safety Plan	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College	continuous	$0.00	$2,842,224.05	$2,842,224.05				$2,842,224.05	

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
							K8									
3	**3.5**	MTSS	All	No Yes	Schoolwide		All Schools Specific Schools: Pathways to College K8	continuous	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,824,410	1,444,272	24.797%	0.000%	24.797%	$8,771,701.05	0.000%	150.602 %	**Total:**	$8,771,701.05
								LEA-wide Total:	$0.00
								Limited Total:	$6,500.00
								Schoolwide Total:	$8,765,201.05

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**	Growth Assessment	Yes	Schoolwide			$40,000.00	
1	**1.2**	Differentiated Instruction	Yes	Schoolwide			$5,353,977.00	
1	**1.3**	Standard Aligned Materials	Yes	Schoolwide			$230,000.00	
1	**1.4**	Attendance Plan	Yes	Schoolwide			$26,500.00	
1	**1.5**	MTSS	Yes	Schoolwide			$95,000.00	
1	**1.6**	Standards-Based Instruction	Yes	Schoolwide			$30,000.00	
2	**2.1**	Professional Development - Standard Based Instruction	Yes	Schoolwide			$65,000.00	
2	**2.2**	Professional Development • Data Analysis	Yes	Schoolwide			$35,000.00	
2	**2.3**	Planning for PD	Yes	Schoolwide			$25,000.00	

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 (%)
2	2.4	Professional Development - Standards-Based Instruction	Yes	Schoolwide			$0.00	
2	2.5	Professional Development - Differentiated Instruction	Yes	Schoolwide			$0.00	
3	3.1	Student Social-Emotional and Behavior Support Services	Yes	Schoolwide			$7,500.00	
3	3.2	Parent Involvement	Yes	Schoolwide			$15,000.00	
3	3.3	Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners		$6,500.00	
3	3.4	School Safety Plan	Yes	Schoolwide			$2,842,224.05	
3	3.5	MTSS	Yes	Schoolwide			$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,813,860.65	$8,775,901.27

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**	Growth Assessments	Yes	$33,500.00	30467.95
1	**1.2**	Differentiated Instruction	Yes	$4,788,654.68	4774431.46
1	**1.3**	Standards- Aligned Materials	Yes	$292,608.77	276017.68
1	**1.4**	Attendance Plan	Yes	$4,500.00	9101.48
1	**1.5**	MTSS	Yes	$83,250.00	83250.00
1	**1.6**	Standards-Based Instruction	Yes	$21,500.00	21500.00
2	**2.1**	Professional Development - Standards Based Instruction	Yes	$40,000.00	40338.50
2	**2.2**	Professional Development - Data Analysis	Yes	$27,825.00	23772.00
2	**2.3**	Planning for PD	Yes	$20,000.00	15000.00
2	**2.4**	Professional Development - Standards	Yes	$0.00	0.00
2	**2.5**	Professional Development - Differentiated Instruction	Yes	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Student Emotional and Behavior Support Services	Yes	$0.00	0.00
3	**3.2**	Parent Involvement	Yes	$10,950.00	10950.00
3	**3.3**	Translation	Yes	$0.00	0.00
3	**3.4**	School Safety Plan	Yes	$3,491,072.20	3491072.20
3	**3.5**	MTSS	Yes	$0.00	0.00
4	**4.1**	Professional development in effective PLCs	No	$0.00	0.00

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)
$1,273,989	$8,813,859.77	$8,813,860.00	($0.23)	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	Growth Assessments	Yes	$33,500.00	33500	0.00%	0.00%
1	1.2	Differentiated Instruction	Yes	$4,788,654	4788654	0.00%	0.00%
1	1.3	Standards- Aligned Materials	Yes	$292,608.77	292609	0.00%	0.00%
1	1.4	Attendance Plan	Yes	$4,500.00	4500	0.00%	0.00%
1	1.5	MTSS	Yes	$83,250.00	83250	0.00%	0.00%
1	1.6	Standards-Based Instruction	Yes	$21,500.00	21500	0.00%	0.00%
2	2.1	Professional Development - Standards Based Instruction	Yes	$40,000.00	40000	0.00%	0.00%
2	2.2	Professional Development - Data Analysis	Yes	$27,825.00	27825	0.00%	0.00%
2	2.3	Planning for PD	Yes	$20,000.00	20000	0.00%	0.00%
2	2.4	Professional Development - Standards	Yes	$0.00	$0.00	0.00%	0.00%
2	2.5	Professional Development - Differentiated Instruction	Yes	$0.00	$0.00	0.00%	0.00%
3	3.1	Student Emotional and Behavior Support Services	Yes	$0.00	$0.00	0.00%	0.00%
3	3.2	Parent Involvement	Yes	$10,950.00	10950	0.00%	0.00%

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)
3	3.3	Translation	Yes	$0.00	$0.00	0.00%	0.00%
3	3.4	School Safety Plan	Yes	$3,491,072	3491072	0.00%	0.00%
3	3.5	MTSS	Yes	$0.00	$0.00	0.00%	0.00%

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)
$5,226,553	$1,273,989	0	24.375%	$8,813,860.00	0.000%	168.636%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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