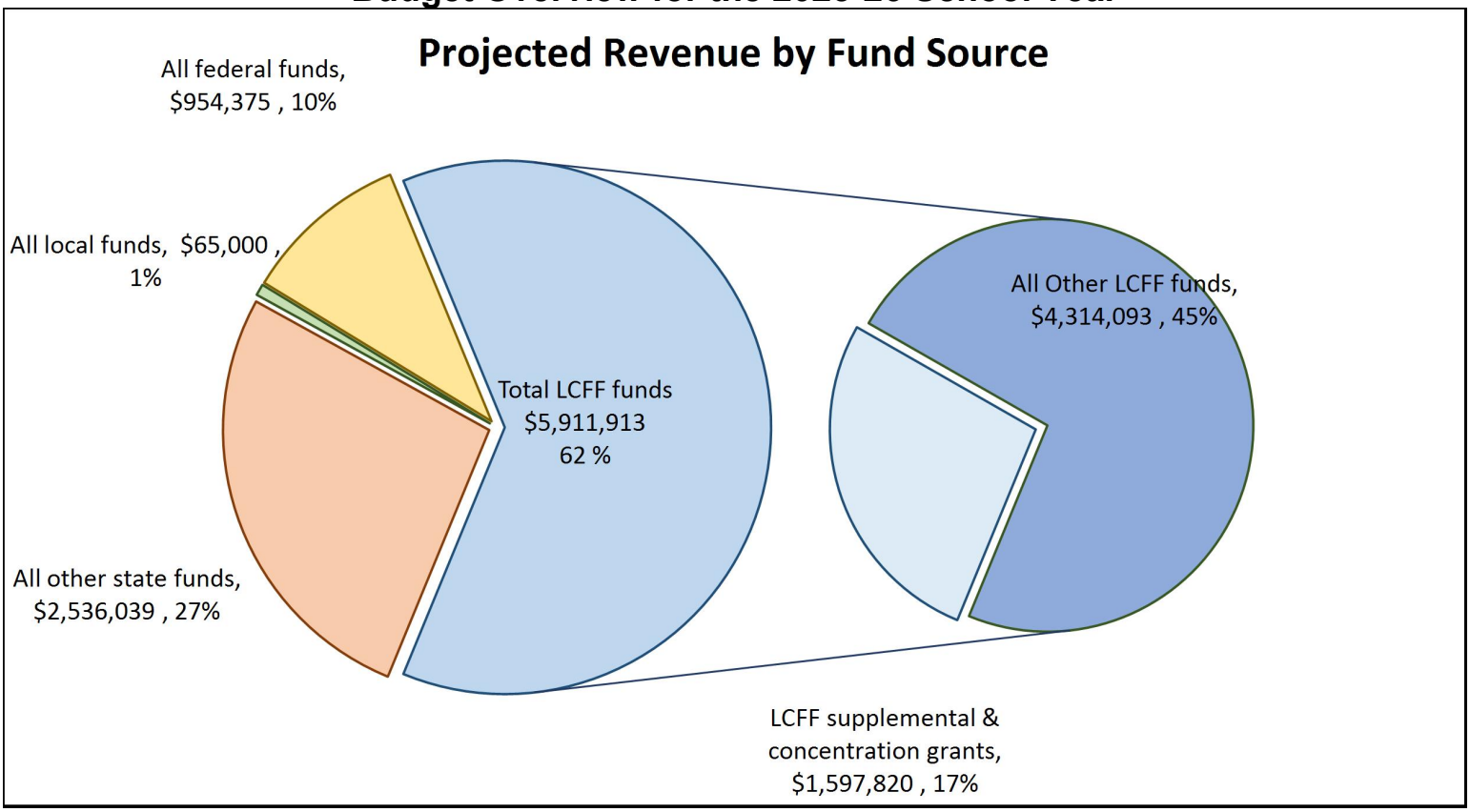
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha: José Hernández School
CDS Code: 43104390129213
School Year: 2025-26
LEA contact information:
Julianna Parra
Principal

408-209-7982

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

Budget Overview for the 2025-26 School Year

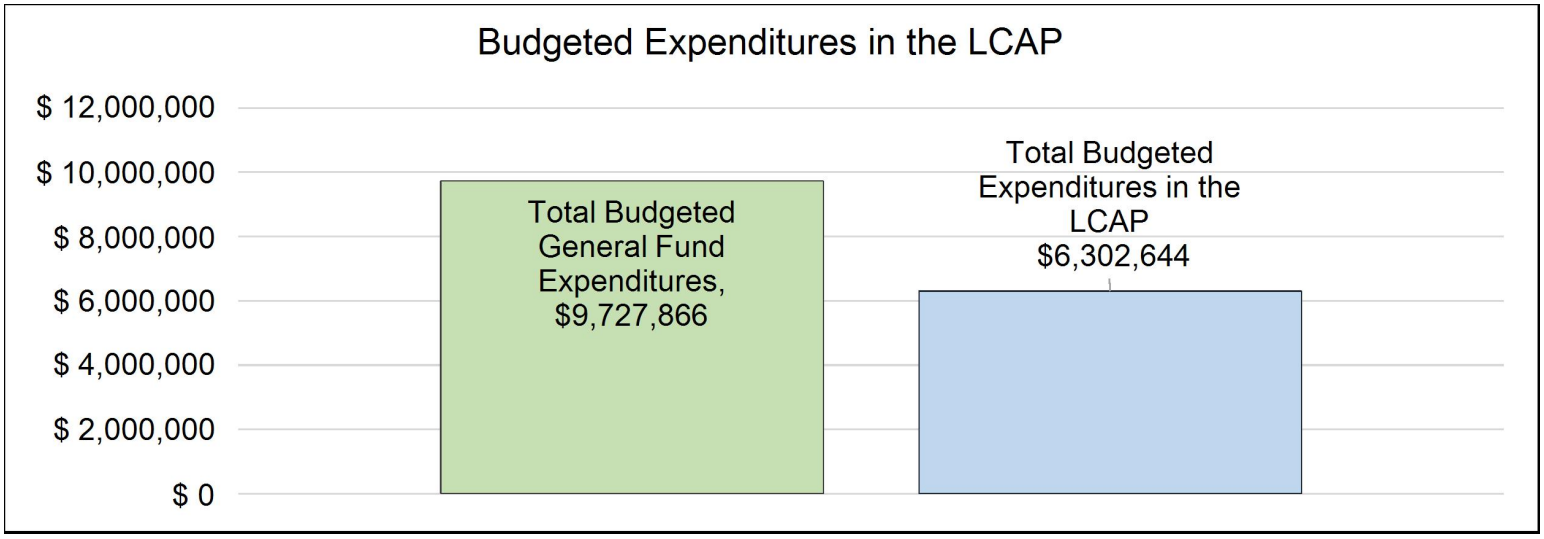


This chart shows the total general purpose revenue Alpha: José Hernández School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpha: José Hernández School is $9,467,327, of which $5,911,913 is Local Control Funding Formula (LCFF), $2,536,039 is other state funds, $65,000 is local funds, and $954,375 is federal funds. Of the $5,911,913 in LCFF Funds, $1,597,820 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Alpha: José Hernández School plans to spend $9,727,866 for the 2025-26 school year. Of that amount, $6,302,644 is tied to actions/services in the LCAP and $3,425,222 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

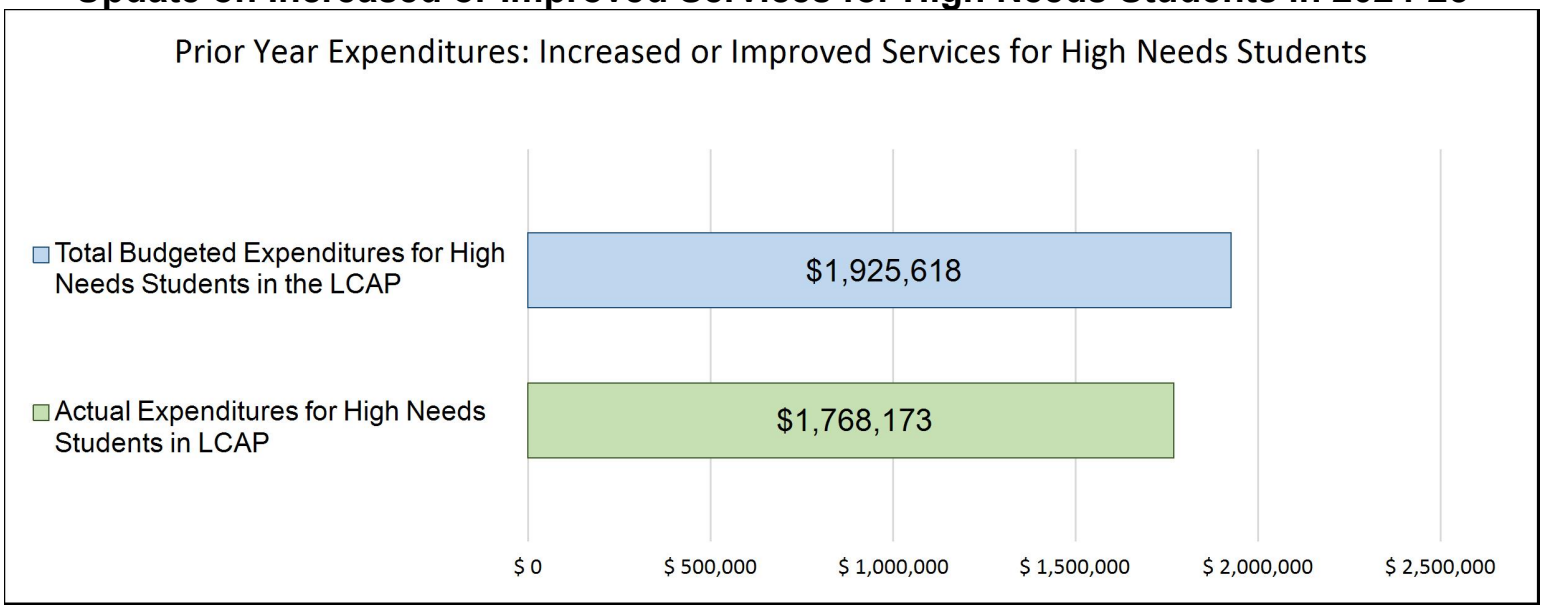
Within the school's General Fund Budgeted Expenditures, there are some core services that are not included within the LCAP. This includes services such as Core Teachers and Administrators and operational expenses.

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

In 2025-26, Alpha: José Hernández School is projecting it will receive $1,597,820 based on the enrollment of foster youth, English learner, and low-income students. Alpha: José Hernández School must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha: José Hernández School plans to spend $1,930,233 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Alpha: José Hernández School's LCAP budgeted $1,925,618 for planned actions to increase or improve services for high needs students. Alpha: José Hernández School actually spent $1,768,173 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alpha: José Hernández School	Julianna Parra Principal	jparra@alphapublicschools.org 408-209-7982

Plan Summary [2025-26]

General Information

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

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

Led by principal Julianna Parra and staffed by a talented and energetic staff, AJH is a safe and tuition-free community school serving students in grades TK-8. The school is co-located with Alpha: Blanca Alvarado School and is authorized by the Santa Clara County Office of Education. AJH develops students into lifelong learners who will enter high school with the academic skills, strength of character, and passion for learning to succeed in and graduate from college.

In the 24-25 SY, AJH served approximately 426 students, 92.49% of which are socioeconomically disadvantaged. The school's demographic profile was 91.3% Hispanic or Latino, 5.4% Asian, 1.6% Filipino, and less than 1% White, Black and American Indian. We served a student body that is 75.59% English Learner and 14.32% Students with Disabilities (Source: Internal calculations).

Reflections: Annual Performance

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

As we reflect on our annual performance using the California School Dashboard and local data, we recognize both our achievements and areas for growth at Alpha José. Over the past year, we have seen significant progress in key areas:

- Decline in Suspension Rate: Our Suspension Rate improved from an Red performance level in 2023 to Yellow in 2024, following a 0.8% decline, bringing our overall suspension rate to 5.4% for all students.
- Growth in English Learner Progress for Long-Term English Learners: While our English Learner Progress Indicator declined overall, we saw significant improvement among our Long-Term English Learners (LTELs), with 61% making progress toward English proficiency, marking a 9% increase from the prior year, earning a Green performance level.
- Slight Decline in Chronic Absenteeism: While Chronic Absenteeism remains a challenge, we saw a 1.6% decline, bringing the overall rate to 35.8% for all students, moving us out of Red and into the Orange performance level. Some student groups saw more progress, including a 4.9% decline in chronic absenteeism among English Learners.
- Significant Gains for Students with Disabilities in Math: Our Students with Disabilities saw the largest gains out of any student group in both ELA and Math with an increase of 50.7 pts.

We are very encouraged by the significant growth we've seen over the past year, as shown by our performance on the CA School Dashboard, however, we acknowledge the many challenges we still face and the current areas for growth.

- Decline in English Language Arts and Mathematics: English Language Arts (ELA): Our All Students performance declined by 16 points to 109.3 points below standard, keeping us in the Red performance level. Hispanic students (113 points below), English Learners (119.4 pts below), Socioeconomically Disadvantaged students (110.5 pts below), and Students with Disabilities (162 pts below) all remained in the Red performance level. In Mathematics, our All Students performance declined by 2.3 pts to 127.3 pts below standard, which moved us to the Red performance level. Hispanic students (131.3 pts below), LTELs (177.4 pts below), and Socioeconomically Disadvantaged students (128 pts below) all received a Red performance level while our EL and Students with Disabilities saw increases in their DFS moving them to the Orange performance level.
- Decline in English Learner Progress: Our English Learner Progress Indicator declined by 14.9% from the previous year, with 33% of our English Learners making progress toward proficiency, placing us in the Red performance level.

In response to the significant academic challenges identified in our recent performance data—particularly the declines in English Language Arts, Mathematics, and English Learner progress—we are taking intentional steps to strengthen our instructional and intervention systems. To better support English Learners, Students with Disabilities, and low-income students, we are adding new roles for the 2025–26 school year, including a Dean of Academic Interventions, who will lead the design, implementation, and monitoring of Tier 2 and Tier 3 supports. This role will work in close collaboration with school leaders, teachers, and academic interventionists to ensure data-driven intervention grouping and progress tracking using tools like NWEA MAP and curricular assessments. Additionally, we will be hiring Math and Literacy Specialists to provide direct, small-group instruction for students performing below grade level, support Tier 1 instruction through coaching and co-teaching, and lead cycles of data inquiry to refine instructional plans. These new positions reflect our commitment to address persistent performance gaps through targeted academic supports and ensure that all students—especially those in our most impacted

groups—receive the interventions and high-quality instruction needed to accelerate their growth.

Reflections: Technical Assistance

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

Alpha: José Hernández was identified for differentiated assistance based on its 2023 CA School Dashboard performance for English Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged student subgroups across all dashboard indicators (with the exception of Math for ELs). With the release of the 2024 CA School Dashboard, only two student groups were identified, Students with Disabilities and Long-Term English Learners. Students with Disabilities were identified because of their Red Indicator in Chronic Absenteeism, Red in ELA and Orange in Math. Long-Term English Learners were Orange in ELA, Red in Math, and Red in Chronic Absenteeism. AJH has partnered with Placer County Office of Education (PCOE) to develop our differentiated assistance plan.

The PCOE Differentiated Assistance process has involved the following meetings with and planning steps:

- October 23, 2024
- Review the Plan Do Study Act (PDSA)
- December 13, 2024
- Review requirements for Charter Renewal
- How Can Placer Support in the work with SCCOE
- Dashboard Review
- PDSA - Expectations and Clarifications
- January 29, 2025 Site Visit
- March 14, 2025
- Data Review & Analysis: Reviewing classroom snapshots and instructional data and Identifying key trends in HQIM implementation and questioning strategies
- Leveraging Professional Learning Systems: How do we use coaching, PD, and grade-level meetings to strengthen Tier 1 instruction? Defining next steps for professional development and teacher support
- April 14, 2025
- Align on a shared understanding of instructional fidelity to HQIM across APS
- Review trends from classroom observations and coaching
- Gather feedback on our Internalization Tool & Resource Guide
- April 28, 2025 External School Visits
- Completed two external school visits with charter schools identified as having similar characteristics and stronger CA School Dashboard performance
- May 28, 2025
- Analyze data from walkthroughs
- Forward Looking: Leading the work in 25-26

As a result of our Differentiated Assistance collaboration with Placer County, Alpha Jose has identified the implementation of High-Quality Instructional Materials (HQIM) with fidelity as our primary focus to improve student outcomes. Classroom observation data revealed that

while some elements of HQIM are present, frequent adaptations and omissions have led to misalignment with grade-level standards, reduced instructional rigor, and inconsistent student understanding. To address these challenges, we are prioritizing professional development, coaching, and systems that support consistent use of HQIM across classrooms, ensuring all students have access to rigorous, standards-aligned instruction.

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.

Alpha: José Hernández

Support for Identified Schools

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

Alpha: José Hernández was identified by the State of California for CSI (Continuous School Improvement) based on our performance on the 2024 CA School Dashboard. AJH was identified for CSI under Criterion 3: Five or more indicators where the majority are Red. Our ELA, Math, and English Learner Progress Indicators were all Red, with Chronic Absenteeism in Orange and Suspension Rate in Yellow — both of which were up from a Red performance level in 2023.

To ensure our plan for student and school improvement is responsive and data-informed, we engaged in a robust community feedback process. We surveyed students, families, and staff to gather diverse perspectives on school needs and priorities and conducted School Site Council (SSC), English Learner Advisory Committee (ELAC), and “Coffee with the Principal” meetings. These forums created inclusive spaces for dialogue and collaboration, allowing us to incorporate community insights directly into the development and refinement of our CSI plan. Ongoing monitoring and evaluation of the plan will continue to be informed by this feedback loop, ensuring alignment with stakeholder priorities and student outcomes.

As part of our ongoing CSI plan to improve English Language Arts and Math outcomes for all students, Alpha Jose Hernandez (AJH) will continue to implement a comprehensive set of actions grounded in strong instructional practices and data-driven decision-making. In alignment with LCAP Goal 2 (Actions 2.1, 2.2, 2.3, 2.4) and Goal 1 (Action 1.5), AJH will maintain its focus on high-quality, standards-aligned instruction supported by consistent assessment and progress monitoring. Our core high quality ELA and Math curricula—CKLA, StudySync, Eureka, and EL Achieve—will anchor instruction, with professional development sessions designed to strengthen teacher expertise in lesson design, curriculum internalization, and delivery.

We will continue to use our data dashboards for NWEA Reading, NWEA Math, and curricular assessments. These tools guide our School Leadership Team (SLT) and instructional staff in regular data meetings, ensuring that instruction remains responsive to student needs. Differentiated professional development, aligned with Alpha's Teacher Rubric, will continue to be supported through a consistent cadence of weekly 1:1 coaching, walkthroughs, and observations.

To specifically address foundational literacy skill gaps among our significant student groups, including English Learners and Students with Disabilities, AJH will continue and expand implementation of the Ignite Reading program. Following a successful pilot launched initially in the 2023–24, where students made more than double the expected weekly progress, we will use CSI funding to continue to provide Ignite seats in the 2025–26 school year. This intensive, daily, 1:1 virtual tutoring program will remain a critical component of our literacy intervention strategy.

We will continue to implement a targeted set of actions aimed at improving outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). These efforts are directly aligned with LCAP Goal 1, Action 1.1 and 1.2, and build on the foundation we established in the 2024–25 school year. AJH will maintain staffing of an English Language Development (ELD) Specialist who will provide designated ELD instruction to students and support integrated ELD strategies through direct coaching, classroom walkthroughs, and collaborative planning with teachers. Over the summer and throughout the school year, our instructional staff will receive professional development focused on effective strategies for EL instruction, grounded in culturally responsive teaching and aligned with Alpha's instructional frameworks.

In addition, we will continue to refine our approach to supporting LTELs through the use of formative and summative assessments that monitor language proficiency and academic progress. Instructional teams will use this data to adjust practices and differentiate instruction based on each student's evolving needs. This includes intentional support in areas such as academic vocabulary development, structured writing, and speaking opportunities across content areas.

Building on this foundation, and in direct response to our community feedback, we are adding two key actions to strengthen our CSI plan for school year 25-26. First, we will hire a Dean of Academic Interventions to lead and coordinate Tier 2 and 3 academic supports, ensuring more cohesive and data-informed services for English Learners, Students with Disabilities, and low-income students. Second, we are introducing two new roles: a Math and Literacy Specialist to provide targeted small-group instruction, coach teachers in evidence-based practices, and lead cycles of data analysis to improve instruction and student outcomes. These strategic additions are designed to accelerate progress and provide deeper, more integrated academic support across content areas and student groups.

Monitoring and Evaluating Effectiveness

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

To ensure the effective implementation and sustainability of this plan, AJH has developed a comprehensive monitoring and evaluation strategy, aligned to its LCAP goals, actions, and metrics.

AJH will monitor the following metrics to continue to evaluate the impact of these action plans:

- English Language Arts and Math: We will monitor CAASPP ELA and Math - DFS (Distance from Standard) and NWEA ELA and Math Conditional Growth Index
- Chronic Absenteeism: While we have moved out of the Red on the CA School Dashboard, we will continue to closely monitor the Chronic Absenteeism Rate as reported on the CA School Dashboard as well as our Average Daily Attendance

- English Learner Progress Indicator (ELPI): We will monitor the ELPI as reported on the CA School Dashboard as well as student's ELPAC Summative Assessment performance and Reclassification Rates.

AJH will utilize the following systems and processes to continuously monitor and respond to this data:

- Data Systems: AJH will leverage our Data Hub, which includes comprehensive data dashboards on assessments, attendance, and student culture to track key performance metrics in real time.
- Weekly Data Meetings: The AJH School Leadership Team meets weekly for data meetings that leverage the Radical Problem Solving framework to analyze student outcomes and make data-driven adjustments to strategies. Coaches then meet with their teachers and conduct similar data meetings to review and respond to student assessment, culture, and behavioral data.
- Stepback Days: The full AJH and Alpha Network Team will come together twice per year to review site data and action plan in response to results.
- Dean of Academics: Our new Dean of Academics role will play a pivotal role in monitoring our CSI data. They will collaborate with school leaders, teachers, and academic interventionists to ensure data-informed intervention grouping and progress tracking, using tools such as NWEA MAP and curricular assessments to measure student growth.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All educational partners (administrators, teachers, non-instructional staff members, students, SSC (PAC) members, ELAC members, SELPA, and other parents of our students)	During the 2024–25 school year, Alpha Public Schools undertook a robust and inclusive engagement process with all educational partners, deepening involvement across stakeholder groups as we launched a new network-wide strategic planning initiative. This year marked an intentional effort to align Local Control and Accountability Plans (LCAPs) with ongoing work to design Alpha's new long-term strategic plan, and as such, educational partner engagement was a critical foundation for both.
Families	• Strategic Planning Engagement: Families were engaged through multiple touchpoints throughout the year, beginning with an anonymous survey administered in February 2025. This survey invited families to share what matters most in the school they choose for their child and assess Alpha's performance against those priorities. Following the survey, schools hosted a community-based focus group to share survey results and collect feedback. These dialogues allowed families to provide critical context and recommendations, helping school teams interpret the data and shape future priorities. • Family Survey: This survey is administered to families two times per year, in Fall 2024 and Spring 2025. The survey included statements for families to provide their input on the school's engagement efforts and their perspectives on student experience. Questions centered on school safety,

Educational Partner(s)	Process for Engagement
	belonging, efforts to include family voice in school decision making, and satisfaction with instruction and levels of preparedness for their students. • SSC and ELAC Meetings: Our SSC and ELAC met quarterly this past year and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and Actions. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. • Coffee with the Principal: These meetings took place monthly this past year, providing families with the opportunity to give input on the work happening at the school and progress being made toward our goals
Staff	• Staff played a key role in the development of Alpha's new multi-year strategic plan. In February, staff received an overview of the strategic planning process at the network-wide Winter Retreat. - Staff then participated in an all-staff survey, and site-based focus groups were offered to dive deeper into survey insights. These sessions allowed for meaningful dialogue about what was working, where challenges existed, and where Alpha should focus its efforts moving forward. • Teacher & Staff Engagement Survey: These surveys were administered to all teachers and to all staff members two times per year in Fall 2024 and Spring 2025 and gave an opportunity for staff to share feedback on their experience at Alpha. • Lead Team Meetings: The lead team met bi-monthly to plan for the leading of professional learning communities for staff, driving decisions around academic, attendance and social emotional supports and needs.

Educational Partner(s)	Process for Engagement
	• Leadership LCAP Meetings: Principals met with network-wide leadership to discuss the successes and challenges of the 24-25 action implementation.
Students	• Students were also included as vital voices in the planning process. A student survey was administered from February through March, asking students to share their experiences and ideas for improving their schools. In addition, select students participated in focus groups, where they engaged in deeper conversations about school climate, instructional experiences, and their vision for school improvement. Their insights directly informed both the strategic planning and LCAP development processes. • Annual Student Survey: Student Culture Surveys were administered two times a year in Fall 2024 and Spring 2025. Questions centered on school safety, belonging, and student experience in school.
SELPA	Our LCAP was sent to our El Dorado County SELPA for review and comment in June 2025.
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 11, 2025 and the LCAP was approved at the board meeting on June 18, 2025.

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

Throughout the 2024–25 school year, Alpha José engaged educational partners—including families, students, staff, and community members—through a variety of forums such as family surveys, Cafecitos, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, student reflections, and staff engagement sessions. These conversations surfaced several clear and consistent themes that directly influenced the development and continued refinement of our adopted LCAP.

Across all stakeholder groups, there was overwhelming alignment around the importance of three core priorities: strong academic performance, high-quality teachers, and ensuring that students feel safe and supported at school. These themes remain central to the structure of our LCAP and are embedded throughout the goals and actions outlined for the coming year.

As a result of this feedback, Alpha José has maintained the structure of our five LCAP goals, with continued and strategic investment in each area to address the shared priorities of our community.

Goals 1 and 2 focus on improving academic outcomes for all students, with targeted actions to support our most significant student groups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Key actions that will continue include:

- Differentiated professional development and coaching aligned to the Alpha Vision of Excellent Teaching.
- Targeted instructional supports through the use of Academic Interventionists, data-driven small group instruction, supplemental literacy intervention, and new Math and Literacy Specialist roles.
- Investment in high-quality, standards-aligned curriculum and consistent use of assessments to drive instruction.
- Expanded access to intensive academic support through high dosage literacy tutoring with Ignite Reading and targeted math intervention tutoring through Littera Education.

Goal 3 responds to the high value educational partners place on student safety and belonging. Actions under this goal—such as the Dean of Students' leadership, implementation of restorative justice practices, SEL curriculum integration, mental health counseling, and expanded student experiences—directly address stakeholders' call for a supportive, inclusive, and safe learning environment.

Goal 4 responds to stakeholder feedback emphasizing the importance of clear communication, engagement opportunities, and family partnership opportunities. Actions under this goal include school community events and celebrations, developing parent power by providing parents with leadership opportunities, and the strengthening of family communications. These efforts aim to deepen trust, increase participation, and ensure that all families feel connected, informed, and equipped to support their children's learning.

Goal 5 reflects the strong desire for high-quality teaching and staff retention. Informed by feedback and internal data, this goal will continue to emphasize teacher development through coaching, leadership pathways, culture-building, and competitive compensation. Structures like the Strong Start program, Coach Development Meetings, and regular staff surveys are key components to maintaining and growing a talented instructional team.

As we move into Year 2 of our three-year LCAP cycle, we are encouraged by the alignment between the feedback from our educational partners and the actions we have embedded within our LCAP. This ongoing engagement ensures our planning remains responsive, equitable, and focused on the success and well-being of every student in our community.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The rationale for establishing the academic goal focused on our subgroups, particularly in English Language Arts (ELA) and Math, is grounded in our commitment to equity and the urgent need to address the educational disparities exacerbated by the pandemic. The pandemic's impact on education has been profound and uneven. Our subgroups - English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Hispanic students - have faced significant challenges that have resulted in disproportionate academic outcomes compared to statewide averages. As a result, on the 2023 CA Dashboard, our subgroups had the following results:

- English Learners: Red in ELA; Orange in Math
- Students with Disabilities: Red in ELA and Math
- Socio-Economically Disadvantaged: Red in ELA and Math
- Hispanic: Red in ELA and Math

Notably, AJH’s performance on the English Learner Progress indicator was “Green" on the 2023 dashboard, with performance roughly in line with that of the state. Given our significant population of English Learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.

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

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

learning gaps and challenges faced by these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL access to CCSS and ELD standards Data Source: Local Indicator Priority 2 Survey	3.3 (Average score on the Priority 2 Self-Reflection Survey for EL students Accessing CCSS and ELD Standards)	SY 24-25: 4 out of 5		4 or higher	+.7
1.2	ELPI Data Source: CA School Dashboard	2023 CA School Dashboard: 48% (Green)	2024 CA School Dashboard: 33% (Red)		2026 CA School Dashboard: 56% (Green)	-14.9%
1.3	Reclassification Rates Data Source: Internal Calculations	2023-2024: 8.6%	SY 24-25: 3%		2026-2027: 10%	-5.6%
1.4	SBAC Distance From Standard (DFS) ELA Data Source: CA School Dashboard	2023 CA School Dashboard EL: Red 115.3 pts below SWD: Red 151.5 pts below Hispanic: Red 96.9 pts below SED: Red 95.8 pts below	2024 CA School Dashboard: EL: Red -119.4 (-4.1) LTEL: Orange -118.3 (+8) Hispanic: Red -113 (-16) SED: Red -110.5 (-14.8) SWD: Red -162 (-10.5)		2026 CA School Dashboard: EL: Orange 100 pts below SWD: Orange 137 pts below Hispanic: Orange 82 pts below SED: Orange 81 pts below	EL: -4.1 LTEL: +8 Hispanic: -16 SED: -14.8 SWD: -10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	SBAC Distance From Standard (DFS) Math Data Source: CA School Dashboard	2023 CA School Dashboard EL: Orange 144 pts below SWD: Red 221.1 pts below Hispanic: Red 131.6pts below SED: Red 126.5 pts below	2024 CA School Dashboard: EL: Orange -135.5 (+8.5) LTEL: Red -177.4 (+0.6) Hispanic: Red -131.3 (-0.2) SED: Red -128 (-1.5) SWD: Orange -170.4 (+50.7)		2026 CA School Dashboard: EL: Orange 129 pts below SWD: Orange 206 pts below Hispanic: Orange 117 pts below SED: Orange 116 pts below	EL: +8.5 LTEL: +0.6 Hispanic: -0.2 SED: -1.5 SWD: +50.7

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, Alpha José implemented all planned actions under Goal 1 without substantive deviations. The strategies supporting English Learners, Long-Term English Learners (LTELs), Students with Disabilities, and students in need of academic intervention were executed as designed. These included targeted instructional support, professional development for staff, curriculum implementation, and tiered interventions in both ELA and Math.

Key implementation successes include the continued support and monitoring of LTELs through appropriate placement in REACH blocks, along with data-informed instructional adjustments. The ELD specialist collaborated closely with coaches to support teachers in using EL Achieve and integrated ELD strategies, with walkthroughs and observations used to monitor fidelity. Additionally, all instructional staff engaged in professional development aligned with culturally responsive pedagogy and data-driven instruction.

In special education, strong collaboration with the SELPA was maintained. The Managing Director of Special Education played an active role in complex case consultations, professional learning (including CPI recertification), and systems-level decision-making through participation in CEO Council, PLN meetings, and the SELPA Executive Committee. The SPED Program Manager led biweekly team meetings and office hours, and is working with the School Leadership Team to think through ways to continue to improve supports for these students.

The Academic Interventionist (AI) team was close to fully staffed, with 5 of 6 positions filled throughout the year. AIs were strategically assigned by grade band and increasingly leveraged data to drive small group instruction. A notable shift was the deeper integration of formative assessment cycles—AIs now collect, analyze, and respond to student data with greater intentionality.

All educators participated in Alpha-wide professional development through Pathways 1 and 2, differentiated by new and experienced teachers. This PD was supplemented with coaching that emphasized planning from student data, differentiating instruction, and implementing rigorous, standards-aligned content.

While implementation was strong overall, a minor staffing transition within the AI team and ongoing calibration of LTEL supports based on real-time data were noted as areas of adaptive focus. The leadership team continues to refine practices to ensure instructional effectiveness and equitable academic growth for all students.

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

Material differences in action 1.1 and 1.4 can be accounted for the role was staffed shortly into the school year; additional interventions were planned as a support and one role was vacant for a portion of the year, fulfilled by external sub supports.

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

Alpha Jose experienced mixed effectiveness in implementing the actions under Goal 1, as evidenced by the 2024 CA School Dashboard results. The most significant growth was seen among our Students with Disabilities (SWD) in Math, where we observed a 50.7 point increase in Distance from Standard (DFS), moving this group out of the Red and into the Orange performance band. This progress reflects the strength of our actions targeting SWD, including the delivery of Specialized Academic Instruction in general education settings, the use of targeted Math interventions with high-quality instructional materials, and the consistent implementation of biweekly SPED team meetings and tiered supports for Education Specialists. The collaborative work between General Education and Special Education staff to analyze data and adjust accommodations was central to this success.

Conversely, our ELA outcomes signal a continued need for focused support. Student groups including English Learners (ELs), Hispanic students, Socioeconomically Disadvantaged (SED) students, and SWDs all remain in the Red performance level for ELA, with declines in DFS for most groups. Our ELs declined by 4.1 points to -119.4 and Hispanic students declined by 16 points to -113 DFS. The English Learner Progress Indicator (ELPI) also declined by 14.9 points, with 33% of ELs making progress toward English proficiency. We did see growth from our Long-Term English Learners (LTELs) with an 8 pt increase from the prior year. These results suggest that while the foundational components of our EL and LTEL strategies were implemented—such as designated instruction by our ELD specialist, coaching cycles with integrated ELD strategies, and professional development on EL supports—there remains a gap between implementation and impact. Additionally, despite using standardized assessments and data monitoring for LTELs, the growth of +8 points for LTELs (from -126.3 to -118.3) indicates only modest gains.

Our tiered support through Academic Interventionists, small group instruction, and the Ignite Reading program provided a critical foundation, but their full impact has yet to materialize in ELA proficiency metrics. The recent shift toward more rigorous data collection and instructional adjustment by AIs is promising and will be strengthened moving forward.

To address these gaps, we plan to expand our instructional capacity in 2025-26 by adding new intervention-focused positions targeting both ELA and Math proficiency. We will also deepen our investment in Tier 1 instruction—ensuring professional development, planning, and coaching continue to emphasize high-quality, standards-aligned instruction with integrated scaffolds for our subgroups. Building on the demonstrated success with our SWD supports, we are committed to translating that success across other student groups to ensure all students are making meaningful progress toward grade-level standards.

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

As Alpha Jose concludes Year 1 of the 2024–27 LCAP cycle, we are making minimal but strategic shifts to Goal 1 based on reflections from performance data and engagement with educational partners. While the foundational structure and metrics of the goal remain consistent, feedback from staff, families, and leadership highlighted the need for greater coherence and capacity in our academic intervention systems—particularly to address persistent gaps in ELA outcomes for English Learners, Students with Disabilities, and low-income students.

In response, a new school site position—Dean of Academic Interventions (Action 1.7)—will be introduced in 2025–26 to lead and strengthen Tier 2 and Tier 3 academic supports across campuses. This role is designed to provide dedicated leadership in intervention design, implementation, and progress monitoring. The Dean will collaborate with school leaders, teachers, and Academic Interventionists to ensure effective, data-driven grouping, intervention delivery, and ongoing analysis of student growth using tools such as NWEA MAP and curricular assessments. The Dean will align efforts across ELD, SPED, and content-specific teams (Math and Literacy)—to ensure consistency in support structures for students experiencing gaps in accessing grade-level content.

For the upcoming LCAP year, we will also be adding new language under action 1.4 funded by the Learning Recovery Emergency Block Grant (LREBG). Throughout the next 3 school years, we will leverage LREBG funds to support the staffing of additional Academic Interventionists, paraprofessionals, and other instructional support roles. This action is aligned with EC Section 32526(c)(2), which prioritizes evidence-based interventions such as small group learning and tutoring to accelerate student progress.

Our needs assessment continues to highlight gaps in proficiency between all students and key student groups—including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Local data shows that students who receive increased intervention support through small group instruction demonstrate measurable growth on NWEA MAP and other assessments. The integration of this new action is expected to directly support our efforts to narrow these achievement gaps and increase the percentage of students meeting or exceeding standards in ELA and Math over time.

Additionally, the language for Action 1.5 was revised to more accurately reflect our current planning stage while maintaining our commitment to targeted academic intervention for students performing below grade level—particularly English Learners, low-income students, and students with disabilities. While we continue to prioritize supplemental small group and individual tutoring in foundational literacy and math, we are still in the process of assessing external partners and determining seat availability based on end-of-year data. The more general language allows flexibility as we finalize provider selection and program design over the summer to ensure interventions are responsive to student needs and grounded in data.

This investment reinforces our commitment to providing targeted, data-driven academic support and ensures that we continue to build on the progress made in Year 1 of the LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Learner Supports	At AJH, we serve a significant population of English Learners and Long Term English Learners. With a Red Performance Level on the ELPI for the 2024 Dashboard, our focus and supports for English Learners will include: • Continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • Conduct professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • ELD Specialist, in partnership with coaches, monitors implementation of strategies to support English Learners throughout the school year through coaching, walkthroughs, and observations. Our supports for Long Term English Learners will include: • Implement and monitor completion of a clear cadence of curricular assessments for a high quality EL curriculum. • Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching, data analysis, observation and feedback, and professional development. • Assign students to a REACH block for further support on content-based skills based on data. • Ensure EL strategies include language across proficiency levels to continue to develop every student. These include visual references, explicit vocabulary instruction, and embedded structured student talk routines.	$113,417.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	High Quality ELD Curriculum	With a Red Performance Level on the ELPI for the 2024 Dashboard, we will provide focused attention to the following actions in support of improving outcomes for our English Learners and Long-Term English Learners: • Purchase and provide training for standards aligned, high quality ELD curriculum, such as EL Achieve. • Provide ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. • Monitor implementation of curriculum through 1:1 coaching and observation and feedback cycles.	$36,281.00	Yes
1.3	Students with Disabilities Supports	• Provide strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. • Conduct targeted ELA and Math intervention in small groups using high quality instructional materials. • Provide ELA and Math-specific instructional support for Special Education staff on how to run effective intervention groups. • Provide targeted SEL supports and interventions for students that are not meeting academic targets. • Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports. • Maintain structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. • Continue involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) • Special Education teachers participate in SELPA led professional development. • Continue to attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking	$589,895.00	No

Action #	Title	Description	Total Funds	Contributing
		steps to ensure the most accurate and up-to-date information related to students with disabilities.		
1.4	Academic Interventionists	• Staff Academic Interventionists to support a tiered approach to intervention, with a focus on ELA and Math interventions. • Execute small groups for learners in need of intervention with a focus on our student groups receiving a Red on the CA School Dashboard in ELA and Math (Hispanic, students with disabilities, and socioeconomically disadvantaged students in ELA/Math and EL students in ELA) • Analyze and respond to data regularly • Collaborate with teachers to engage in meaningful push in support Learning Recovery Block Grant: • We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand capacity by staffing additional Academic Interventionists, paraprofessionals, and other instructional support roles to deliver small group instruction and targeted interventions. • This action is aligned with EC Section 32526(c)(2)(B), which allows for the implementation and expansion of evidence-based learning supports, such as one-on-one or small group tutoring and interventions designed to accelerate pupil academic proficiency. • Based on our needs assessment, which identifies ongoing academic gaps between all students and our significant student groups (including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), this expanded support is essential to providing differentiated, data-informed instruction that targets unfinished learning and accelerates progress. • Internal assessment data shows that students receiving increased Academic Interventionist or paraprofessional support demonstrate higher rates of growth on measures such as NWEA MAP, ELPAC, and CAASPP SBAC ELA and Math summative	$376,084.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment. Therefore, this action is expected to directly address achievement gaps and support our most underserved learners.		
1.5	Supplemental Intervention	Partner with external high dosage tutoring providers to provide supplemental small group and individual interventions in foundational literacy and math skills. These intervention programs will be designed to accelerate learning for students who are performing below grade level, with a specific focus on our significant student groups, including, but not limited to, English Learners, low-income students, and students with disabilities.	$421,191.00	No
1.6	Tier 1 Strategy	At AJH, where nearly all students are part of one or more identified subgroups, and our EL, socioeconomically disadvantaged, Hispanic, and Students with Disabilities were all Red in ELA and Math (with the exception of our EL students who were Orange in Math) on the CA School Dashboard, we recognize the importance of strengthening our Tier 1 instruction. By doing this, we will elevate educational outcomes for all student groups, with a dedicated focus on bringing our subgroups out of the Red. Our action plan includes the following components: • Providing AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. This utilizes an assets-based approach, and our curriculum represents a variety of voices and experiences to reflect our students' identities. • Focusing on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access through professional development and coaching on integrated strategies and scaffolds. • Building teacher skill in planning from data specific to subgroups (Hispanic, ELs, SWDs, and SED), identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.		No

Action #	Title	Description	Total Funds	Contributing
1.7	Dean of Academic Interventions	• Hire a Dean of Academic Interventions to lead the design, implementation, and progress monitoring of Tier 2 and Tier 3 academic supports, with a focus on improving outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged • Collaborate with school leaders, teachers, and academic interventionists to ensure data-informed intervention grouping and progress tracking, using tools such as NWEA MAP and summative assessments to measure student growth. • Facilitate cross-departmental coordination (ELD, SPED, Literacy/Math teams) to ensure consistent and coherent academic supports for students facing persistent opportunity gaps.	$144,038.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Our 2023 CA School Dashboard ELA and Math outcomes for all students highlight the need to create this goal. In ELA, our overall performance was Red, and 93.3 pts below standard. In Math, our overall performance was Orange, and 125 pts below standard.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standards-Aligned Instructional Materials Data Source: School Accountability Report Card (SARC)	22-23 SARC: 100% of students have access to standard aligned materials	SY 2024-25: 100%		100%	No Difference
2.2	Implementation of academic standards Data Source: Local Indicator Priority 2 Survey	2023-2024 Survey: 3.5 (Average score on the Local Indicator Priority 2 Implementation of Academic Standards Survey)	SY 2024-25: 4 out of 5		4 or higher	+.5
2.3	Distance from Standard (DFS): ELA Data Source: SBAC	2023 CA School Dashboard: All Students: Red 93.3 pts below	2024 CA School Dashboard All: Red -109.3 (-16 pts)		2026 CA School Dashboard: All: Orange 78 pts below	-16 pts
2.4	Distance from Standard (DFS): Math Data Source: SBAC	2023 CA School Dashboard All Students: Orange 125 pts below	2024 CA School Dashboard All: Red -127.3 (-2.3 pts)		2026 CA School Dashboard: All: Orange 110 pts below	-2.3 pts
2.6	Other Pupil Outcomes: Math Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.59	Fall '24 - Spring '25: 1.11		>-.20	+.52
2.7	Other Pupil Outcomes: ELA Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.51	Fall '24 - Spring '25: .12		>-.20	-.39

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

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Alpha José largely implemented its planned actions under Goal 2, with strong alignment to the overall objective of supporting student growth and achievement through high-quality instruction and data-informed practices. Instructional improvement remained a central priority, and systems were in place to reinforce effective teaching through targeted professional development, curricular implementation, and the use of assessment data.

The school successfully launched differentiated professional development aligned to the Alpha Teacher Rubric, with educators participating in training tailored to their roles and experience levels. The Strong Start program for new teachers was implemented, receiving positive feedback and demonstrating clear value for both direct participants and the broader staff. Instructional coaching became more focused throughout the year, with coaches working to identify clear, actionable next steps and gathering instructional data from classrooms to monitor consistency and effectiveness. This work was supported through collaboration with Placer County Office of Education (PCOE), which helped deepen instructional reflection and planning.

Assessment systems were also carried out as planned, with continued use of standardized assessments (such as NWEA MAP and CAASPP) and curriculum-based assessments across content areas. A reset of the assessment calendar helped clarify expectations around assessment cadence and data tracking. While the school made strides in using dashboards for deep dives—such as during Winter Stepback Days focused on school culture and MAP results—one area of challenge has been ensuring consistent teacher-level data meetings across grade levels. Addressing this inconsistency is now a key focus as the school seeks to close the feedback loop between assessment, planning, and instruction.

Implementation of high-quality instructional materials remained a focus this year. Teachers continued to use robust instructional materials across core subjects, including CKLA, StudySync, Eureka Math, Amplify Science, and EL Achieve. Walkthroughs and observations were used to assess fidelity of implementation, and this data sparked meaningful conversations about instructional strengths and areas for growth.

Technology access remains a benefit for students with a 1:1 device model and access to a wide range of online learning platforms to reinforce classroom instruction. The Associate Teacher model played a key role in supporting small group instruction and Tier 2 interventions, while also maintaining classroom continuity during teacher absences.

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

Material differences for actions 2.5 and 2.7 can be accounted for Overall enrollment was below budget, decreasing some ADA-based Costs and One Elective Teacher was unfilled, in proportion to student enrollment needs.

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

Alpha José saw mixed effectiveness in the implementation of Goal 2 actions, as reflected in both the 2024 CA School Dashboard and internal assessment data. While many of the foundational systems to support instructional quality and data-informed practices were implemented as planned, the overall impact on student outcomes remains an area for continued focus.

The most recent CA School Dashboard results indicate that ELA and Math performance for all students remains in the Red performance band, with ELA declining by 16 points to -109.3 Distance from Standard (DFS), and Math declining slightly by 2.3 points to -127.3 DFS. These outcomes suggest that while curriculum, assessment structures, and coaching systems are in place, their impact on student achievement has not yet fully materialized.

Despite these challenges, early NWEA MAP results show positive growth, indicating that some of the shifts made this year—such as the implementation of differentiated coaching, the use of formative data cycles, and deeper curriculum internalization—may be starting to take hold. The use of data dashboards and Stepback Days helped school leaders and teachers engage more meaningfully with data, though the inconsistency in teacher-level data meetings may have limited the broader impact of those efforts. From Fall 2024 to Spring 2025, students made meaningful academic progress on the NWEA MAP assessments. With a Conditional Growth Index (CGI) of +1.11 in math, students demonstrated significantly more than a year's worth of academic growth, and with a CGI of .12 in reading, still falling within the range of a year's worth of growth.

Alpha José maintained full access to high-quality instructional resources. 100% of students had access to standards-aligned materials, and technology access remained universal. These investments are foundational and create the conditions necessary for learning, even if the instructional returns have yet to be fully realized.

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

As a result of continued reflection on implementation progress and analysis of student performance data—particularly outcomes from the 2024 CA School Dashboard and internal assessments—Alpha José is making strategic adjustments to actions under Goal 2 for the 2025–26 school year. While the foundational elements of Goal 2 remain in place, including the emphasis on instructional excellence and data-informed decision-making, we are deepening our investment in content-specific instructional leadership to accelerate outcomes for all students.

In response to feedback from educational partners and our analysis of persistent academic gaps, we are adding two new roles under Goal 2: a Math Specialist and a Literacy Specialist. These roles are designed to provide targeted instructional and coaching support while increasing the school's capacity to implement high-quality, standards-aligned instruction with fidelity.

Both Specialists will work directly with students in Grades 3–8 who are performing below grade level, delivering small-group instruction and intervention tailored to students' needs. They will also provide job-embedded coaching and co-teaching support to classroom teachers to strengthen Tier 1 instruction. In addition, the Specialists will lead data-driven cycles of inquiry, facilitating regular analysis of NWEA MAP, SBAC, and curricular assessment data to adjust instruction and guide intervention plans across grade levels. Their work will also support curriculum internalization through collaborative planning, modeling of instructional strategies, and facilitation of professional learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strengthen Instructional Practices	• Engage all instructional staff in differentiated PD that is aligned to Alpha's Teacher Rubric. The Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. • Coaches engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach. • Launch differentiated PD tracks for AJH staff based on level of experience and performance on the Teacher Rubric. • Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This program will provide AJH staff with intensive PD and coaching on fundamentals of planning and internalization and classroom management.	$207,074.00	No
2.2	Assessment Strategy		$43,093.00	No

Action #	Title	Description	Total Funds	Contributing
		• Continue to execute on a standardized assessment structure for all grades (CAASPP, NWEA MAP, STAR Early Literacy/Reading, curricular assessments), with a focus on ELA and Math. • Implement curricular assessments for high-quality instructional materials and monitor to ensure assessments are taken within the required cadence. • Monitor student data captured from regular assessments and use this data to identify strategies to support student growth.		
2.3	High Quality Curriculum	• Purchase and provide training for high quality curriculum, including Amplify (Science), CKLA and StudySync (ELA), Eureka (Math), and National Geographic (Social Studies), EL Achieve (ELD). • Continue to strengthen the implementation and fidelity of use of these high quality curricular resources through internalization practices. • Monitor implementation of curriculum through regular cycles of weekly 1:1 coaching and regular observations and feedback. • To support our socioeconomically disadvantaged students and our Hispanic students, we intentionally select culturally inclusive curricula in ELA: StudySync and CKLA. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes. • CKLA's curriculum focuses on content building in social studies and science, in order to address the primary claim of the Knowledge Gap, or "the failure of most elementary schools, and especially those serving low-income children, to systematically build knowledge of the world" (The Knowledge Gap, Wexler, 2019) • StudySync updates its bank of texts monthly to include greater representation	$90,400.00	No
2.4	Data Strategy		$63,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. • Strengthen data literacy to support intentional use of data (such as STAR, NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. • Execute a consistent cadence of data analysis, collaborative SLT and Teacher data meetings, and observations, focused on ELA and Math. • Effectively deliver site data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans.		
2.5	Online Platforms & Technology	To support our socioeconomically disadvantaged students, who make up over 90% of the student population, we provide the following resources to students: • Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. • Provide full classroom libraries where students can borrow books in order to access at home. • Leverage resources from ¡Colorín Colorado!, a bilingual site for educators and families, to offer families free, additional at home activities for their children. • Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading.	$99,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Associate Teachers	Staff Associate Teachers to provide additional classroom support and work with small groups of students to support Tier 2 strategies.	$74,140.00	Yes
2.7	Broad Course of Study	In order to support student achievement in all content areas and provide a broad course of study to all students, inclusive of our unduplicated population and students with disabilities, Alpha is focused on providing high-quality instruction in the following areas outside of our core program (ELA, Math, Science, Social Science), including: Physical Education, and array of visual and performing arts. In addition, we also ensure that English learners receive the necessary language acquisition support to achieve English proficiency within five years while making continuous progress in core academic programs. This includes providing English learners at all proficiency levels with full access to all core academic programs through: • Integrated English Language Development (ELD): Support for academic language development within core content courses. • Designated ELD: Designated instruction tailored to address specific language learning needs. We will employ or contract with certificated education specialists to provide services for students with disabilities which shall include providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.	$432,953.00	Yes
2.8	Math and Literacy Specialist	In response to our Red in Math on the 2024 CA School Dashboard and ensuring we are building a more robust intervention program to support our student's math and literacy outcomes, we have added a Math and Literacy Specialist to conduct the following: • Provide direct, small-group instruction and intervention to students in Grades 3–8 who are performing below grade level.	$269,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide ongoing instructional coaching and co-teaching opportunities for ELA and Math teachers to improve Tier 1 instructional strategies and strengthen core content delivery • Lead data-driven cycles of inquiry by facilitating regular analysis of NWEA MAP and curricular assessments to adjust instruction and inform targeted intervention plans across grade levels. • Support implementation of high-quality, standards-aligned curriculum through collaborative planning, modeling, and professional learning sessions.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In light of the lingering effects of the pandemic, our commitment to cultivating a healthy and thriving school environment is critical. The pandemic and its aftermath have highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must include evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every student feels a sense of belonging and safety in our school community. This is evident as the 2023 CA School Dashboard was Red for Chronic Absenteeism, both overall (37.3%), and for our subgroups: EL (38.8%), Hispanic (37.8%), SED (37.3%), SWD (39.3%). In addition, our Suspension Rate was Red for all students (6.2%) and for our subgroups: EL (6.1%), Hispanic (6.5%), SED (6.3%), SWD (13.8%).

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	2023 CA School Dashboard:	2024 CA School Dashboard:		2026 CA School Dashboard:	ALL: -0.8% EL: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	All: 6.2% (Red) EL: 6.1% (Red) Hispanic: 6.5% (Red) SED: 6.3% (Red) SWD: 13.8% (Red)	All: 5.4% (Yellow) LTEL: 16.1% (Orange) EL: 5.6% (Yellow) Hispanic: 5.6% (Yellow) SED: 5.4% (Yellow) SWD: 7.6% (Yellow)		All: 2.7% (Green) EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green)	LTEL: NA HIS: -0.9% SED: -0.9% SWD: -6.2%
3.2	Average Daily Attendance (ADA) Data Source: CALPADS	2023-2024: 90.46% as of P2	2024-25: 91.7% as of P2		95%	+1.24%
3.3	Middle School Drop Out Rate Data Source: Internal Calculation	2023-2024: 0%	2024-25: 0%		0%	No difference
3.4	Chronic Absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard: All Students: 37.3% (Red) EL: 38.8% (Red) Hispanic: 37.8% (Red) SED: 37.3% (Red) SWD: 39.3% (Red)	2024 CA School Dashboard: All: 35.8% (Orange) LTEL: 32.7% (Red EL: 33.9% (Yellow) Hispanic: 36.3% (Orange) SED: 35.7% (Orange) SWD: 40.9% (Red)		2026 CA School Dashboard: All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow)	ALL: -1.5% EL: -4.9% LTEL: NA HIS: -1.5% SED: -1.6% SWD: +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	# of identified instances where facilities do not meet the “good repair” standard Data Source: SARC	22-23 SARC: Overall Facility Rating of Good	2023-24 SARC: Good Overall Rating		Facility Rating of Good or Exemplary	No difference
3.6	Expulsion Rate Data Source: Internal Calculation	2023-2024: 0%	0%		0%	No difference
3.7	% of students who feel safe at school Data Source: Internal Survey	2023-2024: 86.21%	SY 24-25: 86.34%		95%	+.13%
3.8	% of students who feel that there is at least 1 adult who cares about them Data Source: Internal Survey	2023-2024: 91.03%	SY 24-25: 86.81%		95%	-4.22%

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Alpha José implemented the majority of planned actions under Goal 3 as designed, with a strong focus on creating a safe, supportive, and thriving school environment. Across student culture systems, SEL curriculum, restorative practices, and expanded student support services, the school demonstrated steady progress, while also identifying key areas for refinement.

A success this year was the staffing and continued leadership of the Dean of Students role, which has anchored efforts around behavioral data monitoring, restorative justice practices, and SEL implementation. The Dean consistently monitored data from Dean's List and Sown to Grow, using these insights to inform leadership decision-making and teacher supports. Targeted PD sessions were delivered to strengthen SEL curriculum fidelity and teacher response to student check-ins, which remains a focus area for improvement.

The implementation of the SEL curriculum, Sown to Grow, expanded beyond the previous year's pilot, with a full-scale rollout across grade levels. Teachers engaged in regular check-ins and professional learning to navigate challenges and deepen their integration of SEL into daily routines. The school's shared SEL vision was strengthened by engaging champions across grade levels to align practices and priorities.

Restorative justice practices were also operationalized, with students participating in restorative projects tailored to behavioral needs. These projects helped students reflect on their actions and provided opportunities for meaningful repair. Importantly, these responses were communicated with families and teachers to ensure a consistent message of accountability and growth.

Attendance systems saw continued development, supported by the Alpha Attendance Playbook, expanded use of dashboards, and the engagement of Everyday Labs. Weekly and bi-weekly data reviews drove targeted interventions, including home visits, formal communication (e.g., truancy letters), and access to resources such as public transit support. While the SART process has not yet been deemed appropriate for current Tier 3 cases, the school continues to refine its layered approach to intervention and accountability. Additionally, coordination between case managers and the operations team ensured that attendance evidence was integrated into IEP processes for Students with Disabilities.

Mental health supports were delivered through a multi-tiered system of care. The school's community schools strategy included hiring a network-wide leader to oversee integrated services. Counseling referrals were robust, with over 120 referrals this year and 12 students receiving ongoing weekly therapy through FACTR interns. The school also maintained strong partnerships with external providers to ensure timely access to mental health care.

Finally, the school strengthened its PBIS implementation, with teachers consistently using classroom point systems to reinforce positive behavior. Students were rewarded through incentives like "Jeans Wednesdays" and monthly grade-level celebrations, fostering both accountability and a sense of community.

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

No material differences

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

Alpha José demonstrated strong effectiveness in the implementation of actions under Goal 3, particularly in fostering a safe, supportive, and inclusive school climate. This progress is reflected in both state accountability outcomes and internal culture metrics, showing that investments in student wellness, behavior systems, and community engagement are yielding positive results.

Most notably, chronic absenteeism and suspension rates improved significantly for multiple student groups. In 2024, Alpha José moved All students, English Learners, Hispanic students, and Socioeconomically Disadvantaged (SED) students out of the Red performance level for chronic absenteeism, with all four groups now performing in the Orange or Yellow bands. The chronic absenteeism rate for All students declined by 1.6 percentage points, with English Learners showing a particularly strong decline of 4.9 points. This shift reflects the effectiveness of targeted attendance interventions such as home visits, consistent family communication via Everyday Labs, and operational structures built around the Attendance Playbook and dashboard systems.

In terms of school discipline, the school also moved All students, English Learners, Hispanic students, SED students, and Students with Disabilities out of the Red for suspension rates, achieving Yellow performance band status. The schoolwide suspension rate declined by 0.8 percentage points to 5.4%, underscoring the success of multi-tiered behavior systems, restorative justice practices, and consistent use of PBIS strategies. Students engaged in restorative projects aligned with behavioral learning goals, and staff were trained in both preventative and responsive approaches to student behavior.

Beyond the Dashboard metrics, our student survey data remains strong. 86.34% of students reported feeling safe at school (slight increase of .13 percentage points), and 86.81% shared that they feel there is at least one adult who cares about them — while down a few percentage points from the previous year, we are still encouraged by our continued above 85% positive rating. These outcomes suggest that initiatives such as maintaining a Dean of Students to lead restorative justice practices, tracking culture data through Dean's List, implementing a comprehensive SEL curriculum, and strengthening PBIS structures have contributed to a supportive and responsive school climate. Additionally, efforts to enhance student experiences, improve attendance systems, and ensure clean and safe facilities have helped build an environment where students feel both physically and emotionally secure.
While these results demonstrate meaningful progress, areas for continued focus include sustaining the implementation of SEL curriculum across all grade levels and increasing the consistency of staff engagement with students' SEL check-ins. Nonetheless, the overall trajectory of student climate and engagement indicators reflects a successful and high-impact year for Goal 3 implementation.

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 thorough review of student culture data, staff and family feedback, and the 2024 CA School Dashboard outcomes, Alpha José will not be making any major changes to Goal 3 for the 2025–26 school year. This decision reflects our belief that we are making meaningful progress in the right direction, and that the foundational systems and actions established in Year 1 of our three-year LCAP cycle are beginning to show positive results.

Notable improvements in suspension rates, chronic absenteeism, and student perceptions of safety and belonging affirm the effectiveness of our current multi-tiered supports, attendance infrastructure, and social-emotional learning initiatives.

As a result, our focus in 2025–26 will be on deepening and refining the implementation of existing practices—such as SEL curriculum integration, restorative approaches, PBIS, attendance interventions, and mental health supports—rather than introducing new actions or shifting metrics. Maintaining stability while driving consistency will be key to sustaining growth across all student groups.

We remain committed to our long-term vision for school culture and student well-being and will continue leveraging the systems, partnerships, and roles established in Year 1 to build on the gains we've made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Monitor & Respond to Student Culture & Behavioral Data	• Maintain a Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. • Use Dean's List, student culture survey, and SEL data to track student behavior and culture data disaggregated by significant student groups in order to inform problem solving and targeted interventions. Our targeted interventions will be focused on our students who received a Red on the CA School Dashboard under suspension rates, including our Hispanic, EL, students with disabilities, and socioeconomically disadvantaged students to ensure we are getting at the root of behaviors that lead to suspensions. • Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports, with a focus on supporting the specific needs of our students with disabilities	$115,736.00	Yes
3.2	SEL Curriculum	• Expand on our 23-24 SY SEL pilot in grades 5-8 to implement a comprehensive SEL curriculum across all grade levels to integrate SEL into daily instruction. • Bring together champions of SEL across AJH to determine our common SEL vision for the school. • Conduct professional development to provide our team with the tools, resources, language, and skill development to implement the SEL curriculum.		No

Action #	Title	Description	Total Funds	Contributing
3.3	Restorative Justice Practices	• Incorporate restorative justice practices, including restorative circles and a check-in/check-out system for students with higher behavioral needs, in our response to student behaviors. • Conduct professional development over the summer and throughout the school year for all AJH staff on restorative justice practices. • Proactively monitor implementation of restorative practices across AJH staff members, led by the Dean of Students.		No
3.4	Attendance Systems	All Students: • Continue to refine, train, and track accountability to the attendance systems and protocols according to the Alpha Attendance Playbook, which outlines all systems and procedures for how we address chronic absenteeism. This involves a tiered system for intervention, based on the chronic absenteeism % of each individual student. • Maintain consistent structures to uphold accountability on procedures, including regular data and action planning sessions during professional development, monthly meetings between Network Operations and the School Operations Manager (SOM), bi-weekly ops team attendance check-ins, and weekly individual check-ins between the Principal and SOM. • Build and sustain access to attendance data dashboards. Attendance data dashboards provide the ability to filter data by subgroups and identify variances in data. Attendance dashboards are then used in regular attendance data meetings. • Based on data, performed targeted attendance interventions including family/student follow-ups and attendance incentives such as “Presents for being Present”, where students are entered into raffles for perfect attendance, • Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve	$66,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is an ESSA-approved evidence based strategy for addressing absenteeism. • Roll out an attendance home visit program performing targeted attendance-based home visits for tier 2 and tier 3 students. • Roll out a School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). Students with Disabilities: • Target SWDs as a focus within our chronic absenteeism goals, which will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies. Hispanic Students & English Learners: • Utilize systems like DeansList and attendance dashboards to effectively communicate around attendance between schools/teachers to families. This includes two-way texting and notices/reminders around attendance to families. The student community is 97% Hispanic. In addition, many of our families have a primary language of Spanish. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications. Socioeconomically Disadvantaged Students: • Fund Clipper (bus) cards for socioeconomically disadvantaged families that need financial support to get to school. These cards are refilled monthly and available based on parent request. • Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs • Provide uniform support to families as needed • Conduct wake up calls to support students in coming to school		

Action #	Title	Description	Total Funds	Contributing
3.5	Facilities Maintenance & Improvement	• Ensure our school facilities remain clean, safe, and in good repair. • Implement an updated operations and facilities walkthrough structure, in order to ensure a more consistent and standardized approach towards having safe, clean and welcoming spaces. This updated structure includes adding additional internal walkthroughs with an AJH-specific walkthrough rubric, on top of our existing three walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT).	$902,193.00	No
3.6	Student Experiences	Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, student council, etc.). To ensure our socioeconomically disadvantaged students are able to participate in these experiences, we offer support for funding to families for field trips and higher cost activities.	$79,110.00	No
3.7	Community Schools Program	AJH was awarded a California Community Schools Partnership Program (CCSPP) Implementation Grant in May 2024, for the five year period from 2024-2029. As a result, AJH will contract to bolster its supports related to the CCSPP's four pillars: Integrated support services, Family and community engagement, Collaborative leadership and practices for educators and administrators, and Extended learning time and opportunities. This will include: • Hire a leader for community schools to establish and oversee the vision, strategy, workplan, and training for all community schools work • Hire a community schools coordinator to lead the planning and execution of community schools work. • Provide students with mental health counseling through school-based counselors and external providers	$300,000.00	

Action #	Title	Description	Total Funds	Contributing
3.8	Expanded Learning Programs	Continue to enhance expanded learning and summer programming for students through external partnerships, athletics, clubs, etc. To ensure that our socioeconomically disadvantaged students are able to participate in these programs, we offer the following support for families: • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules. • Provide sports leagues for 6-8 students & families free of charge.	$631,760.00	No
3.9	National Student Lunch Program (NSLP)	Continue to strengthen the implementation of the NSLP through adequate staffing and strong processes to ensure all students have access to healthy, nutritious meals. To support our socioeconomically disadvantaged students, the NSLP ensures that all children have a free breakfast and lunch every school day. In addition, we offer a monthly food bank to families through the Alpha Parent Learning Center, and we offer families extra free fruit at arrival.	$515,112.00	No
3.10	Positive Behavioral Interventions and Supports (PBIS) systems	Solidify and expand our PBIS framework, ensuring a school-wide culture that fosters positive behavior, enhances student learning, and creates a supportive and inclusive school environment. This includes: • Executing a class points incentives system for positive class behaviors that are aligned to community values, which culminated in school wide incentives. • Providing daily positive points to students, which students are able to redeem for items in the student store. • Facilitating weekly incentives for students receiving a certain percentage of positive points. • Conducting monthly school-wide celebrations, Penguin Palooza, with differentiated, developmentally appropriate activities for students.		No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

- 97% of families agree that school staff listens to parents when they have questions, concerns, or ideas
- 97% of families are satisfied with the amount of opportunities provided to participate in school activities and programs
- 97% of families feel a sense of belonging and connectedness to the school community

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

- The consistency and quality of parent & school communications,
- Resources provided by the school, like English classes and the food bank,
- Frequency of school events and engagement opportunities,
- Partnership in decision making within systems and parent group structures, such as SSC and ELAC

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of families that feel a sense of belonging & connectedness to the school community	23-24 Family Survey: 95.59%	SY 24-25: 97.2%		95%	+1.61%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Survey					
4.2	% of families that agree that the school listens of family voice and input when making decisions Data Source: Internal Survey	23-24 Family Survey: 94.28%	SY 24-25: 97.2%		95%	+2.92%
4.3	% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) Data Source: Internal Survey	23-24 Family Survey: All Families: 98.57% Families of Students with Disabilities: 100% Families of English Learners: 97.4%	SY 24-25 All Families: 97.14% Families of Students with Disabilities: 100% Families of English Learners: 100%		95%	All Families: -1.43% Families of Students with Disabilities: No difference Families of English Learners: +2.6%
4.4	% of Families that are satisfied with the level of physical and emotional safety Data Source: Internal Survey	23-24 Family Survey: 87%	SY 24-25: 91.4%		95%	+4.4%

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Alpha José successfully implemented all planned actions under Goal 4 without any substantive changes. The school remained committed to strengthening family engagement and building authentic school-home partnerships as a lever to support student achievement and wellness. Across all areas of communication, events, parent leadership, and community resources, meaningful progress was made in establishing a more connected and collaborative school community.

Efforts to improve parent communication continued through multiple channels, including the use of Konstella as the central family engagement platform. Regular reminders at Cafecitos helped encourage parent adoption of the platform, and communications were consistently distributed in both English and Spanish. The school maintained its commitment to language accessibility, ensuring all critical documents and meeting materials were translated and that oral interpretation was provided for Spanish-speaking families. This helped reduce barriers for the school's majority Hispanic family population and created more equitable opportunities for engagement in conferences, SST meetings, and general school communication.

Alpha José also carried out a full scope and sequence of community events and celebrations, including Cafecitos, Back to School Night, award ceremonies, and student conferences. The school used these events not only to build community but also to reinforce important school-home connections and increase transparency around student learning.

Through the Alpha Parent Learning Center (PLC), the school sustained programs that support family wellness, education, and empowerment. This included the completion and rollout of the 2024–25 Alpha Community Resource Guide, which will serve as a critical tool for linking families with local organizations and services aligned to their needs and aspirations.

Parent partnership structures were further strengthened through volunteer opportunities, including the Los Dichos literacy program for TK–5 families. In addition, the school rolled out the Padres Unidos parent association, with staff providing further clarity around committee roles. The next steps involve co-creating the group's mission and vision with interested families, signaling a shift toward more sustainable and family-driven leadership.

Finally, the school maintained all core parent leadership structures, including the School Site Council (SSC), ELAC, and advocacy committees. These structures provided families with opportunities to engage in shared decision-making and deepen their voice in school-wide planning.

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

No material differences

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

Alpha José's actions under Goal 4 have proven to be highly effective in making progress toward building and cultivating strong family and community engagement. The strategies implemented across communication, family events, leadership development, and access to resources have contributed to a clear increase in family satisfaction and connectedness, as evidenced by Spring 2025 family survey data.

Survey results show that Alpha José is maintaining high levels of family engagement and trust, with 97.2% of families reporting a sense of belonging and connectedness to the school community. This reflects the success of consistent family communication through the Konstella platform, multilingual outreach, and the thoughtful planning of community events such as Cafecitos, Back to School Night, and student celebrations. These efforts have created regular and inclusive opportunities for families to engage with school staff and one another.

Additionally, 97.2% of families indicated that the school listens to family voice and input when making decisions, demonstrating the effectiveness of structures such as School Site Council, ELAC, and the newly launched Padres Unidos parent association. These avenues have not only expanded leadership opportunities but have also begun to shift the model of engagement from participation to partnership.

Families also expressed high satisfaction with the amount of opportunities to participate in school activities and programs:

All Families: 97.14%
Families of Students with Disabilities: 100%
Families of English Learners: 100%

These results signal that outreach efforts are inclusive and responsive to the diverse needs of Alpha José's community. The school's focus on language accessibility, translation services, and cultural programming like Los Dichos has ensured that traditionally underserved groups are not only welcomed but actively involved in shaping the school experience.

Finally, the action to improve emotional and physical safety through communication, programming, and access to the Parent Learning Center has been effective, with 91.4% of families indicating satisfaction with the level of safety their child experiences at school.

The combination of intentional systems, inclusive practices, and shared leadership opportunities is fostering a school environment where families feel connected, valued, and empowered to support student success.

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

Based on our implementation progress and strong family feedback, no changes will be made to Goal 4 for the 2025–26 school year. As we enter Year 2 of the three-year LCAP cycle, we are encouraged by the positive trends in family engagement, satisfaction, and school connectedness, and we remain confident in the direction of our current strategies.

Given this strong foundation, our focus for the upcoming year will be on sustaining momentum, deepening existing practices, and maintaining consistency in implementation across all engagement actions. We will continue to invest in systems and structures that promote authentic partnership and support student wellness through community connection

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Communication	Strengthen family communication strategies to capture authentic input and feedback. Strategies include: • Drive usage of our family communication platform • Support strong response rates in family surveys (2 times per year) • Drive high attendance at family conferences (3 times per year) In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, the school invests in the following practices: • Distribute all key family communications electronically and in paper flier form in both English and Spanish • Utilize a family engagement platform with strong accessibility for Spanish-speaking families, including: • Video resources to support families • Supports for language set-up, to enable automatic translation of posts and messages • Easy to post videos & pictures to enable access • Staff a team with the skillset to communication with families in their native language, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. • Emphasize video communication to promote further access for some families with literacy needs.	$99,105.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	School Community Events and Celebrations	• Create and execute on an annual scope and sequence for school community celebrations, including: family events, cafecitos, student conferences, back to school night, award ceremonies, etc. • Track attendance at school community events to understand and improve family participation	$8,800.00	No
4.3	Programs and Services (PLC)	• Maintain and improve services from the Alpha Parent Learning Center to provide families with educational, career, and wellness programs to champion their agency in the community. • Work towards clarifying the vision and the supports offered by Alpha's Parent Learning Center, in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops.	$23,596.00	Yes
4.4	Parent School Partnerships	• Provide parent volunteer opportunities to strengthen involvement of parents in their child's educational experience. • Organize the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds in TK-5 classrooms. Families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different	$7,314.00	No

Action #	Title	Description	Total Funds	Contributing
		cultures and lead a related activity with their students' class. By engaging parents as active participants in their children's reading journey, we aim to foster a love of literature, embrace diverse stories and voices, and cultivate a greater appreciation for different cultures, supporting the learning of our Hispanic students and English Learners.		
4.5	Parent Power	Develop parent power by providing parents with leadership opportunities to advocate for their students. Leadership opportunities include: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Leader Committee (Advocacy) • Alpha Parent Board Members To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement: • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. • SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

It is critical for our school to develop and maintain fully credentialed and high-quality educators. However, given the teacher shortage that we are experiencing in the Bay Area, it is challenging to hire and retain strong educators for our school. Over the past two years at AJH, we have experienced transitions among our Senior Leadership Team (SLT). Four of the six SLT members (Dean, Principal, 2 Assistant Principals) were new in the 22-23 SY, as three SLT members transitioned into Alpha Network Team roles. In addition to SLT transitions, we have experienced lower staff retention rates and a lighter talent pool of high quality applicants as educators exited the profession post-pandemic. The lighter talent pool, coupled with changing CTC requirements, has resulted in hiring educators that are newer to teaching and require more support, alignment, and coaching.

To address these underlying causes, we have established the following theory of change at Alpha: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes. Therefore, we are focused on continuing to invest heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We are creating leadership pathways for staff members to grow and stay at Alpha, we regularly review our compensation and benefits packages, and we are using a variety of recruitment strategies to attract high-quality talent to our AJH.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of teachers appropriately assigned and credentialed Data Source: Internal Calculation	23-24: 100%	24-25: 96%		100%	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Teacher perception on the spring TNTP question regarding Learning Environment Data Source: TNTP Survey	2.9	SY 24-25: 4.8		4.0	+1.9 pts

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Alpha José implemented the majority of actions under Goal 5 as planned, with a continued focus on supporting staff development, cultivating leadership, and sustaining a positive and professional school culture. The year's work was grounded in Alpha's Vision of Excellent Teaching and centered around the development and retention of high-quality educators and staff.

Professional development and coaching systems were fully in place this year. Teachers received weekly observations and coaching from members of the School Leadership Team (SLT), with feedback aligned to Alpha's instructional rubric. New teachers benefited from a robust summer onboarding experience and the Strong Start program, and both new and experienced teachers continued their growth through the school year with differentiated professional development. Instructional Support Staff also received professional development through Alpha-wide sessions and ongoing site-based coaching and collaborative structures.

Leadership development remained a core strength of implementation. SLT members participated in Coach Development Meetings (CDMs) throughout the year, with external workshops and feedback cycles to strengthen coaching and PD facilitation. All SLT members engaged in feedback cycles following their facilitation of Alpha-wide PD. Teacher leadership was supported through Lead Team professional development, which created pathways for educators to grow in influence and impact beyond their own classrooms.

In terms of school culture, Alpha José maintained a strong and intentional focus on staff morale and community. Regular shout-outs, peer-nominated awards (such as the Be the Light Award), and team huddles helped highlight effective practice and foster a culture of recognition. Staff voice was solicited through multiple channels, including the TNTP Insight Survey, coaching impact surveys, and engagement polls, and this input was used to refine support strategies throughout the year.

Overall, implementation of Goal 5 was strong, with all major systems in place to develop and support faculty and staff.

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

Material differences in action 5.7 and 5.8 can be accounted for overall costs were proportional to total staffing, coming slightly under budget.

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

Alpha José's actions under Goal 5 are showing early signs of effectiveness in building a strong professional environment and supporting the development and retention of high-quality educators and staff. While our percentage of teachers who had a permit/credential in place on audit day aligned with the content area they would be teaching dropped a few percentage points, we remain above 95%.

One key measure of progress is the improvement in staff perception of the learning environment. According to the Fall 2024 TNTP Insight Survey, teacher ratings on the Learning Environment domain increased significantly—from 2.9 in Spring 2024 to 4.8 in Fall 2024. This jump reflects the impact of consistent coaching, targeted professional development, leadership development structures, and a school culture that values recognition and staff voice.

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

As Alpha José concludes Year 1 of the current three-year LCAP cycle, we are not making any changes to Goal 5 for the 2025–26 school year. Based on implementation progress and early indicators of effectiveness—particularly around improvements in teacher perception of the learning environment—we believe we are on the right track in our efforts to hire, develop, value, and retain a high-quality faculty and staff.

In Year 2, our priority will be to build on the strong foundation established this year, continue refining our systems, and deepen the consistency of support and recognition provided to staff. With a clear vision, aligned structures, and strong staff engagement, we are confident that continued implementation of existing actions will further advance our goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher Professional Development & Coaching	• SLT members continue to develop teachers (through 1:1 coaching, PD sessions, walkthroughs, grade level/department meetings), in alignment to Alpha's Vision of Excellent Teaching and Teacher Rubric	$175,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• SLT members consistently conduct weekly observations and coaching meetings for all teachers by a school leadership team member, to continuously improve their instructional practice. SLT members track coaching sessions to monitor consistency.		
5.2	New Staff Professional Development	• Facilitate a robust summer onboarding and training experience for all new Alpha staff • Train all new Alpha instructional staff on the foundational skills of what it means to facilitate learning for our APS community	$65,224.00	Yes
5.3	Instructional Support Staff Development	Develop instructional excellence in our instructional support staff through consistent professional development and regular coaching by school leaders	$35,394.00	Yes
5.4	Leadership Development	Develop the leadership skills across AJH leaders in PD design and facilitation. This includes: • Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal • Ongoing training through Coach Development Meetings throughout the year to further develop skills in PD design and facilitation as well as coaching, emotional agility, and performance management • Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD Develop the leadership skills across AJH leaders in coaching. This includes: • Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders	$45,394.00	No

Action #	Title	Description	Total Funds	Contributing
		• Ongoing training through Coach Development Meetings throughout the year to further develop skills in coaching as well as PD design and facilitation, emotional agility, and performance management • External coaching workshops and small group practice labs Provide leadership opportunities for teachers through lead team. This includes regular training for lead team members, with opportunities to collaborate with lead team members across Alpha Public Schools.		
5.5	School Culture	• Foster a healthy and thriving school culture through programs such as shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events. • Hold orientation and reorientation for staff to create team alignment around our culture. • Conduct regular surveys to gather staff feedback. Use this data to inform strategies to strengthen school culture. • Maintain strong communication channels through daily huddles.	$2,225.00	No
5.6	Credential / Certification Support	Provide all teachers with certification/credential support with a regular review around assignment and credential status.	$33,034.00	Yes
5.7	Hiring Strategies	Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Presence at all local career fairs as well as historically Hispanic serving colleges • Partnerships with teacher preparation programs at local colleges and universities • Participation in CTC grant opportunities for educators to complete their degree and/or get on a teacher credential pathway to build our internal pipeline for teacher of record roles	$150,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Intentional programs to include teacher participation in recruitment and hiring processes • Transparent teacher salary scale, with differentiated pay depending on certification status • Reviewing our interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture • Standardizing expectations for the final interview round of teacher of record candidates to incorporate a live demo lesson, SLT interview, and a teacher panel		
5.8	Compensation & Benefits	• Capture staff feedback (through stay interviews and staff surveys) to inform teacher salary and benefit compensation. • Regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.	$85,347.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,597,820	$176,939

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
39.002%	0.000%	$0.00	39.002%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Academic Interventionists **Need:** Our English Learners and Socioeconomically Disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. In order to address this growth area related to our support of low-income students and english learners, this action will focus on providing supplemental academic interventionists to support a tiered approach to intervention, with a focus on	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	ELA and Math interventions. The increased amount of time spent in direct support and the strategies used that will be targeted towards individual unduplicated students, will improve and increase services by executing small groups for learners in need of intervention, analyzing and responding to data regularly, and collaborating with teachers to engage in meaningful push in support.	
2.4	**Action:** Data Strategy **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below	Our data strategy action, designed to collect, analyze, and respond to academic data, will specifically meet the needs of our unduplicated population by enabling targeted interventions and differentiated instruction. Our data dashboards allow us to analyze student subgroup data and be proactive in identifying and addressing variances in our results. By using data to identify trends and potential challenges early, our school can deploy resources and supporting strategies in an effective, timely way. This data-driven approach not only supports individualized student success but also fosters an environment that adapts to and meets the evolving needs of our unduplicated student body.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** Online Platforms & Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA
2.6	**Action:** Associate Teachers **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and	This action involves staffing Associate Teachers in classrooms to provide additional support and focus on Tier 2 strategies. Associate Teachers enhance the classroom environment by providing extra hands, eyes, and expertise. This additional support is crucial for maintaining smaller student-to-teacher ratios, which is especially beneficial for unduplicated students who may require more	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	personalized attention and instruction due to various challenges, such as language barriers, socio-economic constraints, or learning gaps. While the primary focus is on meeting the needs of unduplicated students, the presence of Associate Teachers benefits the entire classroom by improving the overall student-to-teacher ratio and allowing for more differentiated instruction. This creates a more inclusive and supportive learning environment for every student, regardless of their background.	
2.7	**Action:** Broad Course of Study **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below	Our Broad Course of Study action is designed to meet the educational needs of all students while being principally directed toward our unduplicated population. This action emphasizes providing high-quality instruction in a range of content areas beyond the core curriculum, including the arts, sciences, technology, and other subjects crucial for a well-rounded education. A well-rounded education that includes the arts and other creative subjects fosters critical thinking, creativity, and emotional intelligence. For unduplicated students, these experiences are essential for personal development and can provide them with a more equitable educational experience. By focusing on providing a broad and high-quality course of study, our school addresses the specific needs of unduplicated students by offering them enriched educational pathways that	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	promote engagement, skill development, and holistic growth. This strategic approach not only supports the academic and personal development of these students but also enhances the educational experience for the entire student body.	
2.8	**Action:** Math and Literacy Specialist **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	This action directly addresses the academic needs of unduplicated pupils—specifically English Learners (ELs), low-income students, and foster youth—who are disproportionately performing below grade level in math and literacy. By providing small-group, targeted instruction to students in Grades 3–8, the Math and Literacy Specialist ensures that students performing below grade level—many of whom are unduplicated pupils—receive direct academic intervention tailored to their specific learning needs. These interventions are grounded in data-driven practices, including analysis of NWEA MAP and curriculum assessments, to ensure that support is responsive and impactful. Additionally, the coaching and co-teaching component of this role strengthens Tier 1 instruction across the school by building teacher capacity to deliver high-quality, standards-aligned instruction that is inclusive and differentiated—another critical lever for improving outcomes for unduplicated pupils. This broader impact enhances the overall instructional program and ensures that classrooms are better equipped to support struggling learners.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA
3.1	**Action:**		3.5: Suspension Rate 3.6: Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Monitor & Respond to Student Culture & Behavioral Data **Need:** Our English Learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the 2023 CA School Dashboard. All Students: 6.2% EL Students: 6.1% SED Students: 6.3% **Scope:** LEA-wide	Maintaining a Dean of Students who is focused on multi-tiered intervention strategies ensures that behavioral issues are addressed at various levels of intensity, tailored to the needs of individual students. This role is crucial in developing and overseeing interventions before behaviors escalate to the point of suspension, especially for unduplicated students who may face systemic challenges that affect their behavior. Training staff on practices to uphold a healthy and thriving environment equips them with the skills to manage classroom behaviors effectively and inclusively. By fostering an understanding of diverse student backgrounds and the specific challenges faced by unduplicated students, staff can implement more empathetic and effective disciplinary practices that reduce the need for suspensions which benefits all students.	3.7: % of students who feel safe at school 3.8: % of students who feel that there is at least 1 adult who cares about them
3.4	**Action:** Attendance Systems **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently chronically absent at the same rate or higher than all students as measured by the 2023 CA School Dashboard. All Students: 37.3% EL Students: 38.8% SED Students: 37.3% **Scope:**	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By continually refining and training staff on the Alpha Attendance Playbook protocols, the school ensures that all team members are equipped to identify and address the unique challenges related to attendance that unduplicated students might face. This consistent approach helps staff recognize early signs of absenteeism, which can be linked to various socio-economic and/or language challenges.	3.2: ADA 3.3: Chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Direct interventions based on attendance data—such as family/student follow-ups, home visits, and incentives—are particularly effective for unduplicated students. These interventions address external factors affecting attendance, such as transportation issues, lack of parental engagement due to work schedules, or other barriers that disproportionately affect underserved populations. While these strategies are principally directed at improving attendance for our unduplicated population, all students' attendance will improve as a result of successful implementation.	
4.3	**Action:** Programs and Services (PLC) **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering services through the Alpha Learning Center. **Scope:** LEA-wide	Our action to maintain and improve services offered by the Alpha Parent Learning Center is specifically designed to support unduplicated populations by providing their families with critical resources that enhance their educational, career, and wellness opportunities. By offering educational programs, the center empowers parents with the knowledge and skills they need to support their children's academic journey effectively. This is especially beneficial for unduplicated families who may lack access to educational resources or face language barriers that make navigating the education system challenging.	4.1: % of families that feel a sense of belonging & connectedness to the school community 4.2: % of families that agree that the school listens to family voice and input when making decisions 4.3: % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) 4.4: % of Families that are satisfied with the level of physical and emotional safety
5.1	**Action:**	With a student body composed of 99% unduplicated pupils, any school-wide action	1.4: SBAC ELA 1.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teacher Professional Development & Coaching **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)
5.2	**Action:** New Staff Professional Development **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching, with an emphasis on new staff, to ensure all staff are equipped to meet the needs of all students.	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

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: LEA-wide	toward interventions that address the most prevalent needs within our school community. Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	
5.3	**Action:** Instructional Support Staff Development **Need:** We heard from our educational partners for the need to continue offering focused teacher and instructional support teams professional development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

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
		techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	
5.6	**Action:** Credential / Certification Support **Need:** Ensuring all teachers that are providing instruction for unduplicated students are credentialed and have appropriate certifications. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teachers with credential and certification support directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed, all students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

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 from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students.	
5.7	**Action:** Hiring Strategies **Need:** Ensuring all teachers that are providing instruction for unduplicated students are diverse, highly-qualified, and appropriately credentialed teaching staff. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Focusing strategic efforts to hire a diverse, highly-qualified, and appropriately credentialed teaching staff directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed and highly qualified, all	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students	
5.8	**Action:** Compensation & Benefits **Need:** In order to support teacher retention and attract the highest quality teaching staff, we continue to hear from our educational partners the need to regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities. **Scope:**	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Providing teachers with appropriate compensation and benefits is crucial for supporting unduplicated populations and all students by ensuring students have access to dedicated, skilled, and motivated educators. Competitive compensation and comprehensive benefits attract highly qualified teachers and encourage them to remain in their positions long-term. Stability and consistency in teaching staff are particularly beneficial for unduplicated students, who often benefit from established relationships and consistent educational approaches that a stable staff can provide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Learner Supports **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA: All Students: 93.3 pts below EL Students: 115.3 pts below	By continuing to staff an English Language Development specialist, we ensure that ELs receive designated ELD instruction, which is specifically tailored to boost their English language proficiency in both academic and social settings. This role will also support teachers with integrated instruction, thereby enhancing the language development support within the context of subject matter learning.	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math: All Students: 125 pts below EL Students: 144 pts below **Scope:** Limited to Unduplicated Student Group(s)	By conducting professional development for instructional staff, we ensure that our English Learners have access to high-quality teaching practices in all classroom settings. Within this framework, ELs benefit from integrated language supports that help them access complex texts and engage with grade-level content, which is crucial for closing gaps in ELA and Math. By continuing to monitor implementation of strategies through coaching, observations, and walkthroughs, the ELD Specialist and coaches will be able to assess the impact of professional development and ensure strategies are being effectively implemented in the classroom to support ELs. To address the needs of our Long Term English Learners, several actions are being implemented to increase and improve outcomes. By utilizing curricular assessments to regularly collect and monitor data, this will allow for timely identification of learning gaps and needs. This ongoing assessment process is key to adapting instruction that targets language proficiency and academic achievement. Informed by data, instructional staff can provide differentiated instruction tailored to the unique needs of LTELs. This will ensure that these students receive the necessary academic support to succeed in their subject areas, particularly in ELA and Math. By ensuring instructional staff are equipped with and implementing strategies such as visual references, explicit vocabulary instruction, and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		embedded structured student talk routines, our staff will be supporting the diverse needs of our LTEL students.	
1.2	**Action:** High Quality ELD Curriculum **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below Math All Students: 125 pts below EL Students: 144 pts below **Scope:** Limited to Unduplicated Student Group(s)	We will implement a high quality, standards aligned ELD curriculum and provide training to all staff to support providing integrated and designated instruction to our English Learners. The implementation of skills learned in professional development will be monitored through cycles of coaching, observation, and feedback to ensure that English Learners are supported.	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

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

NA

Additional Concentration Grant Funding

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

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

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

With the additional concentration funding projected to be approximately $766,737 we were able to fund additional positions for instructional support that focus on providing tiered support and intervention for our unduplicated populations.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,096,721	$1,597,820	39.002%	0.000%	39.002%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,434,475.00	$2,397,755.00	$0.00	$470,414.00	$6,302,644.00	$3,031,576.00	$3,271,068.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$107,767.00	$5,650.00	$113,417.00				$113,417.00	
1	1.2	High Quality ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$36,281.00	$36,281.00				$36,281.00	
1	1.3	Students with Disabilities Supports	Students with Disabilities	No			All Schools	Ongoing	$589,895.00	$0.00		$495,512.00		$94,383.00	$589,895.00	
1	1.4	Academic Interventionists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$376,084.00	$0.00	$90,377.00	$285,707.00			$376,084.00	
1	1.5	Supplemental Intervention	All	No			All Schools	Ongoing	$0.00	$421,191.00		$421,191.00			$421,191.00	
1	1.6	Tier 1 Strategy	All	No			All Schools	Ongoing								
1	1.7	Dean of Academic Interventions	All	No			All Schools		$144,038.00	$0.00	$144,038.00				$144,038.00	
2	2.1	Strengthen Instructional Practices	All	No			All Schools	Ongoing	$146,284.00	$60,790.00	$207,074.00				$207,074.00	
2	2.2	Assessment Strategy	All	No			All Schools	Ongoing	$0.00	$43,093.00	$43,093.00				$43,093.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	High Quality Curriculum	All	No			All Schools	Ongoing	$0.00	$90,400.00	$90,400.00				$90,400.00	
2	2.4	Data Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$63,633.00	$63,633.00				$63,633.00	
2	2.5	Online Platforms & Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$99,094.00	$99,094.00				$99,094.00	
2	2.6	Associate Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$74,140.00	$0.00	$74,140.00				$74,140.00	
2	2.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$432,953.00	$0.00	$432,953.00				$432,953.00	
2	2.8	Math and Literacy Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$269,288.00	$0.00	$269,288.00				$269,288.00	
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$110,336.00	$5,400.00	$115,736.00				$115,736.00	
3	3.2	SEL Curriculum	All	No			All Schools	Ongoing								
3	3.3	Restorative Justice Practices	All	No			All Schools	Ongoing								
3	3.4	Attendance Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$66,190.00	$66,190.00				$66,190.00	
3	3.5	Facilities Maintenance & Improvement	All	No			All Schools	Ongoing	$0.00	$902,193.00	$902,193.00				$902,193.00	
3	3.6	Student Experiences	All	No			All Schools	Ongoing	$0.00	$79,110.00		$79,110.00			$79,110.00	
3	3.7	Community Schools Program						Ongoing	$212,204.00	$87,796.00		$300,000.00			$300,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Expanded Learning Programs	All	No			All Schools	Ongoing	$0.00	$631,760.00		$631,760.00			$631,760.00	
3	3.9	National Student Lunch Program (NSLP)	All	No			All Schools	Ongoing	$130,243.00	$384,869.00		$139,081.00		$376,031.00	$515,112.00	
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	All	No			All Schools	Ongoing								
4	4.1	Parent Communication	All	No			All Schools	Ongoing	$66,011.00	$33,094.00	$99,105.00				$99,105.00	
4	4.2	School Community Events and Celebrations	All	No			All Schools	Ongoing	$0.00	$8,800.00	$8,800.00				$8,800.00	
4	4.3	Programs and Services (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$23,596.00	$23,596.00				$23,596.00	
4	4.4	Parent School Partnerships	All	No			All Schools	Ongoing	$7,314.00	$0.00	$7,314.00				$7,314.00	
4	4.5	Parent Power	All	No			All Schools	Ongoing								
5	5.1	Teacher Professional Development & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$175,541.00	$0.00	$175,541.00				$175,541.00	
5	5.2	New Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,032.00	$47,192.00	$65,224.00				$65,224.00	
5	5.3	Instructional Support Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,394.00	$35,394.00				$35,394.00	
5	5.4	Leadership Development	All	No			All Schools	Ongoing	$0.00	$45,394.00		$45,394.00			$45,394.00	
5	5.5	School Culture	All	No			All Schools	Ongoing	$0.00	$2,225.00	$2,225.00				$2,225.00	
5	5.6	Credential / Certification Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$33,034.00	$33,034.00				$33,034.00	

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
5	**5.7**	Hiring Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$86,099.00	$64,889.00	$150,988.00				$150,988.00	
5	**5.8**	Compensation & Benefits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$85,347.00	$0.00	$85,347.00				$85,347.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,096,721	$1,597,820	39.002%	0.000%	39.002%	$1,930,233.00	0.000%	47.117 %	**Total:**	$1,930,233.00
								LEA-wide Total:	$1,780,535.00
								Limited Total:	$149,698.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$113,417.00	
1	**1.2**	High Quality ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$36,281.00	
1	**1.4**	Academic Interventionists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,377.00	
2	**2.4**	Data Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,633.00	
2	**2.5**	Online Platforms & Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,094.00	
2	**2.6**	Associate Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,140.00	
2	**2.7**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$432,953.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.8	Math and Literacy Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,288.00	
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,736.00	
3	3.4	Attendance Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,190.00	
4	4.3	Programs and Services (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,596.00	
5	5.1	Teacher Professional Development & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,541.00	
5	5.2	New Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,224.00	
5	5.3	Instructional Support Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,394.00	
5	5.6	Credential / Certification Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,034.00	
5	5.7	Hiring Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,988.00	
5	5.8	Compensation & Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,347.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,462,687.00	$5,226,887.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Learner Supports	Yes	$142,808.00	$110,789
1	**1.2**	High Quality ELD Curriculum	Yes	$36,993.00	$35,234
1	**1.3**	Students with Disabilities Supports	No	$543,690.00	$517,835
1	**1.4**	Academic Interventionists	Yes	$268,336.00	$251,770
1	**1.5**	Supplemental Literacy Intervention	No	$163,444.00	$163,444.00
1	**1.6**	Tier 1 Strategy	No		
2	**2.1**	Strengthen Instructional Practices	No	$203,346.00	$200,516
2	**2.2**	Assessment Strategy	No	$42,421.00	$40,873
2	**2.3**	High Quality Curriculum	No	$90,400.00	$90,400
2	**2.4**	Data Strategy	Yes	$62,911.00	$60,184
2	**2.5**	Online Platforms & Technology	Yes	$100,379.00	$89,295

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Associate Teachers	Yes	$143,787.00	$146,607
2	2.7	Broad Course of Study	Yes	$422,393.00	$356,050
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$107,479.00	$108,379
3	3.2	SEL Curriculum	No		
3	3.3	Restorative Justice Practices	No		
3	3.4	Attendance Systems	Yes	$65,230.00	$63,790
3	3.5	Facilities Maintenance & Improvement	No	$887,512.00	$847,148
3	3.6	Student Experiences	No	$73,792.00	$66,962
3	3.7	Community Schools Program		$300,000.00	$300,000.00
3	3.8	Expanded Learning Programs	No	$529,000.00	$529,000.00
3	3.9	National Student Lunch Program (NSLP)	No	$543,875.00	$544,945
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	No		
4	4.1	Parent Communication	No	$97,015.00	$96,296
4	4.2	School Community Events and Celebrations	No	$8,460.00	$8,560

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Programs and Services (PLC)	Yes	$23,212.00	$22,156
4	4.4	Parent School Partnerships	No	$7,136.00	$6,981
4	4.5	Parent Power	No		
5	5.1	Teacher Professional Development & Coaching	Yes	$171,259.00	$167,551
5	5.2	New Staff Professional Development	Yes	$66,587.00	$68,994
5	5.3	Instructional Support Staff Development	Yes	$34,818.00	$33,234
5	5.4	Leadership Development	No	$44,818.00	$43,234
5	5.5	School Culture	No	$2,160.00	$2,520
5	5.6	Credential / Certification Support	Yes	$32,497.00	$31,019
5	5.7	Hiring Strategies	Yes	$157,395.00	$144,184
5	5.8	Compensation & Benefits	Yes	$89,534.00	$78,937

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,613,337	$1,925,618.00	$1,768,173.00	$157,445.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Learner Supports	Yes	$142,808.00	$110,789		
1	1.2	High Quality ELD Curriculum	Yes	$36,993.00	$35,234		
1	1.4	Academic Interventionists	Yes	$268,336.00	$251,770		
2	2.4	Data Strategy	Yes	$62,911.00	$60,184		
2	2.5	Online Platforms & Technology	Yes	$100,379.00	$89,295		
2	2.6	Associate Teachers	Yes	$143,787.00	$146,607		
2	2.7	Broad Course of Study	Yes	$422,393.00	$356,050		
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$107,479.00	$108,379		
3	3.4	Attendance Systems	Yes	$65,230.00	$63,790		
4	4.3	Programs and Services (PLC)	Yes	$23,212.00	$22,156		
5	5.1	Teacher Professional Development & Coaching	Yes	$171,259.00	$167,551		
5	5.2	New Staff Professional Development	Yes	$66,587.00	$68,994		
5	5.3	Instructional Support Staff Development	Yes	$34,818.00	$33,234		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.6**	Credential / Certification Support	Yes	$32,497.00	$31,019		
5	**5.7**	Hiring Strategies	Yes	$157,395.00	$144,184		
5	**5.8**	Compensation & Benefits	Yes	$89,534.00	$78,937		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,060,767	$1,613,337	0%	39.730%	$1,768,173.00	0.000%	43.543%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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