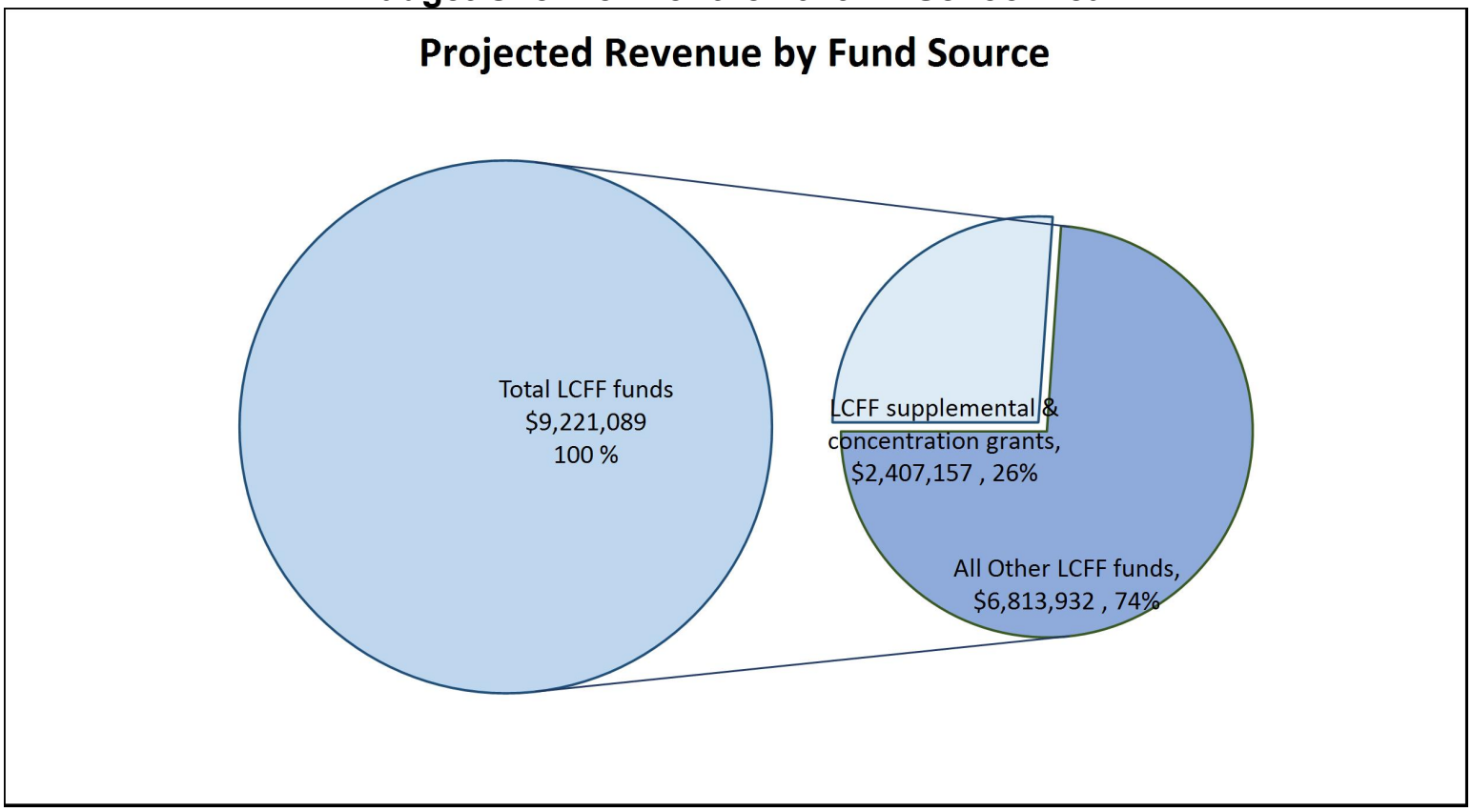
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alianza Charter School
CDS Code: 44-69799-6049829
School Year: 2026-27
LEA contact information:
Veronica Aguilar
Principal
veronica_aguilar@pvusd.net
831.728.6333

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

Budget Overview for the 2026-27 School Year

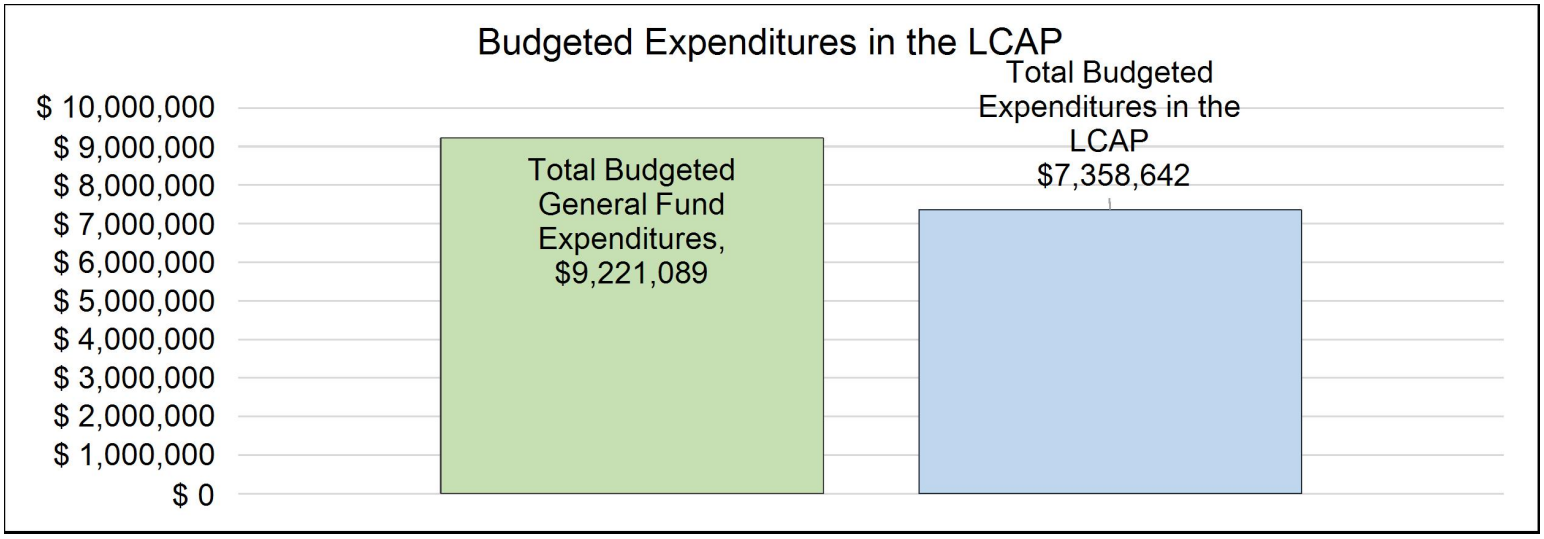


This chart shows the total general purpose revenue Alianza Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alianza Charter School is $9,221,089, of which $9,221,089 is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $9,221,089 in LCFF Funds, $2,407,157 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 Alianza Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alianza Charter School plans to spend $9,221,089 for the 2026-27 school year. Of that amount, $7,358,642 is tied to actions/services in the LCAP and $1,862,447 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP include routine operational costs necessary to maintain the daily functioning of the school, such as utilities, insurance, routine maintenance and repairs, administrative and business services, technology infrastructure, custodial services, substitute costs, special education encroachment, transportation, and other operational expenses. These expenditures support the overall educational program and ensure a safe and effective learning environment for all students but are not directly tied to specific LCAP goals or actions.

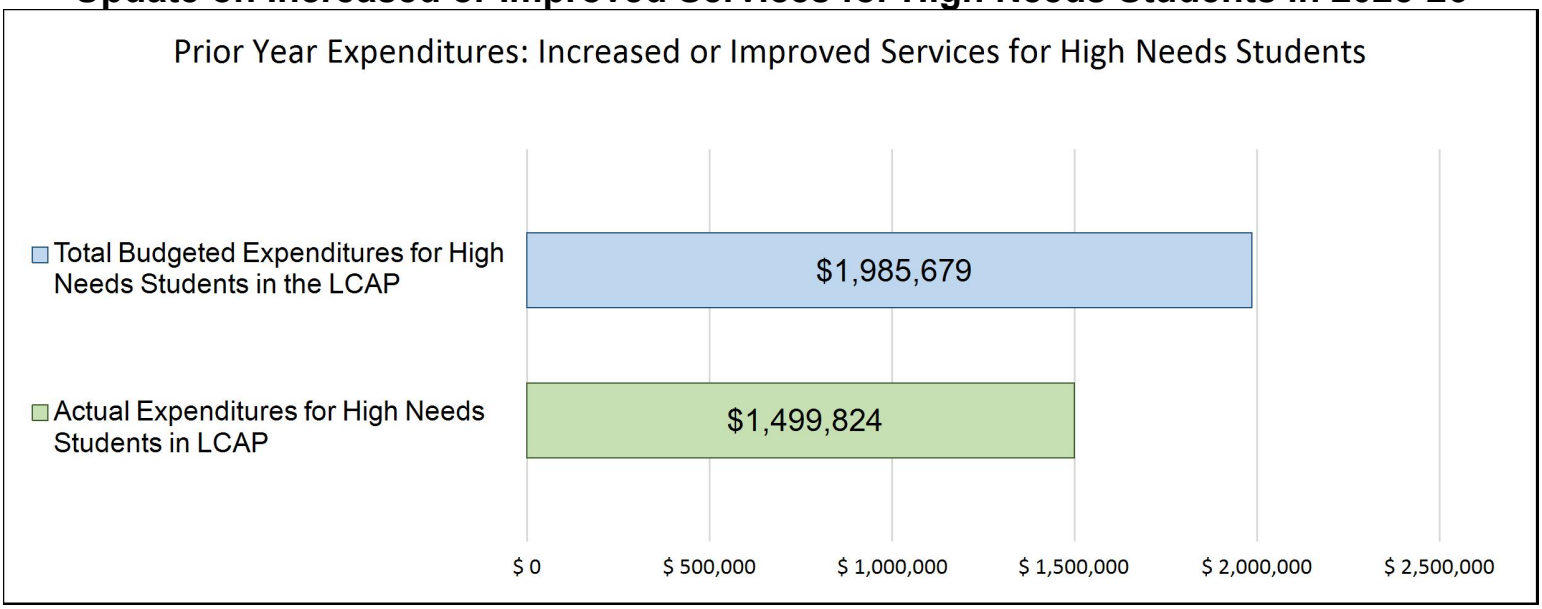
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Alianza Charter School is projecting it will receive $2,407,157 based on the enrollment of foster youth, English learner, and low-income students. Alianza Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Alianza Charter School plans to spend $2,311,272 towards meeting this requirement, as described in the LCAP.

Alianza Charter School is using supplemental and concentration grant funds to provide additional and improved services principally directed toward English Learners, low-income students, and foster youth. Beyond the actions identified in the LCAP, the school continues to invest in bilingual instructional materials, intervention supports, social-emotional services, extended learning opportunities, community school initiatives, family engagement activities, professional development focused on designated and integrated ELD, and staffing that directly supports student achievement and wellness. The school also continues to provide access to counseling services, MTSS interventions, and additional academic supports designed to address the unique needs of high-needs student groups and improve equitable outcomes.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Alianza Charter School's LCAP budgeted $1,985,679 for planned actions to increase or improve services for high needs students. Alianza Charter School actually spent $1,499,824 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $485,855 had the following impact on Alianza Charter School’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily the result of staffing vacancies, delayed hiring timelines, and cost savings in certain budgeted actions and services. Despite spending less than anticipated, Alianza Charter School maintained the implementation of the majority of planned services for high-needs students by reallocating responsibilities among existing staff and leveraging available resources and partnerships. As a result, there was minimal impact on the delivery of services to students. The school continued to provide academic interventions, bilingual supports, social-emotional services, family engagement opportunities, and professional development designed to improve outcomes for English Learners, low-income students, and other high-needs student groups.

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
Alianza Charter School	Veronica Aguilar Principal	veronica_aguilar@pvusd.net 831.728.6333

Plan Summary [2026-27]

General Information

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

Alianza Charter School is a locally funded, K–8 public charter school authorized by the Pájaro Valley Unified School District (PVUSD). Established in 1981 as a desegregation magnet school and converted into a charter framework in 1998, Alianza has spent over four decades serving as a vital "school of choice" for families in Watsonville, California, and the broader Monterey Bay region. Situated in beautiful farmland on the outskirts of Watsonville near the coastal foothills, the single-campus Local Educational Agency (LEA) draws students locally and countywide who are intentionally seeking a high-quality dual-language education.
Our Students and Community:
Alianza Charter School serves approximately 600 to 660 students across grades Kindergarten through 8th grade (with TK/Kindergarten transitions tailored to community needs). The campus embraces a rich cultural identity, with a student body that is predominantly Latino (approximately 97%), mirroring the agricultural heartland of the Pájaro Valley. As a dedicated community school, Alianza actively tailors its resources to support a resilient, high-needs student demographic. Based on recent state indicators, the LEA's student unduplicated pupil percentage (UPP) consistently tracks near 83–85%, signaling a high concentration of student groups requiring targeted academic and socio-emotional support:English Learners (EL): Approximately 40% to 45% of students are classified as English Learners, with a large segment of the remaining population classified as Fluent English Proficient (IFEP/RFEP). Languages spoken primarily include Spanish, alongside indigenous languages such as Mixteco. Socioeconomically Disadvantaged: Roughly 78% to 80% of families qualify for free or reduced-price meals.
Special Populations:
The school provides dedicated services for Students with Disabilities (approx. 8%) and highly responsive programs for Migrant families, homeless youth, and students in transition.

Educational Model:
Two-Way Bilingual ImmersionThe hallmark of Alianza Charter School is its academically rigorous and culturally relevant Two-Way Bilingual Immersion (TWBI) program. The curriculum is deliberately structured to foster bilingualism, biliteracy, and multicultural awareness, ensuring that students achieve high academic mastery of grade-level California Common Core standards in both English and Spanish. Classrooms combine native English speakers and native Spanish speakers, utilizing evidence-based pedagogical frameworks—such as Bridges/CPM for Mathematics and Adelante Benchmark/myView/myPerspectives for Language Arts—to promote peer-to-peer linguistic modeling and mutual cultural respect.
Vision, Mission, and Core Strategic Values Alianza's LCAP goals are fundamentally anchored by its guiding statement: "A bilingual world starts here."Mission Statement: The mission of Alianza Charter School is to educate students to embrace and improve the world in which they live. We do this through our academically rigorous and culturally relevant Two-Way Bilingual Immersion Program. The Alianza community promotes social justice, inspires creativity, challenges intellect, melts boundaries, and nurtures potential. To realize this vision and align with PVUSD's overarching strategic goals, Alianza focuses its LCAP resource allocation around five core value areas:Being Bilingual & Biliterate: Instilling global awareness, linguistic versatility, and foundational confidence in two languages.Academic Achievement: Driving critical thinking and mastery of standards in both English and Spanish, with targeted academic interventions to bridge learning gaps for student subgroups.Celebrating Culture: Fostering a campus environment of mutual acceptance, inclusion, and deep respect for the diverse backgrounds of our community.Student Pride & Citizenship: Encouraging leadership, emotional resilience, social-emotional learning (SEL), and collaborative conflict resolution.Parents as Partners: Elevating the voices of families, establishing open communication, and empowering parents as active co-leaders in the school's governance and daily community life.Through the strategic deployment of Local Control Funding Formula (LCFF) resources, Alianza Charter School continues to prioritize reducing chronic absenteeism, strengthening tier-1 instructional support for students with disabilities, and expanding its expanded learning/after-school safety and enrichment programs to ensure every child thrives.

Reflections: Annual Performance

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

Comprehensive Performance Overview
An analysis of recent performance metrics from the California School Dashboard reveals critical challenges for Alianza Charter School. The school currently faces systemic performance gaps across academic achievement indicators, student subgroup outcomes, and campus climate metrics. These data points collectively underscore the need for targeted, evidence-based interventions and the strategic allocation of Local Control Funding Formula (LCFF) resources to promote comprehensive improvement.
Academic Achievement & Performance Gaps
A primary area of concern is standard-level mastery within the core academic subject areas, which both sit at an Yellow performance level even though they exhibit a positive upward trend from the previous evaluation cycle.
English Language Arts (ELA): 42.49% of students are currently meeting or exceeding standards.
Mathematics: Achievement is critically low, with only 27.72% of students demonstrating grade-level standard proficiency.
Student Subgroup Vulnerabilities
When the state assessment data is disaggregated, significant equity gaps emerge. These require urgent instructional modifications and tiered support systems:

Students with Disabilities (SWD): This student population is performing at the Orange level—the lowest performance tier on the California Dashboard—in both ELA and Mathematics.
Socioeconomically Disadvantaged, English Learners, and Hispanic Students: Each of these core student demographics is clustered uniformly at the Yellow performance level across both academic metrics, indicating wide-scale, school-wide academic needs.
Differentiated Assistance & Long-Term English Learners (LTELs)
Due to stagnant growth outcomes among vulnerable language-acquisition groups, Alianza Charter School has been placed in Differentiated Assistance by the Santa Cruz County Office of Education. This identification is driven specifically by the outcomes of Long-Term English Learners (LTELs), who scored in the Orange category due to insufficient progress toward English language proficiency. Resolving this requires immediate, robust adjustments to integrated and designated English Language Development (ELD) frameworks.
English Learner Progress & Reclassification
Compounding the challenges in language development, only 48.1% of all English Learners are meeting their state-defined annual progress targets toward English proficiency. While the current reclassification rate sits at 23%, the slow rate of English Language Proficiency Assessments for California (ELPAC) advancement highlights a need for structural revisions within the Two-Way Bilingual Immersion framework to better transition students into academic fluency.
School Climate and Engagement Metrics
To maximize academic growth, the school must simultaneously resolve persistent attendance and engagement barriers:
Chronic Absenteeism: The school’s chronic absenteeism rate remains high at 21.2% (classified at the Orange level), which disrupts instructional continuity.
Suspension Rates: Although the absolute suspension rate remains commendably low at 0.2%, it has registered a slight year-over-year increase, signaling a need to reinforce school-wide positive behavioral interventions and supports (PBIS) and restorative justice practices.
Summary of Strategic Priorities for the LCAP
To drive institutional improvement and fulfill its vision of biliteracy and social justice, Alianza's upcoming LCAP will center resources on three priority areas:
Priority Area
Targeted Strategic Interventions
Tiered Academic Interventions
Deploying intensive, structured mathematics and ELA interventions specifically designed for Students with Disabilities and underperforming subgroups to arrest the downward trend.
Targeted LTEL & EL Support
Restructuring integrated and designated ELD blocks, incorporating specialized curriculum adjustments for Long-Term English Learners, and enhancing monitoring tools in collaboration with County Office partners.
Attendance & Climate Cultivation
Expanding proactive, family-aligned attendance campaigns to reduce the 21.2% chronic absenteeism rate while strengthening socio-emotional learning (SEL) to support a positive campus climate.

Reflections: Technical Assistance

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

Differentiated Assistance Update: Long-Term English Learners (LTELs)
Identification and Response to LTEL Needs in Mathematics and English Language Arts
During the 2024–2025 school year, Alianza Charter School was identified for Differentiated Assistance based on the performance outcomes of our Long-Term English Learners (LTELs) in Mathematics and English Language Arts. In response, we partnered closely with the Santa Cruz County Office of Education (COE) to engage in a comprehensive improvement process focused on increasing achievement and ensuring equitable outcomes for our multilingual learners.
As a TK–8 Dual Language Immersion school, Alianza is committed to developing bilingualism, biliteracy, academic excellence, and cross-cultural competence for all students. The Differentiated Assistance process provided an opportunity to closely examine the effectiveness of our instructional practices and systems of support for LTELs.
Continuous Improvement Process
Throughout the year, the Santa Cruz COE provided technical assistance and facilitated collaborative work with school staff and leadership. The Differentiated Assistance team, consisting of the Principal, Assistant Principal, Resource Teacher, and Tier III support team, worked alongside teachers and educational partners to analyze student performance data and identify areas for improvement.
This process included:
Analysis of state and local assessment data in Mathematics and English Language Arts.
Review of English Learner progress and reclassification data.
Examination of disaggregated student achievement data.
Collection of staff feedback and classroom observations.
Root cause analysis to identify instructional and systemic barriers impacting LTEL achievement.
Through this collaborative process, several key needs emerged, including the need for increased targeted intervention support, stronger academic language development across content areas, and more systematic use of student data to guide instructional decision-making.
The findings informed the development of strategic actions and services that have been incorporated into Alianza Charter School's 2025–2026 Local Control and Accountability Plan (LCAP).
Key Actions for 2025–2026
Goal 1: Improve Academic Outcomes in Mathematics and English Language Arts for Long-Term English Learners
Expanded Intervention Support
Objective: Provide targeted academic support to LTELs and other students performing below grade level in Mathematics and English Language Arts.
Action: Alianza will continue to invest in intervention services through dedicated intervention teachers, instructional support personnel, and small-group instruction. These services will focus on addressing skill gaps while accelerating student access to grade-level standards and rigorous academic content.
Strengthening Academic Language Development
Objective: Increase students' proficiency in academic language and improve access to grade-level content in both English and Spanish.
Action: Teachers will implement evidence-based instructional strategies that support language development, academic discourse, reading comprehension, and writing across content areas. Instruction will emphasize the development of biliteracy and academic vocabulary within our Dual Language Immersion program.
Goal 2: Strengthen Instructional Practices Schoolwide

Professional Learning for LTEL Success
Objective: Build staff capacity to effectively support Long-Term English Learners and multilingual students.
Action: Teachers and instructional staff will participate in ongoing professional development focused on designated and integrated English Language Development (ELD), effective strategies for LTELs, academic language development, and best practices for Dual Language Immersion instruction.
Collaborative Data Cycles and Planning
Objective: Improve instructional decision-making through consistent analysis of student achievement data.
Action: Grade-level and department teams will engage in structured collaborative planning and data review cycles. Teams will monitor student progress, identify trends, adjust instruction, and develop targeted supports for students requiring additional intervention.
Goal 3: Maintain Continuous Improvement Through Partnership and Monitoring
Ongoing Collaboration with Santa Cruz County Office of Education
Objective: Ensure the successful implementation and evaluation of improvement efforts.
Action: Alianza will continue its partnership with the Santa Cruz County Office of Education to receive technical assistance, facilitate professional learning opportunities, and support leadership in monitoring the effectiveness of interventions and instructional practices designed to improve LTEL outcomes.
Progress Monitoring and Accountability
Objective: Evaluate the effectiveness of improvement efforts and ensure continuous growth.
Action: School leadership will regularly review academic, language proficiency, and intervention data to monitor progress toward LCAP goals. Findings will be used to refine programs, allocate resources strategically, and ensure that supports remain responsive to student needs.
Conclusion
Alianza Charter School remains committed to improving outcomes for our Long-Term English Learners and ensuring all students have access to a high-quality, equitable education. Through targeted interventions, strong instructional practices, ongoing professional learning, and continued collaboration with the Santa Cruz County Office of Education, we will work to eliminate barriers to achievement and accelerate student success in Mathematics, English Language Arts, and bilingual development. These efforts align with our mission as a TK–8 Dual Language Immersion school and our commitment to preparing all students for future academic success.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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

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

The adopted Local Control and Accountability Plan (LCAP) reflects Alianza's commitment to shared leadership and collaborative decision-making. The plan was developed through meaningful engagement with educational partners, including teachers, parents, students, and community members, whose perspectives helped shape both the priorities and actions outlined in the final LCAP.

Through this collaborative process, teachers identified the need for targeted academic interventions, strengthened school safety practices, increased support for social-emotional learning, and deeper family engagement. Their input informed key strategies designed to create a safe, supportive, and engaging learning environment where all students can thrive.

Parents emphasized the importance of addressing student learning loss through intervention programs, expanded summer learning opportunities, and access to enrichment experiences such as music, art, and other extracurricular activities. They also highlighted the need for enhanced classroom technology and digital learning tools to support learning both at school and at home. These priorities are reflected throughout the LCAP's investments in academic support, enrichment programming, and technology integration.

Students shared their desire for a more engaging and well-rounded educational experience, including increased access to arts, music, and enrichment opportunities. Their voices helped shape actions that promote student engagement, creativity, and a positive school experience.

The final LCAP represents the collective vision of the Alianza community. By valuing and incorporating the contributions of teachers, parents, students, and other educational partners, Alianza has developed a plan that is responsive to community needs, aligned with shared goals, and focused on improving outcomes and opportunities for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the academic achievement of all students through our Two Way Bilingual Immersion Program, effective instruction, engaging curriculum and aligned assessments. (2,4,5,7,8)	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.

The Local Education Agency (LEA) has developed this goal to support the unique commitment of parents and students at Alianza Charter School to the Two Way Bilingual Immersion Program. Parents have chosen Alianza for their children with the intention of them becoming bilingual and bi-literate in both Spanish and English. This commitment is matched by the school's dedication to providing effective instruction, an engaging curriculum, and assessments to ensure students reach grade level and are prepared for college and career readiness. Additionally, the Dual Language Program is recognized as the best model to meet the needs of the school's English Language Learner population, making it essential for fulfilling the educational goals of all students at Alianza.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA	Reading Grade 3= 41%ile Grade 4 = 32%ile Grade 5 =36%ile Grade 6 = 46%ile Grade 7 = 45%ile Grade 8= 41%ile Math Grade 3= 20%ile Grade 4 = 19%ile Grade 5 =38%ile Grade 6 = 34%ile	Reading Grade 3= 40%ile Grade 4 = 43%ile Grade 5 =55%ile Grade 6 = 47%ile Grade 7 = 49%ile Grade 8= 37%ile Math Grade 3= 49%ile Grade 4 = 41%ile Grade 5 =48%ile Grade 6 = 43%ile	Reading Grade 3= 40%ile Grade 4 = 49%ile Grade 5 =53%ile Grade 6 = 63%ile Grade 7 = 53%ile Grade 8= 50%ile Math Grade 3= 47%ile Grade 4 = 48%ile Grade 5 =49%ile Grade 6 = 50%ile	Reading Grade 3= 65%ile Grade 4 = 65%ile Grade 5 =65%ile Grade 6 = 65%ile Grade 7 = 65%ile Grade 8= 65%ile Math Grade 3=65%ile Grade 4 = 65%ile Grade 5 =65%ile Grade 6 = 65%ile	Reading Grade 3=-1 Grade 4 = 17 Grade 5 =17 Grade 6 = 17 Grade 7 = 8 Grade 8= 9 Math Grade 3= 27 Grade 4 = 29 Grade 5 =11 Grade 6 = 16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7 = 49%ile Grade 8= 42%ile	Grade 7 = 32%ile Grade 8= 29%ile	Grade 7 = 40%ile Grade 8= 33%ile	Grade 7 = 65%ile Grade 8= 65%ile	Grade 7 = -9 Grade 8= -9
1.2	CAASPP	ELA-36.36% Math-26.04%	ELA-34.53% Math-24.56%	ELA-42.49% Math-27.72%	ELA-60% Math-60%	ELA= 6.13 Math= 1.68
1.3	ELPAC	Reading= 10.96% Well Developed Writing= 23.26% Well Developed Listening=33.22% Well Developed Speaking=51.50% Well Developed	Reading= 4.33% Well Developed Writing= 11.55% Well Developed Listening=27.44% Well Developed Speaking=41.52% Well Developed	Reading= 4.33% Well Developed Writing= 11.55% Well Developed Listening=27.44% Well Developed Speaking=41.52% Well Developed	Reading= 30% Well Developed Writing= 30% Well Developed Listening=50% Well Developed Speaking=70% Well Developed	Reading= -6.63 Writing= -11.71 Listening=-5.78 Speaking=-9.98
1.4	EDL K-3	Spanish Reading k=18% 1=38.75% 2=45% 3=44%	Spanish Reading k=20% 1=41% 2=48% 3=51%	Spanish Reading k=65% 1=64% 2=67% 3=68%	Spanish Reading k=50% 1=50% 2=75% 3=75%	Spanish Reading k=47% 1=26% 2=22% 3=24%

Goal Analysis [2025-26]

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

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

We are pleased to report that the overall goal was implemented at Alianza Charter School. However, there was one substantive difference between the planned and actual implementation. The school initially planned to hire a dedicated Math Intervention Teacher to support students struggling with grade-level standards. Unfortunately, this position was not approved by the District. In response, we adapted by utilizing teachers with open blocks to provide targeted math intervention. While this alternative allowed us to offer support to students, it presented scheduling challenges and lacked the consistency that a dedicated intervention teacher would have provided. A key success was the staff's flexibility and collaboration in adjusting schedules to prioritize student needs despite limited resources.

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.

The most significant material difference in expenditures arose from the inability to hire the Math Intervention Teacher as originally budgeted. As a result, funds allocated for salary and benefits for that role were not fully spent. Instead, the school redirected a portion of those funds toward compensating teachers providing intervention during open blocks, as well as toward supplemental instructional materials and

progress-monitoring tools. While this adjusted use of funds allowed for some continued support, the shift likely reduced the potential impact and scope of improved services compared to what was originally planned.

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

The alternative intervention structure had mixed effectiveness. While we were able to reach students in need through teacher-led intervention blocks, the lack of a dedicated intervention specialist limited consistency and progress monitoring. Students received fragmented support depending on availability, and intervention strategies varied between providers. Data indicates that overall academic achievement in Math and ELA decreased slightly, suggesting that the support provided was insufficient to drive significant gains. However, the efforts still offered targeted help to students and allowed us to maintain some level of intervention despite staffing limitations.

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 this year's experience, we will revise our approach to academic intervention for the coming year. Recognizing the limitations of relying on teacher availability, we plan to advocate more strongly for the approval of a dedicated Math Intervention Teacher. If that is not possible, we will implement a structured intervention block within the master schedule to ensure consistent time and staffing. Additionally, we will strengthen progress-monitoring systems and provide targeted training to staff delivering intervention to ensure a more consistent and data-driven approach. Metrics and targets will be refined to better capture progress among student subgroups, especially Long-Term English Learners and students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Teacher(s)	2-1.70 FTE credentialed teacher(s) to support K-5 students who are below grade level in Spanish and English literacy.	$275,861.00	Yes
1.2	Professional Development	Through workshops, conferences, release by subs, coaching, observing, contracting with consultants, online resources, etc. in the areas of: visual and performing arts, physical education, language arts, mathematics, science and social studies.	$36,911.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Purchase consumables/digital access for all comprehensive academic programs	Replenish consumables/manipulatives for all comprehensive academic programs to better meet the needs of our student population and increase achievement.	$35,000.00	Yes
1.4	Purchase Digital Licenses	Purchase licenses for supplemental resources to support student achievement in physical education, visual and performing arts, language arts, math, science and social studies.	$16,000.00	No
1.5	Technology Support Technician	Hire a tech support person for 2 days a week.	$55,000.00	No
1.6	Literacy Coach	30% Literacy Coach to support teacher and students in the MTSS Tier II-III process	$57,250.00	No
1.7	Transportation	Provide transportation to and from school for students.	$500,000.00	Yes
1.8	Math Intervention Teacher		$180,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, bilingual/biliterate, culturally proficient and diverse.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of employing highly qualified, effective, and bilingual teachers and staff due to several compelling reasons aligned with the specific needs and demographics of Alianza's student population. Alianza's Two Way Bilingual Program necessitates educators who are proficient in both languages to ensure effective teaching and learning in a bilingual setting. Furthermore, extensive research underscores the importance of a demographic match between teachers and students, particularly in high-poverty areas with significant at-risk student populations, as it leads to improved educational outcomes (e.g., Ogbu, 1992).

This is especially pertinent for Alianza, where a substantial majority of the students face socio-economic challenges—79.7% of the students are socioeconomically disadvantaged, 51.3% are English Learners, and 97.8% are Latino. Given these demographics, having teachers who share similar racial and ethnic backgrounds with the students can provide positive role models, enhance cultural understanding, and improve communication, all of which contribute to better educational experiences and outcomes for the students. Thus, Alianza's commitment to hiring bilingual, highly qualified teachers is driven by the goal of fostering an educational environment that is responsive to the needs and backgrounds of its diverse student body.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Staffing Review – Highly Qualified BCLAD/Bilingual Teachers	87.5 % Highly Qualified BCLAD/Bilingual Teachers	85.30% Highly Qualified BCLAD/Bilingual Teachers	94.12% Highly Qualified BCLAD/Bilingual Teachers	100% Highly Qualified BCLAD/Bilingual Teachers	6.62%
2.2	Annual Staffing Review – Fully Credentialed & Highly Qualified Single	83% Fully Credentialed & Highly Qualified Single	97% Fully Credentialed &	100%Fully Credentialed &	100% Fully Credentialed &	17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Subject, release, & intervention teachers	Subject, release, & intervention teachers	Highly Qualified Single Subject, release, & intervention teachers	Highly Qualified Single Subject, release, & intervention teachers	Highly Qualified Single Subject, release, & intervention teachers	
2.3	Annual Staffing Review – Fully Credentialed Teachers at All Grade Levels	96.875% Fully Credentialed Teachers at All Grade Levels	94.11% Fully Credentialed Teachers at All Grade Levels	100%% Fully Credentialed Teachers at All Grade Levels	100% Fully Credentialed Teachers at All Grade Levels	3.13%

Goal Analysis [2025-26]

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

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

The implementation of this new goal at Alianza Charter School was successfully launched, with several key actions initiated to support academic progress and program evaluation. Intervention support in math was provided using teachers with open blocks, allowing for targeted assistance to students needing additional help. Our leadership teams conducted a comprehensive internal evaluation of our Two-Way Bilingual Program, generating valuable insights that will inform future instructional planning. Additionally, professional development was implemented using funds from a different goal, ensuring staff received meaningful training opportunities without duplicating expenditures. Overall, implementation reflected strong collaboration, adaptability, and a commitment to addressing student needs.

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

There were material differences in expenditures related to this goal. First, we did not expend the budgeted funds for the New Teacher Project, as those costs were covered by the District. Second, professional development originally tied to this goal was instead funded through a different goal, resulting in no actual expenditure from this goal's budget for that purpose. Lastly, the planned evaluation of the Two-Way Bilingual Program by an external agency was conducted internally by our leadership teams. As a result, actual expenditures were significantly lower than originally budgeted, while key activities were still accomplished.

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

The actions implemented under this goal have been moderately effective to date. The use of open block periods for math intervention enabled some level of targeted support, though this model has limitations in consistency and depth. The internal evaluation of the Two-Way Bilingual Program by school leadership was thorough and reflective, providing actionable insights for program improvement. Although

professional development under this goal was not funded directly, staff participated in relevant training through other initiatives, which helped support instructional growth. Overall, while there is more work to be done, the goal has laid a solid foundation for continued progress.

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.

Moving forward, we plan to strengthen our intervention structure by exploring the addition of a dedicated Math Intervention Teacher or building a consistent intervention block into the master schedule. We also plan to refine our metrics to better track the impact of bilingual instruction and student progress in both English and Spanish literacy. While internal evaluation of the Two-Way Bilingual Program was productive, we will consider combining this process with periodic external reviews in the future. These reflections have helped us adjust our approach to ensure our actions more directly impact student learning and program quality.

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	Staffing Commitments	Employ highly qualified, bilingual credentialed classroom teachers.	$3,971,229.00	No
2.2	Instructional Assistants	Hire 2 full time instructional assistants to support reading intervention (acceleration) and the Kinder Program and hire 2-3.75 instructional assistants to support other grades.	$190,000.00	Yes
2.3	Building Staff Collaborative Capacity	Teachers rotating through different leadership teams. These leadership teams are guided by our Charter Strategic Plan to help keep us on track with meeting our yearly goals. Supplemental pay needed for teaching staff that work outside of the contract hours.	$19,500.00	Yes
2.4	New Teacher Project	Provide support for new teachers during their first two years of employment.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Social/Emotional Support	This would include trauma informed training, PBIS, QSA club, spectra arts, keynote speakers & curriculum and professional development for school staff to better meet the needs of our students' diverse needs.	$8,000.00	Yes
2.6	Professional Development	Provide staff with professional development for current curriculum and professional growth (conferences, teaching strategies, school visits, etc).	$36,000.00	Yes
2.7	Evaluation of the Two-way Bilingual Program	Hire TWBI consultant to guide current administrators and teaching staff in continuing Alianza's adherence to the guiding principles of a two way dual language immersion school.	$0.00	No
2.8	Mentoring and professional development for administrators	Assist administrators in gaining the skills needed to effectively lead a charter school.	$7,000.00	No
2.9	Teachers for classroom size commitment	Hire the number of teachers necessary to maintain smaller class sizes to reflect our charter.	$1,030,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure that the school learning environment is safe, caring, healthy and supportive of learning for the entire school community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of advancing Social and Emotional Learning (SEL) to promote educational equity and excellence. This commitment stems from the understanding that SEL fosters authentic partnerships among schools, families, and communities, which are essential for creating learning environments that are inclusive, supportive, and conducive to the overall development of students.

SEL is pivotal in establishing learning environments characterized by trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. By prioritizing SEL, the LEA aims to address various forms of inequity, ensuring that all students, regardless of their background, have access to high-quality educational experiences.

Moreover, SEL empowers both young people and adults to collaboratively build thriving schools and contribute to the creation of safe, healthy, and just communities. This approach not only enhances the educational experiences of students but also prepares them to be active, empathetic, and responsible members of society. Therefore, the LEA's goal of integrating SEL is fundamentally about fostering a holistic educational environment that supports the academic, social, and emotional growth of every student, thereby contributing to a more equitable and just educational system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Profile Report from Synergy.	Whole School Attendance %: 93.3%	Whole School Attendance %: 93.25%	Whole School Attendance %: 94.65%	Whole School Attendance %: 98%	1.35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Chronic Absentees Report from Synergy.	22.29% Chronically absent	21.18% Chronically absent	14.85% Chronically absent	5% Chronically absent	-7.44%
3.3	Total Suspensions	Suspensions: 3	Suspensions: 13	6	Suspensions: 0	3
3.4	Youth Truth Survey for students, parents and staff	Staff Engagement = 93%ile Relationships = 86%ile Culture = 66%ile Parents Engagement =65%ile Relationships = 84%ile Culture = 77%ile Students Engagement =46%ile Relationships = 37%ile Culture - 40%ile Belonging & Peer Collaboration-49%ile	Staff Engagement =94%ile Relationships = 86%ile Culture = 83%ile Parents Engagement = 67%ile Relationships =81%ile Culture = 81%ile Students Engagement =58%ile Relationships =58%ile Culture = 75%ile Belonging & Peer Collaboration=84%ile	Staff Engagement =97%ile Relationships = 97%ile Culture = 83%ile Parents Engagement = 65%ile Relationships =84%ile Culture = 74%ile Students Engagement =50%ile Relationships =48%ile Culture = 35%ile Belonging & Peer Collaboration=61%ile	Staff Engagement =95%ile Relationships = 95%ile Culture =95%ile Parents Engagement =80%ile Relationships =80%ile Culture =80%ile Students Engagement =75%ile Relationships =75%ile Culture =75%ile Belonging & Peer Collaboration=75%ile	Staff Engagement = 4% Relationships =11% Culture = 0% Parents Engagement = 0% Relationships =-0%ile Culture =-3%ile Students Engagement =4%ile Relationships =11%ile Culture =-5%ile Belonging & Peer Collaboration=12%ile
3.5	Teacher Retention Rate	91.43 % teacher retention rate	97 % teacher retention rate	98	95% teacher retention rate	5 % teacher retention rate

Goal Analysis [2025-26]

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

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

The implementation of this goal at Alianza Charter School was carried out as planned and aligned with our commitment to fostering a positive, inclusive, and supportive school climate. Throughout the year, staff implemented strategies and structures to ensure that the school environment remained safe, caring, and conducive to learning for all students and adults. This included consistent schoolwide expectations, the use of restorative practices, access to counseling and wellness supports, and family engagement initiatives. One of the key successes has been the overall stability and warmth of our school climate, as evidenced by low suspension rates and high levels of student-teacher connection. While challenges included maintaining consistent behavioral expectations across classrooms and responding to the social-emotional needs of students post-pandemic, staff remained committed and collaborative in addressing these needs.

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

There were no significant material differences between budgeted and actual expenditures for this goal. All funds were used as intended to support programs, services, and staffing that contributed to a safe, caring, and supportive learning environment. Similarly, the estimated percentage of improved services aligned with our plan, with all student groups benefiting equitably from the actions and resources implemented under this goal.

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

The actions implemented have been effective in supporting the intended goal. The school experienced a low suspension rate and improvements in student engagement and teacher-student relationships. Initiatives such as social-emotional learning (SEL), restorative circles, and counseling support have contributed to a positive campus culture. Staff have consistently modeled care, responsiveness, and high expectations, creating an environment in which students feel supported and seen. While there is always room for growth in consistent implementation and deepening trauma-informed practices, our current efforts have led to noticeable improvements in the overall climate and sense of belonging.

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

The goal itself will remain the same for the coming year; however, we plan to build upon the successful professional development provided by the Santa Cruz County Office of Education by offering ongoing learning opportunities in culturally responsive teaching, trauma-informed practices, and equity-based behavior support. We also plan to refine our metrics by including more consistent student and staff climate surveys, as well as tracking participation in wellness services. These refinements are a result of staff feedback and reflections on what has made the most meaningful impact in improving the school environment.

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	Campus Safety Supervisor and yard supervisors	Employ a campus safety supervisor and yard supervisors to: Provide safety and security for students, staff, parents, and community members on and around school grounds, support administration and staff with discipline system and policies, help maintain the discipline database and manage electronic referrals, supervise and organize after school detentions, help administration manage and organize yard duty supervisors before school and during the lunch period. This may include security training to improve supervision on our site.	$130,000.00	No
3.2	School Counselor	Employ a school counselor to counsel individuals and small groups of children towards social and emotional growth. Consult with and train teachers, parents and staff regarding children's needs. Attend SSTs and other leadership team meetings as needed.	$130,000.00	Yes
3.3	Athletic Director	Hire an athletic director that will organize and plan the Coyote after school sports program.	$5,000.00	No
3.4	Safety Plan	Yearly update and review of the safety plan to keep students and staff safe at school when a school-based emergency occurs.	$0.00	No
3.5	PBIS	Training and material for the multi-tiered student support systems to support our MTSS process.	$7,000.00	No
3.6	Extended Leadership	Stipends or supplemental pay to individuals for work in the following areas: Technology Liaison Position to participate in District Technology Support program and Design, build, develop, and maintain a web page; PBIS leads and committees to support the work of PBIS implementation.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Two full time custodians		$249,239.00	No
3.8	Playworks	Implement Playworks during recess to create a safer learning and playing invioronent for all our students.	$12,000.00	No
3.9	Attendance Campaign	Launch an attendance campaign in collaboration with Pajaro Valley School District	$10,000.00	No
3.10	Community School Specialist		$127,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent engagement in their child's education and support greater levels of parent leadership.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of enhancing parent engagement because of the critical role that parental involvement plays in student success. When parents are actively involved in their children's education, students tend to take more responsibility for their learning, leading to heightened accountability and improved academic performance. Additionally, when students communicate with their parents for help, it fosters better family communication, which can strengthen the parent-student relationship.

Alianza is dedicated to partnering with parents throughout their children's educational journey. This commitment stems from the understanding that supporting parent engagement not only contributes to significant academic gains for students but also enhances their social-emotional well-being. By fostering a collaborative environment where parents are integral to the educational process, Alianza aims to create a supportive network that benefits both students and their families.

Therefore, the LEA's goal of promoting parent engagement is designed to ensure that students have a comprehensive support system that aids their academic achievements and personal development. This holistic approach underscores the importance of family involvement in education, recognizing that such partnerships are vital for nurturing well-rounded, successful students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Youth Truth Survey	Staff Engagement = 93%ile Relationships = 86%ile Culture = 66%ile	Staff Engagement = 94%ile Relationships = 86%ile	Staff Engagement =97%ile Relationships = 97%ile	Staff Engagement = 95%ile Relationships = 95%ile	Staff Engagement = 4% Relationships =11% Culture = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents Engagement = 65%ile Relationships =84%ile Culture =77%ile Students Engagement =46%ile Relationships = 37%ile Culture =40%ile Belonging & Peer Collaboration=49%ile	Culture = 83%ile Parents Engagement = 67%ile Relationships = 81%ile Culture = 81%ile Students Engagement =58%ile Relationships = 58%ile Culture = 75%ile Belonging & Peer Collaboration=84%ile	Culture = 83%ile Parents Engagement = 65%ile Relationships =84%ile Culture = 74%ile Students Engagement =50%ile Relationships =48%ile Culture = 35%ile Belonging & Peer Collaboration=61%ile	Culture = 95%ile Parents Engagement = 80%ile Relationships =80%ile Culture =80%ile Students Engagement =75%ile Relationships =75%ile Culture =75%ile Belonging & Peer Collaboration=75%ile	Parents Engagement = 0% Relationships =-0%ile Culture =-3%ile Students Engagement =4%ile Relationships =11%ile Culture =-5%ile Belonging & Peer Collaboration=12%ile
4.3	Parent Square Traffic	Average 30%	Average 50%	Average 78%	75% average	49%
4.4	Parent Conferences	Average 75 % of Parent participation.	Average 80 % of Parent participation.	Average 91% of Parent participation.	Average 85 % of Parent participation.	16%

Goal Analysis [2025-26]

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

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

This goal was implemented to the best of our ability at Alianza Charter School. We focused on increasing parent engagement by offering consistent communication, family events, and opportunities for parent involvement through school-based decision-making bodies such as ELAC (English Learner Advisory Committee) and the Alianza Governing Council. These spaces provided parents with a voice in school planning and decision-making and helped build stronger home-school partnerships. However, we were unable to identify or access external training or conferences specifically focused on parent leadership development. Despite this limitation, parents actively participated in the committees we were able to offer, and many expressed increased confidence in engaging with school-related topics and contributing to discussions.

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

There were no significant material differences between budgeted and actual expenditures for this goal. Funds were used as planned to support parent communication systems, school events, and meeting facilitation. However, the funds intended for parent leadership training or conferences remained largely unused due to the lack of available programs. As a result, while general parent engagement services met expectations, the planned percentage of improved services specific to parent leadership development was lower than anticipated.

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

Efforts to increase parent engagement were effective — families participated in meetings, school events, and expressed appreciation for increased communication and accessibility. The formation and operation of ELAC and the Governing Council gave parents meaningful ways to engage and provide input on school decisions. However, efforts to increase parent leadership development were limited in effectiveness due to the unavailability of external training opportunities. While participation in site-based leadership groups was strong, we recognize that targeted leadership training would further empower parents to take on broader advocacy and leadership roles within the school and beyond.

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 this year's experience, we plan to continue supporting parent participation in ELAC and the Governing Council while actively seeking partnerships or resources (such as county or nonprofit-led trainings) to provide structured parent leadership development. Additionally, we will revise our metrics to reflect both general engagement (e.g., event attendance, feedback participation) and leadership involvement (e.g., holding office in committees, facilitating discussions). We also aim to provide internal workshops that build parent confidence in leadership roles if external opportunities remain unavailable. These changes are designed to make the goal more attainable and better aligned with community needs.

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	Community Liaison	Liaison will support parent participation and engagement, parent communication, facilitate parent access to community resources (counseling, legal aid, immigration support, enrollment, and housing), kinder registration (mandatory meetings, lottery and orientation), organize meetings (food, beverages, and child care, translation services), and documentation.	$118,152.30	No

Action #	Title	Description	Total Funds	Contributing
4.2	Parent Leadership	Maintain and support a variety of ways that parents can be involved in their child's education in leadership groups and volunteering in classrooms, on field trips, and other school activities.	$7,000.00	No
4.3	Parent Meeting Support	Provide the following support for each parent meeting: childcare, light snacks and beverages, translation, and transportation services; Supplemental pay for teachers who provide Parent Workshops, input sessions and informational meetings; Create agendas, sign-in sheets, and meeting flyers (with administrative support).	$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTELs).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of reclassifying students as fully English proficient to significantly enhance their educational opportunities and future success. Reclassification changes various aspects of a student's educational environment, particularly at the high school level, where it can place students on an academic track that provides better access to resources and opportunities that prepare them for postsecondary education.

For Alianza, reclassification is a critical step in shaping students' academic trajectories. By ensuring that students are reclassified as fully English proficient by the time they graduate from 8th grade, Alianza aims to set them up for success in high school and beyond. This commitment is rooted in the belief that students who are proficient in English have a greater chance of excelling academically, which in turn increases their readiness for college and careers.

Alianza's dedication to this goal means that students will have more choices and opportunities when they graduate from high school, allowing them to pursue higher education and various career paths. Ultimately, reclassification is about providing students with the tools and opportunities they need to thrive academically and professionally, ensuring they are well-prepared for their future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELPAC	Reading= 10.96% Well Developed Writing= 23.26% Well Developed	Reading= 4.33% Well Developed Writing=11.55 % Well Developed	Reading=5.95% Well Developed Writing=2.78 % Well Developed	Reading= 30% Well Developed Writing= 30% Well Developed	Reading= -5.01% Well Developed Writing=- 20.48% Well Developed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Listening=33.22% Well Developed Speaking=51.50% Well Developed	Listening=27.44% Well Developed Speaking=41.52% Well Developed	Listening=27.38% Well Developed Speaking=36.90% Well Developed	Listening=50% Well Developed Speaking=70% Well Developed	Listening=-5.84% Well Developed Speaking=-14.6% Well Developed
5.2	Reclassification	21% reclassified	22%	23%	30% reclassification	2%

Goal Analysis [2025-26]

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

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

This goal was partially implemented during the year. While we were not able to purchase a designated ELD program as initially planned, we began foundational work to strengthen our schoolwide approach to English Language Development. We established a partnership with the Santa Cruz County Office of Education to begin focused work on improving outcomes for English Learners. This included taking a deep dive into student data, identifying gaps in instruction, and beginning plans to train staff on the ELD Roadmap and evidence-based strategies that support English language acquisition. A key challenge was the delay in securing an ELD curriculum, but the collaborative work with the County Office has laid a strong foundation for long-term improvement and sustainable instructional shifts.

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

There were material differences between the budgeted and actual expenditures, as the planned purchase of an ELD curriculum did not take place. Additionally, professional development costs were lower than expected, since initial support and coaching were provided through our collaboration with the Santa Cruz COE. These unspent funds will be carried over and may be used in the coming year depending on whether a program purchase is deemed necessary after further analysis. As a result, the estimated percentage of improved services fell short of the original plan, especially given the limited direct instructional changes during this first phase of implementation.

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

The actions implemented to date have had limited immediate impact on improving student outcomes, as reflected by a lack of improvement in ELPAC results this year. However, the planning, data analysis, and collaboration initiated this year have positioned us to make more meaningful and targeted improvements moving forward. The beginning stages of professional learning and strategic planning have been promising, and we believe the work ahead — especially schoolwide implementation of the ELD Roadmap and aligned strategies — will lead to greater effectiveness in the future.

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.

The goal remains the same, but several adjustments will be made to our approach in the coming year. We will continue to partner with the Santa Cruz COE for capacity-building and training around the ELD Roadmap. The purchase of an ELD program remains under consideration, but we are prioritizing the development of teacher practice and schoolwide instructional shifts before making a final determination. Metrics will be refined to include more formative indicators (e.g., classroom walkthroughs focused on ELD strategies, student work samples) in addition to summative outcomes like the ELPAC. These changes reflect our learning from this past year and our renewed focus on sustainable, system-wide improvement.

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	ELD Support Programs	Professional Development, instructional support programs, and support personnel to improve our ELD program.	$72,000.00	Yes
5.2	SIPPS	Purchase SIPPS Reading Program for Intervention	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,407,157	$

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
35.327%	0.000%	$0.00	35.327%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Intervention Teacher(s) **Need:** The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, face distinct challenges that necessitate targeted interventions. These challenges include lower academic	The intervention teacher(s) are strategically deployed to provide focused support and instruction tailored to the needs of these unduplicated student groups. These teachers will offer targeted interventions, including personalized instruction, small group tutoring, and specialized programs designed to improve literacy and math skills. By providing this support, intervention teachers can help close the achievement gaps and	The effectiveness of the intervention teacher(s) will be measured using a variety of metrics, including: Academic Performance Data: Standardized test scores, benchmark assessments, and

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	performance, language barriers, and limited access to resources that support educational success. Additionally, many of these students require additional support to meet grade-level standards and to enhance their English language proficiency. **Scope:** LEA-wide Schoolwide	ensure that all students have the opportunity to succeed academically. Providing intervention teacher(s) on an LEA or schoolwide basis ensures that the resources are available to all students who need them, promoting equity and access. This comprehensive approach allows for a flexible response to the varying needs of students across different grade levels and subjects, thereby maximizing the impact of the interventions.	progress monitoring in subjects like math and literacy to track improvements in academic performance. Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills. Attendance Rates: Monitoring student attendance as an indicator of increased engagement and participation in school. Student and Parent Surveys: Collecting feedback from students and parents to assess satisfaction with the interventions and perceived improvements in academic support. Progress Reports: Regular progress reports from intervention teachers documenting individual student growth and areas of improvement. By analyzing these metrics, Alianza can evaluate the success of the intervention teacher(s) in addressing the unique

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
			needs of unduplicated student groups and make data-driven decisions to further enhance the support provided.
1.2	**Action:** Professional Development **Need:** The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, face unique challenges such as language barriers, lower academic performance, and limited access to educational resources. These students require teachers who are not only highly qualified but also equipped with specific skills and strategies to address their diverse needs effectively. **Scope:** LEA-wide Schoolwide	Professional development (PD) is designed to enhance the capabilities of teachers and staff in meeting the unique needs of these student groups. The PD programs will focus on several key areas: Bilingual Education: Training on effective strategies for teaching in a bilingual environment to support the Two Way Bilingual Program. Cultural Competence: Workshops on understanding and integrating the cultural backgrounds of students to create a more inclusive and supportive learning environment. Instructional Strategies: Development in differentiated instruction techniques to better serve students with varying levels of academic ability and language proficiency. SEL Integration: Training on incorporating Social and Emotional Learning (SEL) into the curriculum to support the holistic development of students. By providing professional development on an LEA or schoolwide basis, all teachers and staff can uniformly enhance their skills and knowledge, ensuring a consistent and high-quality educational experience for all students. This comprehensive approach ensures that every student benefits from improved teaching practices and a more supportive learning environment.	The effectiveness of professional development will be measured using various metrics, including: Teacher Evaluations and Feedback: Surveys and evaluations from teachers to assess the relevance and impact of the professional development sessions. Student Performance Data: Analyzing changes in student performance through standardized test scores, benchmark assessments, and classroom grades to determine the impact of improved teaching practices. Reclassification Rates: Monitoring the number of English Learners who are reclassified as fully English proficient, indicating the effectiveness of bilingual education strategies. Observation and Assessment: Classroom

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
			observations to assess the implementation of new instructional strategies and their effectiveness in real-time teaching scenarios. Student and Parent Surveys: Collecting feedback from students and parents on perceived improvements in teaching quality and student engagement. Through these metrics, Alianza can gauge the success of professional development initiatives in enhancing the instructional capabilities of teachers, ultimately leading to better academic and social-emotional outcomes for the unduplicated student groups.
1.3	**Action:** Purchase consumables/digital access for all comprehensive academic programs **Need:** The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, often face significant	The purchase of consumables and digital access for all comprehensive academic programs is designed to ensure that all students have equal access to essential learning materials and digital tools. This action addresses the identified needs by:	The effectiveness of purchasing consumables and digital access will be measured using several metrics, including: Academic Performance Data: Monitoring changes in student performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers in accessing educational resources. These barriers include a lack of necessary materials and technology to fully engage with the curriculum, which can hinder their academic progress and widen the achievement gap. **Scope:** LEA-wide Schoolwide	Providing Essential Learning Materials: Ensuring that all students, regardless of their socio-economic status, have access to necessary consumables such as workbooks, lab supplies, and other educational materials required for their courses. Enhancing Digital Access: Offering digital tools and resources, including online textbooks, educational software, and internet access, which are crucial for modern learning environments and particularly important for English Learners who may benefit from interactive and adaptive learning technologies. Supporting Diverse Learning Needs: Providing resources that support various learning styles and levels, ensuring that all students can engage with the curriculum in ways that best meet their individual needs. By implementing this action on an LEA or schoolwide basis, Alianza can create an equitable learning environment where all students have the tools they need to succeed. This comprehensive approach ensures that every student has the opportunity to fully participate in their education, regardless of their background.	through standardized test scores, benchmark assessments, and classroom grades to determine if there are improvements in academic outcomes. Usage Reports: Analyzing data on the usage of digital resources and consumables to ensure that students are actively engaging with the provided materials. Attendance and Participation Rates: Tracking attendance and participation in classes and online activities to assess whether the availability of resources leads to increased student engagement. Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the adequacy and effectiveness of the provided materials and digital access in supporting learning. Progress Reports: Regular progress reports from teachers documenting individual student growth

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
			and identifying any gaps that may still exist. Through these metrics, Alianza can evaluate the impact of providing consumables and digital access on student outcomes, ensuring that the resources are effectively supporting the academic and personal growth of unduplicated student groups.
1.7	**Action:** Transportation **Need:** The unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face significant challenges related to transportation. These students may lack reliable means to travel to and from school, which can lead to increased absenteeism, tardiness, and reduced access to educational opportunities and resources. Ensuring consistent attendance is crucial for their academic success and overall well-being. **Scope:** LEA-wide Schoolwide	The provision of transportation services is designed to ensure that all students have reliable and safe means to travel to and from school, addressing the identified transportation barriers. This action supports the needs of the unduplicated student groups by: Ensuring Regular Attendance: Providing transportation helps reduce absenteeism and tardiness by guaranteeing that students have a dependable way to get to school every day. Enhancing Access to Educational Resources: Reliable transportation allows students to participate in before- and after-school programs, extracurricular activities, and additional academic support sessions, all of which contribute to their educational development. Promoting Equity: Offering transportation services on an LEA or schoolwide basis ensures that all students, regardless of their socioeconomic status, have equal access to education and related	The effectiveness of providing transportation services will be measured using several metrics, including: Attendance Rates: Monitoring changes in attendance and punctuality rates to evaluate whether transportation services are reducing absenteeism and tardiness among the unduplicated student groups. Participation Rates: Tracking student participation in before- and after-school programs, extracurricular activities, and additional academic support sessions to assess the impact of

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
		activities, thereby promoting equity across the school community. Providing transportation services schoolwide ensures that no student is left behind due to transportation issues, fostering a more inclusive and supportive learning environment for everyone.	improved transportation access. Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the reliability and convenience of the transportation services, and how it has affected students' ability to attend school regularly and participate in school activities. Academic Performance Data: Analyzing changes in academic performance, including grades and standardized test scores, to determine if improved attendance and participation are translating into better educational outcomes. Behavioral Metrics: Assessing any changes in student behavior and engagement in school, as consistent attendance and participation often correlate with improved behavior and higher levels of student engagement. By evaluating these metrics, Alianza can determine the success of the transportation services

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			in addressing the unique needs of the unduplicated student groups and make necessary adjustments to further enhance the support provided.
1.8	**Action:** Math Intervention Teacher **Need:** Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face challenges in achieving proficiency in mathematics. These challenges may stem from various factors such as language barriers, gaps in foundational math skills, and limited access to additional academic support outside of the regular classroom. **Scope:** LEA-wide	The Math Intervention Teacher position is specifically tailored to address the unique needs of unduplicated student groups in mathematics. This action is designed to: Provide Targeted Support: The Math Intervention Teacher will offer personalized instruction and support to students who are struggling with math concepts, helping to fill in knowledge gaps and improve overall understanding. Differentiated Instruction: By working closely with students in small groups or one-on-one settings, the Math Intervention Teacher can tailor instruction to meet the diverse learning needs of each student, including English Learners and socioeconomically disadvantaged students. Early Intervention: Identifying students who are falling behind in math early on and providing timely intervention can prevent academic setbacks and help students build a strong foundation in mathematics. Schoolwide Availability: Providing a Math Intervention Teacher on a schoolwide basis ensures that all students who require additional support in math have access to this resource, regardless of their background or grade level.	To measure the effectiveness of the Math Intervention Teacher position in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including: Math Assessment Scores: Tracking changes in math assessment scores and benchmark assessments to determine improvements in math proficiency among unduplicated student groups. Progress Monitoring: Regularly monitoring individual student progress and growth in math skills to assess the impact of the intervention on academic performance. Retention Rates: Evaluating retention rates in math courses to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This comprehensive approach ensures that every student has the opportunity to receive the targeted math support they need to succeed academically.	determine if students are successfully mastering math concepts and progressing to higher levels of math proficiency. Graduation Rates: Analyzing graduation rates among unduplicated student groups to assess whether improved math proficiency contributes to increased academic success and graduation outcomes. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of the Math Intervention Teacher in supporting student learning and addressing the specific needs of unduplicated student groups in mathematics. Through the analysis of these metrics, Alianza can evaluate the success of the Math Intervention Teacher position in improving math outcomes for unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Instructional Assistants **Need:** Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often require additional support and attention to succeed academically. These students may face various challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes. **Scope:** LEA-wide Schoolwide	Instructional Assistants are deployed to provide targeted support to students who require additional assistance to succeed academically. This action is designed to: Provide Individualized Support: Instructional Assistants work closely with students, either in small groups or one-on-one, to provide personalized support tailored to their specific needs. Assist Classroom Teachers: Instructional Assistants support classroom teachers by helping to implement instructional strategies, providing additional supervision and support during lessons, and assisting with classroom management. Differentiated Instruction: Instructional Assistants can adapt teaching methods and materials to meet the diverse learning needs of students, including English Learners and students with learning disabilities. Schoolwide Availability: Providing Instructional Assistants on a schoolwide basis ensures that all students who require additional support have access to this resource, promoting equity and inclusion across the school community. By implementing this action on a schoolwide basis, Alianza ensures that all students who require additional support receive the necessary assistance to succeed academically.	To measure the effectiveness of Instructional Assistants in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including: Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement. Attendance and Engagement: Monitoring changes in student attendance and engagement in class to assess the impact of additional support on student participation and involvement in learning activities. Behavioral Data: Analyzing changes in student behavior, such as disciplinary incidents or suspensions, to determine if additional support from Instructional Assistants leads to improvements in

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
			student behavior and classroom management. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of Instructional Assistants in supporting student learning and addressing the specific needs of unduplicated student groups. Through the analysis of these metrics, Alianza can evaluate the success of Instructional Assistants in providing additional support to unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.
2.3	**Action:** Building Staff Collaborative Capacity **Need:** Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often benefit from a collaborative and supportive school environment. These students may face various challenges such as language barriers, cultural differences, and limited access to resources, which can impact	Building Staff Collaborative Capacity is designed to enhance collaboration among educators to better support the diverse needs of unduplicated student groups. This action is designed to: Promote Professional Learning Communities (PLCs): Facilitate structured opportunities for teachers and staff to collaborate, share best practices, and develop strategies to address the unique needs of unduplicated student groups. Encourage Data-Driven Decision-Making: Provide training and support to help staff analyze student	To measure the effectiveness of Building Staff Collaborative Capacity in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including: Student Achievement Data: Tracking changes in academic performance,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their academic success and social-emotional well-being. **Scope:** LEA-wide Schoolwide	data effectively, identify trends, and develop targeted interventions to improve student outcomes. Enhance Cultural Competence: Offer workshops and professional development opportunities to help staff build cultural competence and develop strategies for creating an inclusive and supportive learning environment. Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of unduplicated student groups. By providing Building Staff Collaborative Capacity on an LEA or schoolwide basis, Alianza ensures that all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups.	including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement. Attendance and Engagement: Monitoring changes in student attendance and engagement in class to assess the impact of collaborative efforts on student participation and involvement in learning activities. Disciplinary Data: Analyzing changes in student behavior, such as disciplinary incidents or suspensions, to determine if collaborative efforts lead to improvements in student behavior and school climate. Staff Surveys and Feedback: Gathering feedback from staff members on the effectiveness of collaborative efforts in supporting the needs of unduplicated student groups and creating a positive school culture.

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
			Parent and Student Feedback: Soliciting feedback from parents and students on their perceptions of the school climate, cultural competence of staff, and overall support for unduplicated student groups. Through the analysis of these metrics, Alianza can evaluate the success of Building Staff Collaborative Capacity in creating a supportive and inclusive school environment that meets the diverse needs of unduplicated student groups.
2.5	**Action:** Social/Emotional Support **Need:** Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face social and emotional	Social/Emotional Support initiatives are designed to provide comprehensive support to meet the diverse social and emotional needs of unduplicated student groups. This action is designed to: Provide Counseling and Mental Health Services: Offer individual and group counseling sessions,	To measure the effectiveness of Social/Emotional Support initiatives in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges that can impact their academic success and overall well-being. These challenges may include trauma, stress, cultural adjustment issues, and family instability, which can affect students' ability to focus, engage, and thrive in school. **Scope:** LEA-wide Schoolwide	crisis intervention, and mental health resources to support students' emotional well-being. Implement Social-Emotional Learning (SEL) Programs: Integrate SEL curriculum and activities into the school day to teach students essential skills such as self-awareness, self-regulation, empathy, and relationship-building. Promote Positive School Climate: Implement strategies to create a supportive and inclusive school environment where all students feel safe, valued, and respected. Collaborate with Families and Community Partners: Work closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school. Providing Social/Emotional Support on an LEA or schoolwide basis ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.	Student Self-Report Surveys: Assessing changes in students' self-perceptions of their social-emotional skills, attitudes, and overall well-being over time. Behavioral Data: Analyzing changes in student behavior, such as disciplinary incidents, suspensions, or referrals, to determine if there are improvements in school climate and student conduct. Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of social/emotional support on student engagement and participation in school. Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if social/emotional support leads to improvements in academic outcomes.

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
			Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of social/emotional support initiatives in meeting the needs of unduplicated student groups and creating a positive school culture. By analyzing these metrics, Alianza can evaluate the success of Social/Emotional Support initiatives in supporting the social and emotional well-being of unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.
2.6	**Action:** Professional Development **Need:** **Scope:** LEA-wide Schoolwide	The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, face unique challenges such as language barriers, lower academic performance, and limited access to educational resources. These students require teachers who are not only highly qualified but also equipped with specific skills and strategies to address their diverse needs effectively. Professional development (PD) is designed to enhance the capabilities of teachers and staff in meeting the unique needs of these student groups. The PD programs will focus on several key areas:	The effectiveness of professional development will be measured using various metrics, including: Teacher Evaluations and Feedback: Surveys and evaluations from teachers to assess the relevance and impact of the professional development sessions.

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
		Bilingual Education: Training on effective strategies for teaching in a bilingual environment to support the Two Way Bilingual Program. Cultural Competence: Workshops on understanding and integrating the cultural backgrounds of students to create a more inclusive and supportive learning environment. Instructional Strategies: Development in differentiated instruction techniques to better serve students with varying levels of academic ability and language proficiency. SEL Integration: Training on incorporating Social and Emotional Learning (SEL) into the curriculum to support the holistic development of students. By providing professional development on an LEA or schoolwide basis, all teachers and staff can uniformly enhance their skills and knowledge, ensuring a consistent and high-quality educational experience for all students. This comprehensive approach ensures that every student benefits from improved teaching practices and a more supportive learning environment.	Student Performance Data: Analyzing changes in student performance through standardized test scores, benchmark assessments, and classroom grades to determine the impact of improved teaching practices. Reclassification Rates: Monitoring the number of English Learners who are reclassified as fully English proficient, indicating the effectiveness of bilingual education strategies. Observation and Assessment: Classroom observations to assess the implementation of new instructional strategies and their effectiveness in real-time teaching scenarios. Student and Parent Surveys: Collecting feedback from students and parents on perceived improvements in teaching quality and student engagement. Through these metrics, Alianza can gauge the success of professional development initiatives in enhancing the instructional

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			capabilities of teachers, ultimately leading to better academic and social-emotional outcomes for the unduplicated student groups.
2.9	**Action:** Teachers for classroom size commitment **Need:** Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often benefit from smaller class sizes due to their diverse learning needs. Research suggests that smaller class sizes can lead to increased student engagement, personalized instruction, and improved academic outcomes, particularly for students who may require additional support. **Scope:** LEA-wide Schoolwide	The commitment to maintaining smaller class sizes is designed to address the unique needs of unduplicated student groups by: Increasing Student-Teacher Interaction: Smaller class sizes allow for more individualized attention and support, enabling teachers to better meet the diverse learning needs of students, including English Learners and socioeconomically disadvantaged students. Enhancing Classroom Environment: Smaller class sizes create a more conducive learning environment where students feel valued, supported, and engaged, leading to improved academic performance and social-emotional well-being. Promoting Equity: Providing smaller class sizes on an LEA or schoolwide basis ensures that all students have equal access to the benefits of smaller class sizes, regardless of their background or individual circumstances. By implementing this action on an LEA or schoolwide basis, Alianza ensures that all students have the opportunity to learn in smaller, more personalized classroom settings, which can lead to improved outcomes for unduplicated student groups.	To measure the effectiveness of maintaining smaller class sizes in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including: Student Achievement Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement. Teacher-Student Ratio: Monitoring the ratio of teachers to students in classrooms to ensure compliance with class size commitments and assess the impact on student engagement and academic outcomes. Attendance and Engagement: Tracking changes in student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			attendance and engagement in class to assess the impact of smaller class sizes on student participation and involvement in learning activities. Parent and Student Feedback: Gathering feedback from parents and students on their perceptions of the learning environment and the benefits of smaller class sizes on student learning and well-being. Retention Rates: Evaluating retention rates in schools and classes with smaller class sizes to determine if students are more likely to remain enrolled and engaged in their education. Through the analysis of these metrics, Alianza can evaluate the success of maintaining smaller class sizes in improving outcomes for unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.

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
3.2	**Action:** School Counselor **Need:** Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face various social, emotional, and academic challenges that require targeted support. These challenges may include family issues, mental health concerns, academic stress, and cultural adjustment difficulties, which can impact students' overall well-being and academic success. **Scope:** LEA-wide Schoolwide	The provision of a School Counselor is designed to address the unique needs of unduplicated student groups by: Providing Individual and Group Counseling: Offering individual counseling sessions and group support to help students navigate personal, social, and academic challenges, including those related to cultural adjustment and family issues. Supporting Academic Success: Assisting students in setting academic goals, developing study skills, and accessing resources to enhance academic achievement and postsecondary readiness. Promoting Social-Emotional Well-being: Implementing programs and interventions to foster social-emotional learning, resilience, and coping skills, thereby improving students' overall mental health and well-being. Collaborating with Families and Community Resources: Working closely with families, community organizations, and mental health professionals to provide wrap-around support and connect students with additional resources as needed. Providing a School Counselor on an LEA or schoolwide basis ensures that all students have access to comprehensive support for their social, emotional, and academic needs, promoting equity and inclusion across the school community.	To measure the effectiveness of the School Counselor in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including: Counseling Session Attendance: Tracking the number of counseling sessions attended by unduplicated student groups to assess the utilization of counseling services and the impact on student well-being. Academic Achievement Data: Monitoring changes in academic performance, including grades, standardized test scores, and course completion rates, to determine improvements in academic outcomes. Behavioral Data: Analyzing changes in student behavior, such as disciplinary incidents, suspensions, or referrals, to assess the impact of

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
			counseling interventions on student conduct and school climate. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of counseling services in meeting the needs of unduplicated student groups and creating a positive school culture. Postsecondary Readiness: Tracking the number of unduplicated student groups accessing postsecondary education and career planning resources and participating in college and career readiness activities. Through the analysis of these metrics, Alianza can evaluate the success of the School Counselor in supporting the social, emotional, and academic needs of unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.
5.1	**Action:** ELD Support Programs	The ELD Support Program is designed to address the unique needs of English Learners by:	To measure the effectiveness of the ELD

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
	Need: Unduplicated student groups at Alianza, including English Learners (ELs), often require targeted support to develop English language proficiency and academic skills necessary for success in school. These students may face language barriers that impede their ability to fully access the curriculum and engage in classroom activities, leading to academic challenges and potential achievement gaps. **Scope:** LEA-wide	Targeted Instruction: Offering specialized English Language Development (ELD) instruction designed to improve students' English language proficiency in listening, speaking, reading, and writing skills. Differentiated Support: Providing differentiated instruction and support tailored to the diverse language proficiency levels and academic needs of English Learners, ensuring that all students receive instruction at their appropriate language level. Language Access: Ensuring that English Learners have access to language support services, resources, and materials that promote language acquisition and academic success. Integration with Content Instruction: Integrating ELD instruction with content-area instruction to help English Learners access grade-level academic content while simultaneously developing English language skills. Professional Development: Providing professional development opportunities for teachers to enhance their knowledge and skills in effectively supporting English Learners in the classroom. Providing the ELD Support Program on an LEA or schoolwide basis ensures that all English Learners have access to the necessary support and resources to achieve English language proficiency and academic success.	Support Program in improving outcomes for English Learners, Alianza will utilize various metrics, including: English Language Proficiency Assessments: Administering standardized English language proficiency assessments, such as the English Language Proficiency Assessments for California (ELPAC), to measure students' progress in acquiring English language skills. Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and course completion rates, to determine improvements in academic outcomes for English Learners. ELD Progress Monitoring: Monitoring students' progress in specific English language skills (listening, speaking, reading, writing) through ongoing formative

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessments and progress monitoring tools. Reclassification Rates: Tracking the number of English Learners who meet criteria for reclassification as Fluent English Proficient (RFEP) based on language proficiency assessments and academic performance indicators. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of the ELD Support Program in supporting English Learners' language development and academic progress. Through the analysis of these metrics, Alianza can evaluate the success of the ELD Support Program in addressing the unique needs of English Learners and make data-driven decisions to further enhance support and interventions as needed.
5.2	**Action:** SIPPS **Need:**	The SIPPS program is designed to address the unique needs of unduplicated student groups by:	To measure the effectiveness of SIPPS instruction in improving outcomes for unduplicated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often require targeted support in literacy development, particularly in foundational skills such as phonological awareness, phonics, and sight word recognition. These students may face challenges in acquiring reading skills due to language barriers, limited exposure to literacy-rich environments, or other factors that impact their academic progress. **Scope:** LEA-wide Schoolwide	Systematic Instruction: Providing systematic and explicit instruction in phonological awareness, phonics, and sight word recognition, which are essential skills for early reading development. Differentiated Instruction: Tailoring instruction to meet the diverse learning needs of students, including English Learners and socioeconomically disadvantaged students, by providing opportunities for individualized practice and support. Small Group Instruction: Delivering instruction in small groups to maximize student engagement and provide targeted support to students who may require additional assistance in literacy development. Integration with Core Curriculum: Aligning SIPPS instruction with the school's core curriculum to ensure that students receive comprehensive literacy instruction that reinforces and extends their learning in reading and language arts. Professional Development: Providing ongoing professional development opportunities for teachers to enhance their knowledge and skills in delivering effective SIPPS instruction and supporting students' literacy development. Providing SIPPS instruction on an LEA or schoolwide basis ensures that all students, particularly unduplicated student groups, have access to evidence-based literacy instruction that addresses their specific learning needs and supports their academic success.	student groups, Alianza will utilize various metrics, including: Phonics Proficiency Assessments: Administering phonics assessments to measure students' mastery of phonics skills and their ability to apply phonetic knowledge to reading and spelling tasks. Sight Word Recognition: Assessing students' ability to recognize and read high-frequency sight words accurately and fluently. Reading Fluency: Monitoring students' reading fluency rates and accuracy through oral reading assessments to track progress in reading proficiency over time. Reading Comprehension: Administering reading comprehension assessments to measure students' understanding of text and their ability to apply reading strategies to comprehend and analyze written material. Teacher Observations and Progress Monitoring:

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
			Collecting anecdotal observations and progress monitoring data to assess students' engagement, participation, and growth in SIPPS instruction over time. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of SIPPS instruction in supporting students' literacy development and improving reading outcomes for unduplicated student groups. Through the analysis of these metrics, Alianza can evaluate the success of SIPPS instruction in addressing the unique literacy needs of unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.

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

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.

LCAP GOALS ADDRESSED:
Goal 1: Increase the academic achievement of all students through our Two Way Bilingual Immersion Program, effective instruction, engaging curriculum and aligned assessments.
-Intervention Teacher: Increase the number of intervention teachers to address Spanish Literacy and English Literacy in 1st-5th Grade. Personnel costs that allow the school to provide additional small group instructional opportunities, adding instruction students receive.
-Purchased consumables/digital access for all comprehensive academic programs: Purchase of materials needed to support the programs focusing on improved academic achievement for foster youth, English learners, and low-income students.
-Transportation: Service cost to give access to our dual language immersion program to foster youth, English learners, and low-income students.
Goal 2: Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, bilingual/biliterate, culturally proficient and diverse.
-Instructional Assistants:Personnel costs that allow the school to lower the student/teacher ratio in small group instruction and improve effectiveness
-Building Staff Collaboration Capacity: Personnel costs to further develop and implement engaging, rigorous course offerings to better prepare students.
-Social/Emotional Support: Provide a program that can be implemented to support teachers in staff in meeting the emotional needs of our foster youth, English learners, and low-income students
-Professional Development: Personnel costs to further improve instruction due to professional development activities, staff collaboration time and more effective instruction.
-Teachers for classroom size commitment: Personnel costs that allow the school to lower the student/teacher ratio to improve effectiveness of instruction.
Goal 3: Ensure that the school learning environment is safe, caring, healthy and supportive of learning for the entire school community.
-School Counselor: Personal costs to provide an 100% social emotional counselor to meet the social emotional needs of foster youth, English learners, and low-income students

Goal 5: Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTELs).
-ELD Support Programs: Improve instruction by obtaining a vertically articulated ELD program that meets the need of our English Language Learners k-8
-SIPPS: Improve instruction by obtaining a program that fills the literacy gaps of our English Language Learners and low-income students

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.

At Alianza Charter School, we recognize the importance of providing targeted support to our students who come from historically underserved backgrounds, including foster youth, English learners, and low-income students. With the additional concentration grant add-on funding, we have developed a comprehensive plan to increase the number of staff providing direct services to these students to ensure their academic success and socio-emotional well-being.

Our plan focuses on several key areas:

Hiring Additional Staff: We will use the concentration grant add-on funding to hire additional teachers, counselors, instructional aides, and other support staff who specialize in working with underserved student populations. These staff members will provide direct services such as academic tutoring, counseling, language support, and personalized interventions to meet the unique needs of foster youth, English learners, and low-income students.

Professional Development: We will invest in professional development opportunities for our existing staff to enhance their skills and knowledge in supporting underserved student populations. Training sessions will focus on culturally responsive teaching practices, trauma-informed care, language acquisition strategies, and effective interventions for addressing the needs of foster youth and low-income students.

Expansion of Support Programs: We will expand existing support programs and initiatives tailored to meet the needs of foster youth, English learners, and low-income students. This may include additional English language development programs, after-school tutoring, mentoring programs, and mental health services to promote academic success and socio-emotional well-being.

Collaboration with Community Partners: We will collaborate with community organizations, social service agencies, and other stakeholders to leverage resources and support for underserved students. By building strong partnerships, we can provide comprehensive support services and wrap-around care to address the diverse needs of foster youth, English learners, and low-income students.

Data-Informed Decision-Making: We will use data to assess the effectiveness of our efforts in serving underserved student populations and make data-driven decisions to continuously improve our programs and services. Regular monitoring of student outcomes, attendance rates, academic progress, and socio-emotional well-being will guide our interventions and resource allocation.

Overall, our plan for utilizing the concentration grant add-on funding is centered on increasing the number of staff providing direct services to foster youth, English learners, and low-income students, while also ensuring that these services are targeted, effective, and aligned with the unique needs of each student population. By investing in our students' success, we are committed to creating an inclusive and equitable learning environment where all students can thrive.

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		1:320
Staff-to-student ratio of certificated staff providing direct services to students		1:25

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,813,932	2,407,157	35.327%	0.000%	35.327%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,855,199.00	$292,000.00	$0.00	$211,443.30	$7,358,642.30	$6,336,481.30	$1,022,161.00

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	Intervention Teacher(s)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$275,861.00	$0.00	$240,861.00			$35,000.00	$275,861.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$36,911.00	$18,911.00	$5,000.00		$13,000.00	$36,911.00	
1	1.3	Purchase consumables/digital access for all comprehensive academic programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Alianza Charter k-8		$0.00	$35,000.00	$19,000.00	$16,000.00			$35,000.00	
1	1.4	Purchase Digital Licenses	All	No			All Schools		$0.00	$16,000.00	$6,000.00	$10,000.00			$16,000.00	
1	1.5	Technology Support Technician	All	No			All Schools		$0.00	$55,000.00	$55,000.00				$55,000.00	
1	1.6	Literacy Coach	All	No			All Schools		$0.00	$57,250.00	$57,250.00				$57,250.00	
1	1.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$500,000.00	$500,000.00				$500,000.00	
1	1.8	Math Intervention Teacher	Students with Disabilities	No Yes	LEA-wide				$180,000.00	$0.00	$180,000.00				$180,000.00	
2	2.1	Staffing Commitments	All	No			All Schools		$3,971,229.00	$0.00	$3,971,229.00				$3,971,229.00	
2	2.2	Instructional Assistants	English Learners Foster Youth	Yes	LEA-wide	English Learners			$190,000.00	$0.00	$100,000.00	$90,000.00			$190,000.00	

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
			Low Income		School wide	Foster Youth Low Income										
2	**2.3**	Building Staff Collaborative Capacity	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$19,500.00	$0.00	$17,000.00			$2,500.00	$19,500.00	
2	**2.4**	New Teacher Project	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	**2.5**	Social/Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$8,000.00	$5,000.00	$2,000.00		$1,000.00	$8,000.00	
2	**2.6**	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$36,000.00	$30,000.00	$1,000.00		$5,000.00	$36,000.00	
2	**2.7**	Evaluation of the Two-way Bilingual Program	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.8**	Mentoring and professional development for administrators	All	No			All Schools		$0.00	$7,000.00	$5,000.00			$2,000.00	$7,000.00	
2	**2.9**	Teachers for classroom size commitment	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$1,030,500.00	$0.00	$1,030,500.00				$1,030,500.00	
3	**3.1**	Campus Safety Supervisor and yard supervisors	All	No			All Schools		$130,000.00	$0.00	$110,000.00	$20,000.00			$130,000.00	
3	**3.2**	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$130,000.00	$0.00	$130,000.00				$130,000.00	
3	**3.3**	Athletic Director	All	No			All Schools 6-8		$5,000.00	$0.00	$5,000.00				$5,000.00	
3	**3.4**	Safety Plan	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.5**	PBIS	All	No			All Schools		$0.00	$7,000.00	$5,000.00	$2,000.00			$7,000.00	
3	**3.6**	Extended Leadership	All	No			All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.7**	Two full time custodians	All	No			All Schools		$249,239.00	$0.00	$249,239.00				$249,239.00	
3	**3.8**	Playworks	All	No					$0.00	$12,000.00		$12,000.00			$12,000.00	
3	**3.9**	Attendance Campaign	All Students with Disabilities	No			All Schools	All year	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.10**	Community School Specialist	All	No			All Schools		$0.00	$127,000.00		$127,000.00			$127,000.00	
4	**4.1**	Community Liaison	All	No			All Schools		$118,152.30	$0.00	$20,209.00			$97,943.30	$118,152.30	
4	**4.2**	Parent Leadership	All	No			All Schools		$7,000.00	$0.00	$2,000.00	$3,000.00		$2,000.00	$7,000.00	
4	**4.3**	Parent Meeting Support	All	No			All Schools		$0.00	$8,000.00	$3,000.00	$2,000.00		$3,000.00	$8,000.00	
5	**5.1**	ELD Support Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$72,000.00	$20,000.00	$2,000.00		$50,000.00	$72,000.00	
5	**5.2**	SIPPS	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$20,000.00	$20,000.00				$20,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,813,932	2,407,157	35.327%	0.000%	35.327%	$2,311,272.00	0.000%	33.920 %	**Total:**	$2,311,272.00
								LEA-wide Total:	$2,311,272.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,111,272.00

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**	Intervention Teacher(s)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$240,861.00	
1	**1.2**	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$18,911.00	
1	**1.3**	Purchase consumables/digital access for all comprehensive academic programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$19,000.00	
1	**1.7**	Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$500,000.00	
1	**1.8**	Math Intervention Teacher	Yes	LEA-wide			$180,000.00	
2	**2.2**	Instructional Assistants	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$100,000.00	
2	**2.3**	Building Staff Collaborative Capacity	Yes	LEA-wide Schoolwide	English Learners Foster Youth		$17,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Social/Emotional Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
2	**2.6**	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$30,000.00	
2	**2.9**	Teachers for classroom size commitment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$1,030,500.00	
3	**3.2**	School Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$130,000.00	
5	**5.1**	ELD Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
5	**5.2**	SIPPS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,666,773.05	$6,497,303.00

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**	Intervention Teacher(s)	Yes	$238,609.00	287,011.00
1	**1.2**	Professional Development	Yes	$36,911.00	31,277.00
1	**1.3**	Purchase consumables/digital access for all comprehensive academic programs	Yes	$19,000.00	32,580.00
1	**1.4**	Purchase Digital Licenses	No	$10,000.00	16,402
1	**1.5**	Technology Support Technician	No	$52,267.00	50,953.00
1	**1.6**	Literacy Coach	No	$57,250.00	50,041.00
1	**1.7**	Transportation	Yes	$500,000.00	620,000.00
1	**1.8**	Math Intervention Teacher	No Yes	$20,000.00	0
2	**2.1**	Staffing Commitments	No	$3,746,443.44	3,898,697.00
2	**2.2**	Instructional Assistants	Yes	$89,245.73	149,977

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	2.3	Building Staff Collaborative Capacity	Yes	$19,500.00	22,049
2	2.4	New Teacher Project	No	$15,000.00	0
2	2.5	Social/Emotional Support	Yes	$8,000.00	15,128.00
2	2.6	Professional Development	Yes	$7,000.00	5,800.00
2	2.7	Evaluation of the Two-way Bilingual Program	No	$10,000.00	0
2	2.8	Mentoring and professional development for administrators	No	$2,000.00	8,627.00
2	2.9	Teachers for classroom size commitment	Yes	$1,030,500.00	516,393.00
3	3.1	Campus Safety Supervisor and yard supervisors	No	$127,366.37	159,381
3	3.2	School Counselor	Yes	$121,789.07	105,882.00
3	3.3	Athletic Director	No	$5,000.00	0
3	3.4	Safety Plan	No	$0.00	0
3	3.5	PBIS	No	$7,000.00	8,202
3	3.6	Extended Leadership	No	$30,000.00	15,450.00
3	3.7	Two full time custodians	No	$201,940.22	235,923.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Playworks	No	$12,000.00	5,635.00
3	3.9	Attendance Campaign	No	$5,000.00	1,300.00
3	3.10	Community School Specialist	No	$127,000.00	106,834
4	4.1	Community Liaison	No	$100,951.22	117,084.00
4	4.2	Parent Leadership	No	$7,000.00	0
4	4.3	Parent Meeting Support	No	$8,000.00	4,743.00
5	5.1	ELD Support Programs	Yes	$32,000.00	31,142.00
5	5.2	SIPPS	Yes	$20,000.00	792.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,985,679.07	$1,499,824.00	$485,855.07	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	Intervention Teacher(s)	Yes	$203,644.00	287,011		
1	1.2	Professional Development	Yes	$18,911.00	18,911		
1	1.3	Purchase consumables/digital access for all comprehensive academic programs	Yes	$3,000.00	3,000		
1	1.7	Transportation	Yes	$500,000.00	500,000		
1	1.8	Math Intervention Teacher	Yes	$20,000.00	0		
2	2.2	Instructional Assistants	Yes	$24,835.00	24,835		
2	2.3	Building Staff Collaborative Capacity	Yes	$17,000.00	17,000		
2	2.5	Social/Emotional Support	Yes	$5,000.00	5,000		
2	2.6	Professional Development	Yes	$1,000.00	1,000		
2	2.9	Teachers for classroom size commitment	Yes	$1,030,500.00	516,393		
3	3.2	School Counselor	Yes	$121,789.07	105,882		
5	5.1	ELD Support Programs	Yes	$20,000.00	20,000		
5	5.2	SIPPS	Yes	$20,000.00	792		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$1,499,824.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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