

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Richmond California College Preparatory Academy

CDS Code: 07-61796-0132100

School Year: 2025-26

LEA contact information:

Erica Ramirez

Principal

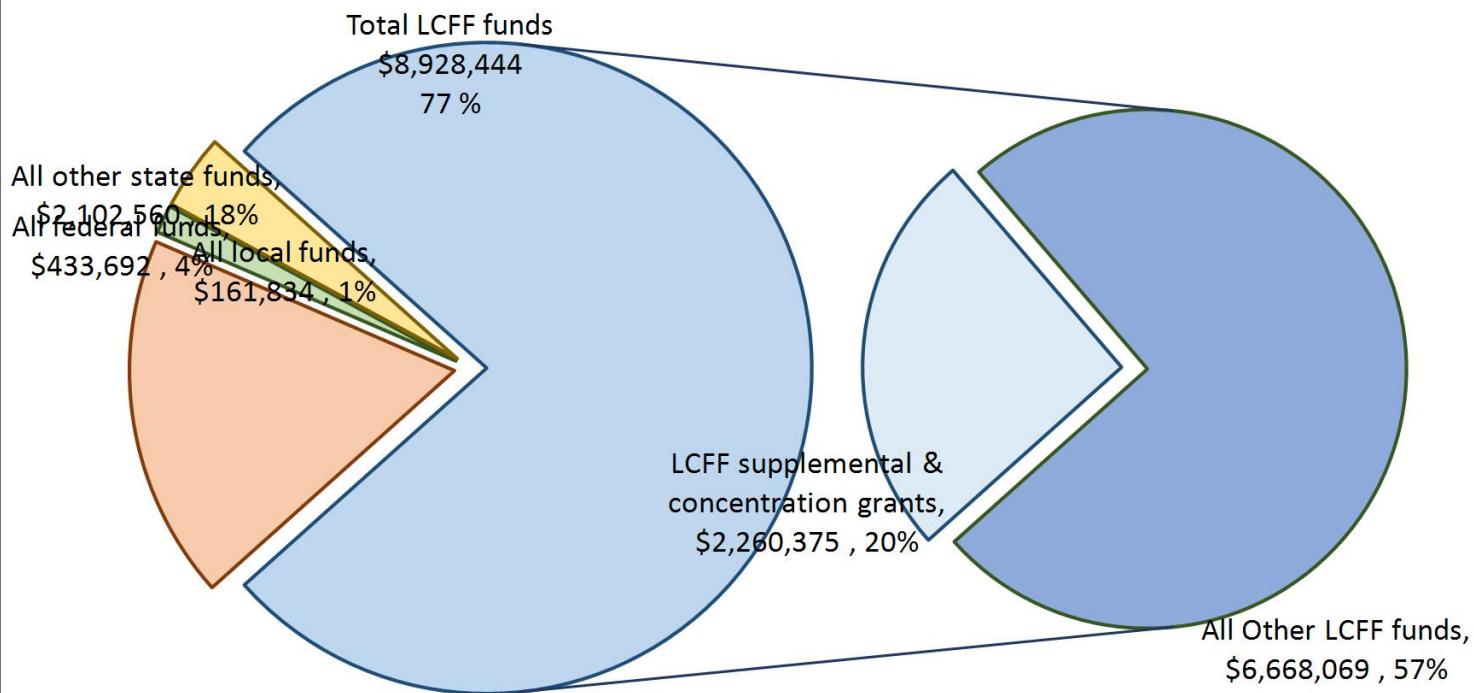
[AspireRCPA@aspirepublicschools.org](mailto:AspireRCPA@aspirepublicschools.org)

510-646-1696

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

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source



This chart shows the total general purpose revenue Aspire Richmond California College Preparatory Academy 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 Aspire Richmond California College Preparatory Academy is \$11,626,530, of which \$8,928,444 is Local Control Funding Formula (LCFF), \$2,102,560 is other state funds, \$161,834 is local funds, and \$433,692 is federal funds. Of the \$8,928,444 in LCFF Funds, \$2,260,375 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.

## Budgeted Expenditures in the LCAP

\$ 14,000,000  
\$ 12,000,000  
\$ 10,000,000  
\$ 8,000,000  
\$ 6,000,000  
\$ 4,000,000  
\$ 2,000,000  
\$ 0

Total Budgeted General Fund Expenditures, \$11,492,395

Total Budgeted Expenditures in the LCAP  
\$7,190,624

This chart provides a quick summary of how much Aspire Richmond California College Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Richmond California College Preparatory Academy plans to spend \$11,492,395 for the 2025-26 school year. Of that amount, \$7,190,624 is tied to actions/services in the LCAP and \$4,301,771 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, utilities, and cafeteria services.

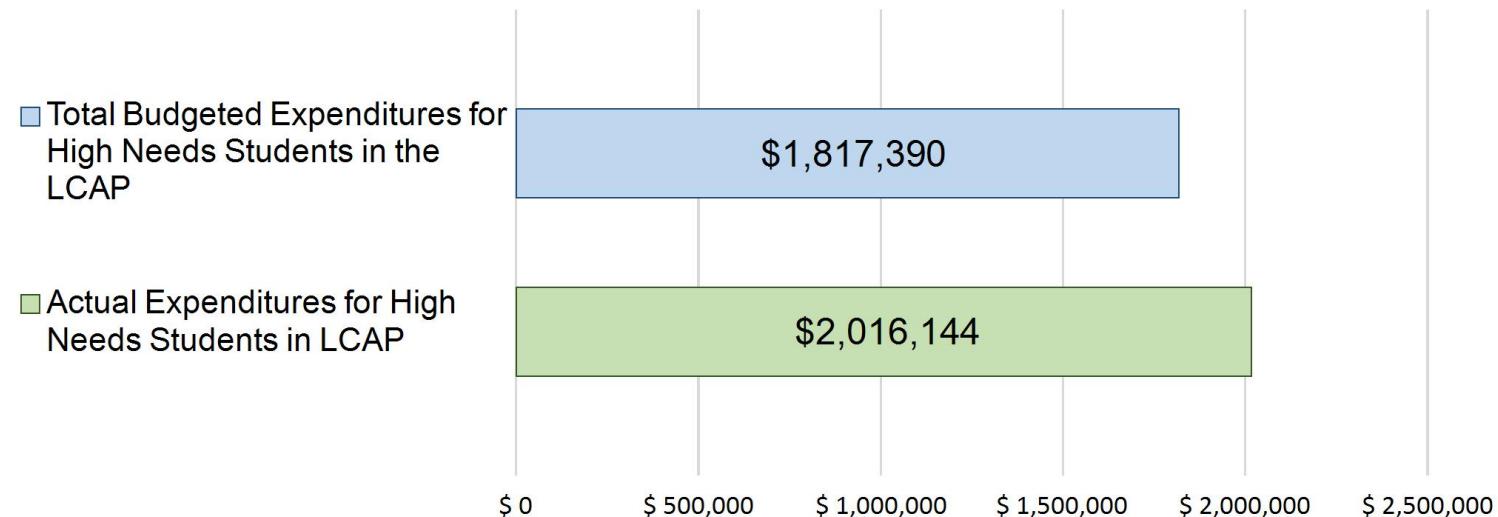
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aspire Richmond California College Preparatory Academy is projecting it will receive \$2,260,375 based on the enrollment of foster youth, English learner, and low-income students. Aspire Richmond California College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Richmond California College Preparatory Academy plans to spend \$2,303,340 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

### Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Aspire Richmond California College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Richmond California College Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Aspire Richmond California College Preparatory Academy's LCAP budgeted \$1,817,390 for planned actions to increase or improve services for high needs students. Aspire Richmond California College Preparatory Academy actually spent \$2,016,144 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Richmond California College Preparatory Academy	Erica Ramirez Principal	AspireRCPA@aspirepublicschools.org 510-646-1696

## Plan Summary [2025-26]

### General Information

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

Aspire Richmond California College Preparatory Academy (Cal Prep) is a 6-12 direct-funded public charter school located in Richmond, California, operating under the West Contra Costa Unified School District. Established to serve approximately 590 students, Cal Prep is part of the Aspire Public Schools network, a non-profit charter management organization dedicated to preparing underserved students for college and beyond. The school's diverse population comprises 74% Hispanic, 11% African American, 7% Asian-American, and 49% of students eligible for free and reduced lunch programs.

Cal Prep is built on the core belief that education is liberation, emphasizing the interconnectedness of students' school and community experiences. Grounded in the values of community, curiosity, equity, empathy, growth mindset, and integrity, the school strives to foster an environment where students develop critical consciousness, voice, agency, and leadership. By centering culturally responsive, data-driven instruction and restorative practices, the school works to dismantle systemic barriers and uplift marginalized communities.

The school's instructional priorities include enhanced teaching and learning through comprehensive, engaging curriculum planning, targeted staff development with an equity focus, and creating a culture of safety and learning for all students. The school integrates academic rigor, social-emotional learning, and student empowerment to prepare scholars for post-secondary success and active citizenship. By prioritizing collaboration among staff, families, and students, Cal Prep continues to foster an inclusive and thriving educational community.

# Reflections: Annual Performance

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

We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025-26, we have incorporated new actions to reflect the use of these funds per the Ed Code requirement and the required needs assessment. The rationale for each action and how it is expected to address the areas of need are included in the action descriptions in the LCAP.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: SBAC English Language Arts: Black/African American, English Learner

English Learner Progress: English Learner

SBAC Math: Black/African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged

Suspension: Black/African American, All Students, Students with Disabilities

Aspire Richmond CA. College Preparatory Academy has demonstrated strong performance in key areas while identifying opportunities for growth that will guide its strategic focus. The school's 96.2% graduation rate (Blue) and 88.2% college and career readiness rate (Blue) reflect a commitment to ensuring that students are well-prepared for post-secondary opportunities. Additionally, efforts to improve student engagement have led to a 4% decrease in chronic absenteeism (Green), demonstrating the effectiveness of attendance initiatives. While math performance remains in the Orange category, student scores increased by 17.9 points, indicating progress in instructional strategies. The school has also successfully met key local indicators, including academic standards implementation, parent and family engagement, and access to a broad course of study, reinforcing its mission to provide a rigorous and comprehensive educational experience. Despite these achievements, The English Learner progress rate (Red) declined by 2.7%, highlighting the need for enhanced language development strategies and instructional supports. English Language Arts (ELA) scores declined by 15.2 points (Orange), with students performing 54.6 points below standard, emphasizing the necessity for expanded literacy interventions. While math scores have shown improvement, students remain 103.6 points below standard, requiring sustained focus on targeted instruction and skill development. Additionally, science performance declined by 2.2 points, leaving scores 23.8 points below standard, and the suspension rate, while improving, remains at 4.9% (Yellow), underscoring the importance of continued social-emotional and behavioral supports. These challenges will be central to the school's improvement efforts in the coming year. To address these areas of need, Aspire Richmond CA. College Preparatory Academy will prioritize strengthening English Learner (EL) programs and expanding literacy interventions through high-quality Tier 1 instruction. The instructional approach will include explicit academic vocabulary development, targeted scaffolding strategies, and increased access to complex, grade-level text to ensure all students, particularly multilingual learners, engage successfully with rigorous content. The school will implement evidence-based literacy practices to enhance reading comprehension, writing proficiency, and language acquisition. Additionally, professional development will be provided to equip educators with differentiated instructional strategies and culturally responsive teaching practices that meet the diverse needs of the student population. Through these targeted initiatives, Aspire Richmond CA. College Preparatory Academy aims to accelerate student growth, close achievement gaps, and maintain its commitment to providing a high-quality, equitable education for all students.

# Reflections: Technical Assistance

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

**Reason for DA Identification:** In the 2022, our Local Educational Agency (LEA) identified significant challenges faced by the African American student group, as evidenced by 'Red' ratings in critical areas such as English Language Arts (ELA), Mathematics, and Suspension Rate. These concerns persisted into 2023, with the group consistently receiving 'Red' ratings in the same areas. This pattern of performance has led to our LEA qualifying for Differentiated Assistance in the 2024-25 LCAP.

We determined that the first step to addressing the challenges was to prioritize decreasing suspension rates because students need to be at school in order to improve learning outcomes. To address the challenges in suspension for African American students, Contra Costa has supported with data analysis and progress monitoring of suspension data from CAL PADS. They have joined our Principal and Dean of Students professional development in order to partner with school administrators to analyze suspension and referral data, determine trends, identify tiered interventions and incentives. Each quarter Deans of students have led and engaged in a deep analysis of suspension data in order to develop an Strategic Action Plan for the school site to reduce suspensions and increase use of logical consequences and restorative practices. Additionally, the school prioritized developing an Behavior Wellness team that meets weekly to progress monitor suspension and referral trends, and ensure that the school is on track to meeting school wide, grade level, and behavior goals for African American students. The Behavior Wellness Team also works to instruct and monitor socio-emotional wellness of students by ensuring that SEL instruction is occurring in advisory and throughout the school day, and using SEL student screener data to ensure mental health supports and behavior intervention groups are part of the tiered supports available to students.

## 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.

ATSI

Aspire Richmond California College Preparatory Academy  
Student Groups: African American Students

### ***Support for Identified Schools***

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

The LEA is taking a multi-faceted approach that addresses both systemic issues and individual student needs by conducting a comprehensive analysis of suspension data disaggregated by race, disability status, gender, grade level, and offense type to identify trends and root causes. The LEA will also conduct an equity audit to examine policies, procedures, and practices related to discipline, including the consistency of enforcement, cultural responsiveness, and provision of support for students with disabilities. The LEA will provide ongoing

professional development for all staff focused on culturally responsive discipline practices, implicit bias awareness, restorative justice approaches, trauma-informed care, and effective strategies for supporting students with disabilities in the general education setting. To further support our work, the LEA will develop Individualized Support Plans (ISP) for students identified as at risk for suspension, including African American students and those with disabilities. ISPs will include targeted interventions, accommodations, and support services tailored to the student's needs. We also are aware that we need to implement recognition programs and incentives to celebrate positive behavior and academic achievement, to foster a positive school climate and reinforce desired behaviors. By implementing this comprehensive support and improvement plan, the LEA can address the root causes of high suspension rates among African American students and students with disabilities, and create a more inclusive and supportive learning environment that promotes equitable outcomes for all students.

## ***Monitoring and Evaluating Effectiveness***

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

The LEA will monitor and evaluate the plan by doing the following:

Continuously monitor suspension data disaggregated by race, disability status, gender, grade level, and offense type to track changes over time and identify any emerging trends or disparities.

Review findings from the Behavior Wellness Team to assess the implementation of recommended changes to policies, procedures, and practices related to discipline. Monitor progress in achieving greater consistency in enforcement, cultural responsiveness, and support provision for African American students and students with disabilities.

Assess the impact of professional development sessions on staff knowledge, attitudes, and practices related to culturally responsive discipline, implicit bias awareness, restorative justice approaches, trauma-informed care, and support for students with disabilities, by using surveys, observations, and feedback mechanisms to gather data on staff competencies and implementation fidelity.

Monitor the development and implementation of ISPs for students identified as at risk for suspension, including African American students and those with disabilities. Evaluate the effectiveness of targeted interventions, accommodations, and support services in addressing student needs and reducing suspension rates.

Track participation rates and outcomes of positive behavior recognition programs and incentives. Evaluate their impact on fostering a positive school climate, reinforcing desired behaviors, and reducing the need for disciplinary actions.

Solicit feedback from students, parents, and staff regarding their experiences with discipline practices, support services, and school climate.

Use surveys, focus groups, and interviews to gather qualitative data on perceptions, satisfaction levels, and areas for improvement.

Convene regular progress monitoring meetings with school leadership, the Behavior Wellness Team, and relevant stakeholders to review data, assess implementation fidelity, and identify areas of success and areas needing improvement. Use these meetings to make data-informed decisions and adjust strategies as needed.

Evaluate outcomes related to suspension rates, academic achievement, school climate, and disparities among student subgroups. Compare data before and after the implementation of the support and improvement plan to determine its impact and effectiveness.

By systematically monitoring and evaluating each component of the support and improvement plan, the LEA will identify successes, challenges, and areas for refinement, ultimately leading to more equitable outcomes and a positive school environment for all students.

Regular review and adjustment of strategies based on data-informed insights will be essential for sustaining improvement efforts over time.

# 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
Teachers	<p>The LEA engages teachers in the LCAP development process through a variety of ongoing structures that ensure regular input and alignment to school priorities. Weekly RCAL grade-level team meetings allow teachers to collaboratively review student academic and behavioral data and respond to emerging needs. Teachers also participate in bi-weekly coaching PLCs to strengthen instructional practices and leadership. Administrators hold regular 1:1 meeting with their supervisees, and weekly staff surveys provide real-time feedback on instruction, professional development, and school culture. These consistent touchpoints ensure teacher voice is embedded throughout the year.</p> <p>Additional engagement opportunities include quarterly all-staff professional development sessions focused on instructional improvement and data review, as well as bi-weekly ILT meetings to progress monitor school-wide priorities. Teachers also participate in bi-annual Teammate Surveys (fall and spring), which offer valuable insights into instructional practices, student supports, professional learning, and school climate. These layered strategies ensure teacher feedback meaningfully informs the creation, implementation, and refinement of LCAP goals and actions.</p>
Principals and Admin	School leaders, including the Principal and Supporting Administrators, are actively engaged in the development and monitoring of the LCAP through multiple leadership structures. Weekly Admin Team meetings

Educational Partner(s)	Process for Engagement
	<p>focus on leadership development in supervision, instructional practices, and schoolwide systems. These meetings also include time for classroom walkthroughs to align on instructional priorities and observe implementation. Daily Admin Huddles provide space for responsive planning and coordination across campus.</p> <p>In addition, school leaders participate in bi-weekly Instructional Leadership Team (ILT) meetings to monitor progress toward schoolwide goals and ensure alignment with instructional priorities. Admin also take part in weekly professional development, staff meetings, and bi-annual Teammate Surveys. These ongoing forums allow for reflection on resource allocation, strategic planning, and professional learning</p>
Other School Personnel	<p>All school personnel, including Instructional Aides and afterschool staff, are integrated into the RCAL structure and regularly engaged in the school's professional learning and planning processes. These team members participate in weekly professional development alongside teachers, where they receive training aligned to school priorities and student support strategies. Each staff member has a designated supervisor and a point person for regular check-ins, ensuring they are supported in implementing schoolwide systems and instructional goals.</p> <p>Additionally, all staff take part in bi-annual Teammate Surveys and have opportunities to contribute feedback on student services, school culture, and professional growth needs. Regional professional development sessions, held twice a year, provide further learning and foster alignment with best practices across the network. These ongoing engagement efforts ensure that all staff are valued contributors to RCAL's inclusive school culture, student-centered practices, and operational effectiveness.</p>
Parents	<p>At RCAL, families are actively engaged through a variety of ongoing opportunities designed to build community, promote transparency, and gather input on school priorities. A central structure is our monthly Family Coffee Chat, which offers space for conversations around the</p>

Educational Partner(s)	Process for Engagement
	<p>Advisory/SEL scope and sequence, provides opportunities for families to connect with one another, and allows teachers to showcase student work and upcoming projects. School leaders also use this space to gather family input on advisory content and student support structures, ensuring families have a voice in shaping the RCAL experience.</p> <p>In addition to monthly Coffee Chats, families participate in bi-annual Family Surveys (fall and spring), quarterly SSC and ELAC meetings, and monthly College-Going and Career Readiness Workshops. These forums allow families to provide feedback on barriers to engagement, learning preferences, and progress toward LCAP goals. Through these consistent engagement efforts, RCAL ensures that family perspectives are meaningfully integrated into the planning and implementation of school-wide initiatives.</p>
Students	<p>At RCAL, student voice is deeply embedded in school culture through a highly structured and systematized Student Government, led by the Student Government Teacher and the Student Life Lead. This team ensures that students contribute meaningfully to schoolwide decisions through democratic voting processes, student-led panels, announcements, and feedback systems. Student Government plays a central role in planning Town Halls and determining which student life events should be included throughout the year.</p> <p>Students participate in bi-annual Student Surveys (fall and spring) to share feedback on classroom climate, belonging, and learning experiences. Additionally, RCAL hosts two Town Halls each month that celebrate and highlight diverse cultures, ethnicities, and heritages—uplifting student-led programming during events such as Black History Month, LGBTQ+ Awareness, and Spirit Week. Teachers also conduct empathy interviews to better understand student experiences and perspectives. These intentional structures ensure that RCAL students are not only heard but are active partners in shaping the development and refinement of the LCAP.</p>

Educational Partner(s)	Process for Engagement
SELPA (Special Education)	<p>At RCAL, a significant percentage of our student population receives Special Education services, making their voice essential in shaping our LCAP. The Special Education team collaborates weekly in Learning Center meetings to monitor student progress, refine supports, and provide input on how LCAP goals can better serve students with IEPs. Staff also participate in bi-annual surveys to reflect on inclusion, instructional practices, and areas for growth.</p> <p>Additionally, we partner closely with Richmond Technology Academy (RTA), a key feeder school with a large population of students with IEPs. This partnership ensures continuity of support and that the needs and voices of students with disabilities and their families are represented in our planning and implementation efforts.</p>

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

At RCAL, feedback from educational partners—including students, families, teachers, and staff—has played a central role in shaping updates to the LCAP. Through structured engagement opportunities such as weekly RCAL meetings, bi-weekly department meetings, monthly Family Coffee Chats, and bi-annual Teammate and Family Surveys, we gathered critical input that led to several meaningful shifts in our priorities and planning. One significant change was the re-implementation of our Grade Level structure to strengthen collaboration, support, and accountability across teams. Additionally, in response to teacher feedback, we reinstated bi-weekly department meetings to create space for content-specific collaboration and instructional planning.

Student and family voices highlighted the need for a more robust student life experience and increased academic rigor. As a result, we expanded student-led events, enhanced our Town Halls to reflect more cultures and identities, and began offering more opportunities for advanced coursework, including exploring additional AP classes. Families also shared feedback about ensuring more intentional academic pathways, particularly for our Multilingual Learners (MLLs), who make up a significant portion of our student population. This led to targeted changes in the master schedule to ensure designated ELD support and access to grade-level content.

In partnership with Lead Liberated, RCAL also engaged in a Transformational School Review, which incorporated stakeholder feedback and helped us identify priorities for improvement. This process led to the implementation of more structured SEL lessons in advisory, a stronger focus on Tier 2 and Tier 3 interventions, and improved systems for communication and follow-through. Across all engagement formats—whether in meetings, 1:1 conversation, or surveys—partner feedback has been critical in shaping a responsive, data-informed, and equity-centered LCAP that better meets the needs of all RCAL students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To advance teacher instructional quality and student academic performance across our educational community, emphasizing the integration of culturally responsive pedagogy and practice and research-based strategic instructional teaching and data analysis practices. This instructional priority will lead to culturally responsive classrooms and educators equipped with the skills to facilitate learning and foster a community of independent student learners. We will see increases in student academic proficiency levels and growth rate as measured by mclass, iReady and SBAC.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -39.4 African American/Black: -77.8 English Learners: -97.2	2023-2024 SBAC ELA DFS All Students: -54.6 English Learner: -80.7		2025-2026 SBAC ELA DFS All: -24.40 African American/Black: -62.80	All Students: -15.2 African American/Black: -24.7 English Learners: -16.5 Hispanic/Latinx: -17.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -46.7 Hispanic/Latinx: -39.3 Students with Disabilities: -110.7	Long-Term English Learner: -102.2 Socioeconomically Disadvantaged: -59.1 Black/African American: -102.5 Asian: -4.9 Hispanic: -56.3 Students with Disabilities: -141.5		English Learners: -82.20 Socioeconomically disadvantaged: -31.70 Hispanic/Latinx: -24.30 Students with Disabilities: -95.70	Socioeconomically Disadvantaged: -12.4 Students with Disabilities: -30.8
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS  All: -121.5 African American/Black: -169.6 English Learners: -155.3 Socioeconomically disadvantaged: -127.8 Hispanic/Latinx: -123.8 Students with Disabilities: -176.3	2023-2024 SBAC MATH DFS  All Students: -103.6  English Learner: -116 Long-Term English Learner: -161 Socioeconomically Disadvantaged: -109.1 Black/African American: -123.8 Asian: -18.5 Hispanic: -112.2 Students with Disabilities: -169		2025-2026 SBAC Math DFS  All: -106.50 African American/Black: -154.60 English Learners: -140.30 Socioeconomically disadvantaged: -112.80 Hispanic/Latinx: -108.80 Students with Disabilities: -161.30	All Students: +17.9 African American/Black: +45.8 English Learners: +39.3 Hispanic/Latinx: +11.6 Socioeconomically Disadvantaged: +18.7 Students with Disabilities: +7.3
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test  17.29% Met & Exceeded	2023-24 Science Test % Below Standard		2025-2026 Science Test  22.29% Met or Exceeded	Met or Exceeded decreased by 6.18% (17.29% to 11.11%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Black/African American: 33.7 points below All Students: 23.8 points below Hispanic: 24.8 points below Students with Disabilities: 37.7 points below English Learner: 28.6 points below Long-Term English Learner: 39.1 points below Socioeconomically Disadvantaged: 24.5 points below  11.11% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI  36.90% of ELs making progress towards English language proficiency	2023-24 ELPI  EL: 34.2% of ELs making progress towards English language proficiency LTEL: 36.5% of LTELs making progress towards English language proficiency		2025-2026 ELPI  43.20% of ELs making progress towards English language proficiency	ELs decreased by 2.7%.  No baseline data for LTELs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 37.1%	2023-2024 RFEP Rate: 42.86%		2025-2026 RFEP Rate Maintain 15% or above	Increased by 15.76%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	No Change
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4  Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4			Programs to Support Staff Improvement in ELA & ELD Instruction: 0 (no change)
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024  iReady Reading % met annual typical growth goal  Grade 6: 52% Grade 7: 73% Grade 8: 39%  iReady Math	SY 2024-25 (iReady Reading) % of students that met annual typical growth  All Students: 50% Grade 6: 40% Grade 7: 52% Grade 8: 34% Grade 9: 56%		2026-2027  iReady Reading % met annual typical growth goal  Grade 6: 67% Grade 7: 88% Grade 8: 54%  iReady Math	SY 2024-25 (iReady Reading) - Change from Baseline  Grade 6: -12% Grade 7: -21% Grade 8: -5%  SY 2024-25 (iReady Math) -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% met annual typical growth goal  Grade 6: 42% Grade 7: 65% Grade 8: 54%	Grade 10: 57% Grade 11: 61%  SY 2024/25 (iReady Math) % of students that met annual typical growth  All students: 42% Grade 6: 27% Grade 7: 41% Grade 8: 44% Grade 9: 57% Grade 10: 47% Grade 11: 40%		% met annual typical growth goal  Grade 6: 57% Grade 7: 80% Grade 8: 69%	Change from Baseline  Grade 6: -15% Grade 7: -24% Grade 8: -10%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024  100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025  Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		2026-2027  100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	No Change
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate  95.2%	2023-2024 High School Graduation Rate		2025-2026 High School Graduation Rate	Increase 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			96.20%		96.7%	
1.12	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness  All Students: 62.70% Black/African American: Data not displayed English Learner: 61.50% Socioeconomically Disadvantaged: 64.50% Hispanic: 66.20% Students with Disabilities: 64.30%	2023-2024 College and Career Readiness  All Students: 88.20% Socioeconomically Disadvantaged: 88.40% Hispanic: 91.70%		2025-2026 College and Career Readiness  All Students: 71.70% Black/African American: Data not displayed English Learner: 70.50% Socioeconomically Disadvantaged: 73.50% Hispanic: 75.20% Students with Disabilities: 73.30%	All Students increased by 25.50%. Hispanic increased by 25.50%. Socioeconomically Disadvantaged increased by 23.90%.
1.13	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 41% of students who passed AP with 3 or higher	2023-2024 40% Passed AP with 3 or higher		2025-2026 60% of students who passed AP with 3 or higher	1% Decrease
1.14	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates  76%	2023-24 A-G Completion Rates  95.89%		2025-2026 A-G Completion Rates  100%	Increased 19.89%
1.15	Early Assessment Program (EAP) - Percentage of	2022-2023 % Met & Exceeded ELA: 63.64% Math: 9.21%	2023-2024 % Met & Exceeded ELA: 54.41% Math: 13.04%		2025-2026 % Met & Exceeded ELA: 68.64% Math: 14.21%	Decreased by 9.23% for ELA and increased by 3.83% for Math.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded					

## Goal Analysis [2024-25]

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

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

Cal Prep successfully implemented the majority of planned actions across academic equity, intervention, and access goals, with a few key areas requiring deeper structure and follow-through.

### What Was Implemented:

#### Curriculum & Instruction (Goals 1.1–1.2):

Standards-aligned curriculum, Science of Reading, and CRT-aligned PD were implemented. Academic vocabulary was a focus across grades to support MLLs and LTELs.

#### Scheduling & Intervention (Goals 1.3–1.4):

Equitable master scheduling and credit recovery access were established. IABs and some data chats occurred, but a consistent schoolwide system will launch next year.

#### Targeted Group Support (Goals 1.5–1.7):

Supports for Black students, MLLs, and LTELs were initiated, including empathy interviews, BSU support, and Academic English Plans.

Black Family Advisory Council will launch next year.

#### Students with Disabilities (Goal 1.8):

Data-driven practices were used, but co-teaching and the program review were delayed and remain priorities.

#### College & Credit Access (Goal 1.9):

A-G completion rose to 95.89%, and a new college partnership was established. Early interventions and Grading for Equity need stronger implementation.

#### Title I (Goal 1.10):

Positions funded and targeted interventions provided. Progress monitoring systems need refinement.

### Challenges:

Inconsistent progress monitoring (Goals 1.4, 1.6, 1.7, 1.10)

Limited time for co-planning and co-teaching (Goal 1.8)

Need for clearer early intervention and equity grading systems (Goal 1.9)

**Successes:**

Strong academic growth for key student groups (e.g., ELs +39.3 in Math, SWDs +30.8 in ELA)

A-G completion improved to 95.89%

Expanded access to credit recovery, dual enrollment, and career pathways (e.g., Golden State Pathways)

**Summary:**

Implementation across Goals 1.1–1.10 was largely successful, with strong student growth and access gains. Key adjustments for next year include strengthening progress monitoring, co-teaching structures, and early intervention systems to sustain and deepen impact.

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.

Title I and III expenses exceed 10% of the budget due to increased revenue projections. Expenses have been adjusted accordingly to match the revised revenue.

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

Overall, actions across Goals 1.1–1.10 were largely effective, particularly in supporting Multilingual Learners (MLLs) and English Learners (ELs). Key interventions and academic supports led to measurable growth, though some systems require further refinement.

**Effective Actions:**

ELs gained +16.5 points in ELA and +39.3 in Math, with reclassification rising to 42.86% and chronic absenteeism dropping to 1.6%.

Title I-funded roles and academic vocabulary initiatives helped MLLs access grade-level content.

Academic English Plans and MLL PLCs supported LTELs and newcomer integration.

A-G completion improved to 95.89%, showing strong access to college and credit pathways.

**Areas Needing Improvement:**

Progress monitoring for MLLs and LTELs was inconsistent, limiting timely intervention.

ELPI declined slightly, and LTELs remain significantly below standard, highlighting the need for stronger language-integrated instruction.

Integrated ELD strategies and scaffolding need more consistent implementation across classrooms.

**Summary:**

Actions were effective in driving growth for MLLs and ELs, but structured progress monitoring and deeper instructional alignment are needed to sustain and accelerate progress—especially for LTELs.

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 data from the CA Dashboard and local assessments, key adjustments will focus on improving support for Multilingual Learners (MLLs), Long-Term English Learners (LTELs), and Students with Disabilities, while strengthening systems that support instructional equity and student achievement.

#### Key Adjustments:

Implement structured progress monitoring systems across goals (1.4, 1.6, 1.7, 1.10) with clear cycles, protocols, and intervention follow-up to better track and respond to student needs—especially for MLLs and LTELs.

Deepen integrated ELD and academic language instruction through expanded PD, coaching, and co-teaching support (Goals 1.2, 1.6, 1.7). Fully launch Program Review and Co-Teaching Self-Assessment for Special Education (Goal 1.8) to improve collaboration and instructional access.

Expand culturally responsive and Pro-Black programming (Goal 1.5), including the launch of the Black Family Advisory Council and schoolwide CRT implementation support.

Refine Title I-funded supports by aligning interventions more closely with real-time student data and providing additional training to staff (Goal 1.10).

#### How Data Informed Adjustments:

ELPI decline and low LTEL outcomes (ELA DFS: -102.2; Math DFS: -161) showed the need for stronger instructional alignment and language development support.

State data showed gains in reclassification, Math performance, and A-G completion, confirming success in access and foundational support efforts.

Inconsistent monitoring and implementation across some goals signaled the need for more systematized structures to sustain impact.

#### Next Steps:

Moving forward, we will prioritize consistency, collaboration, and coherence—ensuring that all academic and equity-driven strategies are backed by strong systems for implementation, monitoring, and support. These adjustments aim to accelerate progress for our most underserved students.

**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	Grade Level Curriculum	Procure necessary curriculum replacements to ensure that all core subjects feature standards-aligned and board-approved curriculum. Referencing the 23–24 BA Curriculum Overview, this initiative ensures comprehensive coverage of essential learning standards. To support	\$102,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>deeper conceptual understanding, especially in Math, we will enhance curriculum implementation with targeted interventions for African American students and Students with Disabilities, such as scaffolded re-teach protocols and strategic use of diagnostics.</p> <p>Acquire additional Tier III supplemental instructional materials to bolster intervention support, particularly aligned with the Science of Reading principles. Examples include Phonics curriculum (SIPPS) and Phonemic Awareness curriculum (Heggerty), to be integrated into the core program or during Extended Learning Opportunity Programs (ELOP).</p> <p>Provide ongoing professional development sessions to support the seamless implementation of curriculum enhancements such as Eureka 2.0, Open Sci-Ed, and Amplify. These sessions ensure educators are equipped with the necessary skills and knowledge to effectively utilize new instructional materials.</p> <p>Professional development will emphasize rigorous academic instruction, academic language development, and instructional strategies to support Long-Term English Learners (LTELs) and multilingual learners across disciplines. Instructional coaching will be refined to include walkthrough tools, and embedded support for integrated ELD practices such as academic vocabulary.</p> <p>Invest in Chromebooks to establish a 1:1 device ratio, ensuring all students have equitable access to technology for regular grade-level content practice experiences. Introduce personalized instruction curriculum such as iReady, tailored to individual student needs to enhance learning outcomes and address specific academic challenges.</p> <p>Allocate dedicated grade-level and content planning time for educators to facilitate effective lesson planning, unit development, and data analysis. This collaborative effort promotes alignment with instructional goals and facilitates data-driven decision-making. Teams will follow a standardized collaboration protocol that emphasizes formative data analysis and access strategies for special populations, fostering consistent implementation and improved student outcomes.</p> <p>Conduct regular analysis of curriculum implementation and access with the Regional Instructional Team, in accordance with the Williams Act</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Requirements for textbooks and curriculum. This ensures continuous improvement and adherence to standards, fostering a supportive and responsive educational environment for all students. These analyses will now include a focused lens on instructional access and outcomes for Students with Disabilities, LTELs, and African American students, helping us tailor responsive adjustments across instructional materials, planning, and teacher support.</p> <p>The above actions are designed to effectively address the needs of our African American, English Learner, Hispanic/Latinx, and Socioeconomically Disadvantaged student populations highlighted in red on the CA School Dashboard for SBAC ELA &amp; Math. While we celebrate the growth across student groups, our next phase is about closing the distance from standards and ensuring acceleration.</p>		
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	<p>In addition to providing access to ongoing comprehensive professional development designed and led by the Regional Instructional Team on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.), we will utilize the updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies into the Culture of Learning and Essential Content domains and build capacity of stakeholders by establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education.</p> <p>We will strengthen support for Multilingual Learners and Students with Disabilities by implementing integrated ELD strategies within core content, expanding Science of Reading-aligned literacy interventions, and deepening staff training in MTSS-aligned instructional practices. Instructional coaching cycles will prioritize academic language development and scaffolded access to grade-level content for both MLLs and SWDs.</p> <p>These actions are designed to adequately address the specific needs of our African American, English Learner, Hispanic, and socio-economically</p>	\$965,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disadvantaged student populations highlighted in red on the CA school dashboard for SBAC ELA & Math, by providing ongoing comprehensive professional development for various stakeholder groups aligned to the instructional program, strategies, and culturally relevant pedagogy and practice.		
1.3	Instruction (Master Scheduling)	<p>To support the diverse needs of our African American, English Learner, Hispanic, and socio-economically disadvantaged student communities identified in red in various indicators on the CA school dashboard, we've crafted the following proactive action plan:</p> <p>Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts with the necessary allotted minutes for core content areas. Ensure master schedule has time for intervention/credit recovery to the extent possible that does not limit access to enrichment.</p> <p>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).</p> <p>In the coming year, the master schedule will be adjusted to include more targeted intervention blocks focused on foundational literacy, particularly for Multilingual Learners (MLLs) and Students with Disabilities (SWDs).</p> <p>We will also strengthen alignment between in-school interventions and after-school academic support to ensure students receive consistent, data-driven skill-building across settings.</p> <p>Additional differentiation within intervention blocks will address the needs of Long-Term English Learners (LTELs) and SWDs through integrated ELD strategies and IEP-aligned practices.</p>	\$3,026,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Instruction (Assessment)	<p>To address the specific challenges faced by our African American, English Learner, and Hispanic student groups, Cal Prep is implementing targeted strategies. In response to the 'Orange' rating in English Language Arts (ELA) and 'Red' rating in Mathematics for all three groups in 2023, and similar trends in 2022, we are establishing and implementing a progress monitoring protocol called Data Chats. This protocol will involve analyzing data every six to eight weeks to inform strategic next steps and planning. Additionally, we recognize the need for regular data discussions. To facilitate this, we are allocating dedicated time for data discussions through shared preps, release days with substitutes, or protected time on early release days.</p> <p>To provide tailored support, we will tier students based on data analysis to ensure specific interventions align with individual needs and standards mastery. This includes analyzing proficiency and growth rates to guide our interventions effectively. Furthermore, we are enhancing our assessment practices by administering Interim Assessment Blocks (IAB) twice a year. Additionally, we are designing and implementing end-of-chapter assessments, end-of-unit assessments, and exit tickets aligned with the testing questions of the SBAC, ensuring our assessments reflect the standards and skills our students need to succeed.</p> <p>Although some components of the plan were implemented, the full Data Chat protocol was not consistently carried out. To address this, we will launch a fully structured, schoolwide Data Chat system in the 2025–26 school year with defined protocols, roles, and calendared data cycles.</p> <p>We will also strengthen how data is used to guide targeted supports for Long-Term English Learners and Students with Disabilities, ensuring interventions are both standards-aligned and tailored to their specific language and learning needs.</p> <p>Staff development will be enhanced to build teacher capacity in analyzing assessment data and translating insights into instructional planning.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Black Excellence	<p>To address the specific challenges faced by African American students at Cal Prep, we are implementing targeted strategies tailored to their needs:</p> <p>Culturally Relevant Instruction: We will integrate culturally relevant literature and instructional materials into our curriculum to support an interdisciplinary approach to Pro-Black Programming. This approach aims to engage African American students more deeply in their learning experiences.</p> <p>In the coming year, we will strengthen this work by providing structured planning time and coaching to ensure CRT is embedded across content areas and grade levels.</p> <p>Comprehensive Black History Education: We are committed to teaching Black History beyond surface-level approaches throughout the academic year. By providing comprehensive and in-depth education on Black history, we aim to empower African American students with a greater sense of identity and belonging.</p> <p>Adjustments for next year include aligning this content to ELA and Social Science standards and developing model lessons for schoolwide use.</p> <p>Professional Development on Microaggressions: Our educators will participate in ongoing, comprehensive professional development sessions led by the Regional Instructional Team on Microaggressions. These sessions will focus on understanding and addressing beliefs, attitudes, and perceptions that impact learning for Black students, with the goal of reducing anti-Blackness within our educational environment.</p> <p>In the upcoming year, we will expand this PD to include full staff participation and embed CRT coaching cycles to ensure practice shifts are sustained.</p> <p>Quarterly Learning Walks: We will conduct quarterly learning walks specifically focused on reviewing the instructional program with a targeted emphasis on Black student academic achievement, including social-emotional learning (SEL) work. These walks will allow us to identify areas for improvement and ensure that our practices are effectively supporting the academic and emotional needs of African American students.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Future walks will include a stronger focus on identity-affirming practices, culturally relevant pedagogy, and data reflection specific to Black student outcomes.</p> <p>Supporting Black Student Union (BSU): We will continue to support our Black Student Union (BSU) by providing necessary materials such as t-shirts and supplies. Additionally, we will organize field trips for BSU students to Historically Black Colleges and Universities, fostering a sense of connection and aspiration within the African American community. Next year, we will increase BSU leadership development opportunities and explore partnerships with local organizations and alumni to enhance mentorship.</p> <p>Black Family Advisory Council: To further engage with and support our African American families, we will establish a Black Family Advisory Council to provide input and guidance on enhancing our school community's inclusivity and effectiveness in serving African American students. The council will officially launch in the 2025–26 school year following planning and outreach during summer 2025.</p>		
1.6	English Learners	<p>At Cal Prep, our commitment to serving all Multilingual Learners (MLLs) is evident through our comprehensive ELD program. To ensure effective support for our students, we have established a set of must-do action items:</p> <p><b>Staff Training and Support:</b> Ensure instructional staff are familiar with all MLL students. Provide specific training on Integrated ELD support strategies, emphasizing differentiated instruction and assessments. Systematic observation and feedback are provided by the ELD Coordinator and during MLL PLC and data analysis meetings. All ELD teachers are high-quality educators using rigorous, standards-aligned curricula to support student learning with the goal of reclassification or moving one or more levels per year.</p>	\$11,000.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Next year, we will expand instructional coaching and peer observation cycles focused on Integrated and Designated ELD implementation to ensure consistency and alignment across classrooms.</p> <p><b>Identification and Placement:</b> Develop and maintain a system to identify and place newly enrolled English Learners into Designated ELD within 30 days of enrollment.</p> <p><b>Progress Monitoring and Reclassification:</b> Provide opportunities for instructional staff to analyze local and state assessments to monitor individual English Learner growth and progress toward reclassification. We are piloting Academic English Plans this year for students who scored a Level 3 on the ELPAC and newcomer students. These plans will be refined and expanded next year to include alignment with classroom goals, reclassification criteria, and targeted interventions for Long-Term English Learners (LTELs). Ensure all eligible students for reclassification are identified and reclassified before Summative ELPAC testing. MLL PLCs will be strengthened to better use student data to guide reclassification and progress-monitoring decisions.</p> <p><b>ELPAC Completion and Communication:</b> Our goal is to exceed 95% completion on the Summative ELPAC. Provide all state-required communication to families and maintain copies in each student's record. Collaborate with the Regional Multilingual Learners Program Manager to ensure best practices in ELD instruction and support.</p> <p><b>Family Engagement and Student Support:</b> We have hosted MLL family workshops and RFEP/End-of-Year celebrations. We will continue and expand family engagement efforts, using translation services in all served languages and offering more consistent communication aligned to academic goals.</p> <p><b>Additional Program Components Being Implemented:</b></p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Engage in progress monitoring of individual students who have reclassified within the last 4 years and document progress in student records.</p> <p>Provide more instructional professional development to all staff to ensure that all students are being effectively supported.</p> <p>Work with instructional staff to monitor MLL progress on internal reading assessments and intervene accordingly.</p> <p>Develop systematic opportunities for instructional staff to observe and give feedback on Designated and/or Integrated ELD implementation.</p> <p>Implement newcomer intake questionnaires in PowerSchool to support the transition and placement of new students.</p> <p>Conduct a school-level MLL program evaluation after receiving all Summative ELPAC scores to inform adjustments for the upcoming school year.</p> <p>These adjustments are based on outcome data showing strong academic growth for MLLs but ongoing challenges in English language proficiency and progress for LTELs. Our goal is to deepen instructional impact, increase alignment across the system, and ensure sustained, meaningful progress for all MLL students.</p>		
1.7	Long-Term English Learners	<p>Specialized Intervention Programs: We will implement specialized intervention programs focused on advanced language acquisition and academic language development for LTELs. These programs will provide targeted support to help LTELs progress in their language proficiency and academic skills.</p> <p>Next year, we will implement a progress monitoring system that tracks both academic and language development, triggering interventions based on student needs.</p> <p>Diverse and Engaging Curriculum: We will develop and integrate curricula that reflect the diverse backgrounds of LTELs, promoting engagement and</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>connection to learning. By incorporating culturally relevant content, we aim to make learning more meaningful and accessible for LTELs.</p> <p><b>Data-Driven Instruction:</b> Utilizing data analysis, we will tailor instruction to the specific needs of LTELs and monitor their progress closely. This personalized approach will ensure that instruction meets the individual needs of each LTEL student.</p> <p>We will strengthen this approach by using data from empathy interviews and internal assessments to co-design supports and refine instruction.</p> <p><b>MTSS Prioritization:</b> We will prioritize LTEL students within our Multi-Tiered System of Support (MTSS), ensuring that they receive the necessary interventions and supports to succeed academically and linguistically.</p> <p><b>Family Engagement:</b> We will work closely with the families of LTEL students to ensure they understand the path toward reclassification and the impact of reclassification on their child's education. Hosting LTEL-specific family nights will increase awareness of ways to support English language development outside of the classroom.</p> <p>Next year, we will introduce family goal-setting sessions connected to reclassification progress and provide resources in home languages to increase accessibility.</p> <p><b>Professional Development:</b> We will provide professional development specific to the needs and teaching strategies of LTEL students, equipping educators with the tools and knowledge needed to effectively support LTELs in their classrooms.</p> <p>This will include targeted PD on scaffolding academic language, integrating vocabulary instruction, and culturally affirming strategies for LTELs.</p> <p><b>Social-Emotional Support:</b> We will provide intensified social-emotional supports for LTEL students to address any emotional or behavioral barriers that may impede their academic progress. By addressing the holistic needs of LTELs, we aim to create a supportive learning environment where they can thrive academically and emotionally.</p> <p>We will also use empathy interviews more widely to inform SEL strategies and ensure student voice is integrated into program planning.</p>		

Action #	Title	Description	Total Funds	Contributing
1.8	SPED	<p><b>Co-Teaching Support:</b>          We will ensure that General Education and Education Specialist co-teachers have consistent, protected weekly co-planning time. This time will be used to plan inclusive lessons, analyze student data, and strengthen co-teaching practices.</p> <p>Next year, we will provide clear co-teaching models, role clarity, and coaching to ensure this collaboration is effective and supports access to rigorous, grade-level content.</p> <p><b>Program Review and Self-Assessment:</b>          Our Program Specialist will fully implement a schoolwide program review and facilitate a co-teaching self-assessment process with teacher teams. Based on these findings, 1–2 actionable goals will be co-developed and tracked throughout the year to improve instructional effectiveness and outcomes for students with disabilities.</p> <p><b>Data-Driven Practices:</b>          We will embed regular data stepbacks into the academic calendar, ensuring time is allocated to review student progress across academic and behavioral domains.</p> <p>These stepbacks will be aligned with IEP goals, tiered supports, and progress monitoring systems to identify challenges early and adjust instruction accordingly.</p> <p>By consistently using data to drive instructional decisions, we aim to support both the academic and social-emotional growth of our students with disabilities.</p>	\$1,570,000.00	No
1.9	College & Career Readiness	To ensure that all students at Cal Prep remain on track for graduation and are prepared for post-secondary success, we are implementing a comprehensive set of strategies to expand access to college coursework, credit recovery, and career exploration:	\$240,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Ensure that all students have access to college courses within their high school pathways by maintaining current offerings and expanding dual enrollment opportunities.</p> <p>Establish one new partnership with a college or university to increase access to college-level courses.</p> <p>Build credit recovery sections into the master schedule and ensure that students in need are enrolled in at least one recovery course per semester, through on-site offerings or external partnerships.</p> <p>Address students failing multiple courses through a formal early intervention system, including structured team meetings, early grade reviews, and individualized academic support plans before progress reporting periods.</p> <p>Build strong partnerships with organizations such as OneGoal and DCAC to provide students with support in college planning, persistence, and access to post-secondary resources.</p> <p>Leverage our award through the Golden State Pathways Program to expand our Early Childhood Education pathway, providing students with opportunities to explore careers, gain real-world experience, and participate in potential internship opportunities.</p> <p>Provide ongoing professional development on Grading for Equity, with a focus on consistent, culturally responsive, and mastery-based grading practices across all classrooms.</p> <p>These adjustments reflect strong progress in A-G and graduation outcomes while addressing the need for more structured early intervention, equitable grading systems, and expanded access to college and career pathways.</p> <p>Strengthen and expand Career Technical Education (CTE) pathways aligned with regional labor market demand.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Continue building and sustaining partnerships with industry leaders to provide students with exposure to high-wage, in-demand careers through job site visits, mentorship, and guest speakers.</p> <p>Coordinate field trips to local institutions of higher education to expose students to postsecondary options.</p>		
1.10	Title I	<p>To enhance academic performance across all student groups—especially those performing at the lowest achievement levels—Cal Prep utilizes Title I funds to support two key positions:</p> <p>Instructional Assistant</p> <p>School Support Manager</p> <p>This equity-centered approach ensures all students, regardless of socioeconomic status, have access to the academic support and resources they need to succeed. These Title I-funded roles provide targeted interventions that directly contribute to student growth in foundational skills and content mastery.</p> <p>To strengthen the effectiveness of these supports, we will implement a more structured and consistent progress monitoring system to track student outcomes in real time, guide instructional adjustments, and ensure timely interventions. Progress monitoring protocols will include regular data cycles, clear response steps, and staff training to support consistent implementation.</p> <p>The expected outcome is continued improvement in the academic performance of low-achieving students, as measured by assessments, local progress monitoring, and state testing results. Funding from Title I will continue to be aligned with federal guidelines to improve outcomes for historically underserved students and ensure data-driven, equitable support schoolwide.</p>	\$235,000.00	No

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal on the development of adult learners will lead to the attraction and retention of teammates. We will see growth in positive responses to our Teammate Survey questions on Coaching, Feedback & Development. Additionally, weekly or biweekly observation and feedback coaching cycles for all teachers and ed specialists will lead to growth in educator instructional practice which will increase student attendance and academic performance outcomes. To assemble and sustain a team of exceptional educational professionals through strategic initiatives aimed at recruitment, development and retention. We will focus on enhancing our team's development by implementing structured models and systems that provide continuous professional growth opportunities. This will include individualized coaching, team coaching, and the formation of vibrant Communities of Practice (CoPs), which will foster a culture of lifelong learning and collaborative innovation.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 54.79% fully credentialed	2022-23 58.03% Fully Credentialled		100% fully credentialed	Increased by 3.24%
2.2	Teacher Sense of Safety and School	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey	School Climate: - 5.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (Aspire Teammate Survey)	School Climate: 39% responded favorably Belonging: 47% responded favorably Well-being: 39% responded favorably Staff-Leadership Relationships: 26% responded favorably Cultural Awareness and Action: 39% responded favorably	School Climate: 34% responded favorably Belonging: 58% responded favorably Well-being: 46% responded favorably Staff-Leadership Relationships: 41% responded favorably Cultural Awareness and Action: 48% responded favorably		School Climate: 59% responded favorably Belonging: 67% responded favorably Well-being: 59% responded favorably Staff-Leadership Relationships: 46% responded favorably Cultural Awareness and Action: 59% responded favorably	Belonging: +11.00% Well-being: +7.00% Staff-Leadership Relationships: +15.00% Cultural Awareness and Action: +9.00%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 94.2% Retention	Retention Rate 78.30%		2026-2027 to 2027-2028 Retention Maintain 90% Retention	Decreased by 15.90%

## Goal Analysis [2024-25]

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

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

This year, we implemented several key actions across Goals 2.1 to 2.6 to support staff development, retention, and the educator pipeline. Overall, the school made steady progress, with some areas of strong implementation and others that revealed opportunities for refinement.

### What We Implemented:

2.1 Staff Development: PLP meetings were held to support individualized staff growth, though consistency in follow-up varied. Teacher coaching and PD were aligned to school priorities.

2.2 Retention: Weekly staff surveys, open office hours, and listening sessions helped gather staff voice. We began adjusting the master schedule to improve planning time and wellness.

2.3 Culture & Wellness: Staff wellness goals were integrated into PLPs, and onboarding practices were improved for new hires.

2.4 Leadership Development: Teacher leadership roles expanded, including mentorships and lead roles. More systems are needed to formalize leadership pathways.

2.5 Pipeline: We successfully hired two Alder Residents and supported stretch goals, though more structure is needed in PLP follow-up.

2.6 Credentialing: Misassignments were reduced, and teachers were supported in credential completion. Some delays in state processing and hiring challenges persisted.

### Challenges:

Inconsistency in PLP structure and follow-up limited the full impact of professional development.

Credentialing delays and a limited candidate pool made eliminating all misassignments difficult.

Balancing staff support with high operational demands impacted implementation of some retention and leadership actions.

### Successes:

Hiring and retaining Alder Residents directly strengthened the pipeline.

Increased staff engagement in leadership roles and PD.

Improvements in onboarding and wellness support positively impacted school climate.

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 school increased investment in hiring bonuses to attract and retain high-quality instructional staff.

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

The actions taken under Goals 2.1–2.6 have been partially effective in advancing staff development, retention, leadership, and pipeline building. While several initiatives produced promising outcomes, others revealed implementation gaps that require structural improvements.

#### Effective Actions:

Goal 2.5 (Pipeline): Hiring two Alder Residents and increasing interest in teacher leadership roles showed clear progress in developing a strong educator pipeline.

Goal 2.2 (Retention): Staff voice was prioritized through surveys and listening sessions, which helped identify and begin addressing key retention factors such as collaboration time and workload.

Goal 2.3 (Wellness & Onboarding): Wellness goals and onboarding supports contributed to improved new staff integration and school culture.

#### Partially Effective Actions:

Goal 2.1 & 2.4 (PLPs & Leadership Development): While PLPs were initiated and leadership roles were offered, inconsistency in follow-up and structure limited their full effectiveness. Additional systems are needed to track progress and provide sustained support.

Goal 2.6 (Credentialing): Credential misalignments were reduced, but delays in credentialing processes and challenges in hiring fully credentialed staff slowed complete alignment.

#### Barriers to Effectiveness:

Inconsistent implementation and follow-up in PLP systems.

Credentialing delays and a limited pool of qualified candidates.

Competing priorities that impacted capacity for sustained leadership development and wellness initiatives.

Overall Assessment: The foundation has been laid across all subgoals, and early results are promising, but refinements in systems, timelines, and support structures are necessary to fully meet the intended outcomes.

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

#### Adjustments & Next Steps – Goals 2.1 to 2.6

Based on our review of implementation and outcomes, several key adjustments will be made to strengthen progress across staff development, retention, leadership, and credentialing goals.

#### Adjustments Informed by Data:

Staff survey feedback indicated a need for clearer systems of support, more collaboration time, and structured follow-up on PLP goals.

Credential monitoring data revealed ongoing gaps due to late hires and delayed state processing.

Pipeline outcomes showed success with Alder Residents, indicating potential for expansion.

#### Next Steps & Strategy Improvements:

Formalize PLP systems with clear timelines, progress check-ins, and tools for tracking growth.

Strengthen credential monitoring through earlier reviews and regular check-ins to prevent misassignments.

Increase teacher leadership opportunities with defined roles, responsibilities, and training pathways.

Expand partnerships with teacher preparation programs (e.g., Alder) to grow the pipeline.

Continue prioritizing staff wellness and onboarding with structured systems for new hires.

These adjustments are aimed at building sustainable systems that support staff development, improve retention, and ensure credential compliance in alignment with our long-term goals.

**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	Coaching	<p>To address the specific challenges faced by our African American, English Learner, and Hispanic student groups, Cal Prep has implemented a differentiated coaching model designed to provide teachers with targeted coaching and feedback aligned to their experience, needs, and instructional goals.</p> <p>All teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF), and engage in goal setting, mid-year, and end-of-year reflection cycles to monitor growth. The administrative team uses the Transformational Leadership Framework (TLF) to guide their own leadership development, supported by regular debriefs with the principal.</p> <p>A consistent instructional walkthrough schedule aligned to ASLF has been implemented to calibrate feedback across coaches, identify trends, and inform professional development planning. Admin and lead teacher coaches are developing their practice through ILT consultancies, anchor texts, and coaching data analysis.</p> <p>To improve implementation, Cal Prep will strengthen the use of TeachBoost to progress monitor coaching frequency, focus areas, and follow-up actions. We will also increase the frequency and consistency of teacher feedback to ensure that coaching directly informs daily instructional practice.</p> <p>Coaching and walkthrough trends are shared in the weekly staff newsletter to promote transparency and alignment. These efforts are designed to improve instructional quality and student outcomes, particularly for historically underserved student groups.</p>	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development	<p>To address the specific challenges faced by our African American, English Learner, Students with Disabilities, and Hispanic student groups, Cal Prep is implementing targeted professional development to strengthen instructional coherence and coaching systems.</p> <p>We will lead staff professional development on the TeachBoost platform to ensure all teachers and Education Specialists are consistently using it to document coaching, track Personalized Learning Plans (PLPs), and monitor professional growth.</p> <p>After limited implementation this year, full rollout and training will occur in 2025–26 to improve progress monitoring and coaching follow-through.</p> <p>Cal Prep will continue to lead professional development on the Aspire Student Learning Framework (ASLF) to ensure teachers and coaches are aligned on rigorous, standards-based instruction.</p> <p>Next year, the use of ASLF will be expanded through increased ILT-led walkthroughs and instructional rounds to strengthen feedback and alignment across classrooms.</p> <p>These actions aim to ensure staff are equipped with the tools and shared frameworks needed to accelerate student outcomes, particularly for historically underserved populations.</p>	\$0.00	No
2.3	Teammate Retention	<p>To strengthen staff culture, wellness, and professional support, Cal Prep will continue to implement systems that foster collaboration, staff voice, and inclusive onboarding, especially for new teachers and those serving high-need student populations.</p> <p>Continue staff input sessions, weekly staff surveys, open office hours, and listening meetings to gather feedback on school culture and climate.</p> <p>Share survey results and leadership next steps transparently after each data collection cycle to build trust and alignment.</p>	\$96,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain master schedule adjustments that ensure adequate time for teacher collaboration and planning.</p> <p>All staff will write a wellness goal as part of their Professional Learning Plan (PLP).</p> <p>Next year, this process will be formalized with built-in check-ins throughout the year to reflect on progress and prioritize staff well-being.</p> <p>Establish a structured onboarding program to support new staff, including those new to the profession, new to the district, or transitioning into new roles.</p> <p>This system will include orientation, mentorship, and clear expectations to promote early success and connection.</p> <p>These actions aim to increase staff retention, strengthen professional culture, and ensure all team members feel supported, valued, and equipped to thrive.</p>		
<b>2.4</b>	Affinity Groups	Explore site-based alternatives or partner-led affinity spaces for interested staff if regional support does not resume.	\$0.00	No
<b>2.5</b>	Pipeline Development	<p>During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals aligned to their future career aspirations and receive targeted support, including release time for observations, testing, or professional development.</p> <p>Next year, we will strengthen PLP structures by setting clear expectations, scheduling regular check-ins, and providing tools for progress monitoring. We will also continue to expand teacher leadership opportunities and aim to increase the number of Alder Residents, building on this year's success of hiring two.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Teacher Credentialing	<p>In alignment with Williams Act requirements, the school will actively monitor, reduce, and work to eliminate teacher misassignments by ensuring all staff hold appropriate credentials for their teaching assignments.</p> <p>Adjustments for Next Year:</p> <p>Conduct credential reviews earlier in the school year and at key checkpoints.</p> <p>Implement a consistent system to track credential progress and renewal status.</p> <p>Prioritize early hiring of fully credentialed candidates.</p> <p>Provide targeted support and guidance for teachers working toward credential completion.</p>	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To elevate and personalize student learning experiences for all subgroups across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies and interventions. This goal on school culture and climate emphasizes the use of data to develop differentiated systems of support that will lead to improved student engagement and chronic absenteeism rates, and lower suspension rates.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate  All: 10.50% African American/Black: 22.00% Hispanic/Latinx: 8.70%	2023-2024 Chronic Absenteeism Rate  All Students: 6.50%		2025-2026 Chronic Absenteeism Rate  All: 1.5% African American/Black: 13%	All Students: - 4.00% Black/African American: -11.10% Hispanic/Latinx: - 2.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 6.10% Socioeconomically disadvantaged: 10.20% Students with Disabilities: 11.80%	English Learner: 1.60% Long-Term English Learner: 2.40% Socioeconomically Disadvantaged: 6.60% Black/African American: 10.90% Asian: 0.00% Hispanic: 5.80% Multiple Races/Two or More: 7.70% Students with Disabilities: 3.90%		Hispanic/Latinx: 0% English Learners: 0% Socioeconomically disadvantaged: 1.2% Students with Disabilities: 2.8%	English Learners: -4.50% Socioeconomically Disadvantaged: -3.60% Students with Disabilities: -7.90%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate  All Students: 5.8% African American/Black: 17.6% Hispanic/Latinx: 4.1% English Learners: 4.6% Socioeconomically Disadvantaged: 5.8% Students with Disabilities: 13.4%	2023-2024 Suspension Rate  All Students: 4.90%  Black/African American: 6.30% Asian: 0.00% Hispanic: 5.10% Multiple Races/Two or More: 7.00% Students with Disabilities: 12.80% English Learner: 6.00% Long-Term English Learner: 7.70%		2025-2026 Suspension Rate  All Students: 4.9% African American/Black: 16.7% Hispanic/Latinx: 3.2% English Learners: 3.7% Socioeconomically Disadvantaged: 4.9% Students with Disabilities: 12.5%	All Students: -0.9% Black/African American: -11.3% Hispanic/Latinx: +1.0% English Learners: +1.4% Socioeconomically Disadvantaged: -1.0% Students with Disabilities: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 4.80%			
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 94.98%	2024-2025 P2 Attendance Rate 92.48%		2026-2027 Attendance Rate 97.98%	Decreased 2.5%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2025-2026 Pupil Expulsion Rate 0%	No Change
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Good	No Change
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey  Teacher Student Relationships: 1st Quintile  Sense of Belonging: 1st Quintile  School Climate: 1st Quintile  School Safety: 3rd Quintile	2024-2025 Aspire Student Survey  Teacher Student Relationships: 1st Quintile  Sense of Belonging: 1st Quintile  School Climate: 1st Quintile  School Safety: 2nd Quintile		2026-2027 Aspire Student Survey  Move up 1 quintile or maintain 3rd quintile or above	Teacher Student Relationships: 0  Sense of Belonging: 0  School Climate: 0  School Safety: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey  Barriers to Engagement: 87% responded favorably Family Engagement: 13% responded favorably	2024-2025 Aspire Family Survey  Barriers to Engagement: 88% responded favorably Family Engagement: 11% responded favorably		2026-2027 Aspire Family Survey  Barriers to Engagement: 90% responded favorably Family Engagement: 38% responded favorably	Barriers to Engagement: +1.00% Family Engagement: -2.00%
3.8	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection  Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection  Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5		2026-2027 Local Performance Indicator, Self-Reflection  Average Rating: 4 or above	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey  61% responded favorably "The school provides a safe environment for my child." 62% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey  75% responded favorably: "The school provides a safe environment for my child."  68% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."		2026-2027 Aspire Family Survey  85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	The school provides a safe environment for my child: +14.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: +6.00%
3.10	Dropout Rate (CDE Dataquest)	2022-2023 Dropout Rate 3.61% (3 of 83)	2023-2024 Dropout Rate 2.60%		2025-2026 Dropout Rate (0)	Decreased by 1.01%

## Goal Analysis [2024-25]

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

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

Cal Prep implemented foundational actions across Goals 3.1–3.6 to support African American, English Learner, and Hispanic students. Key systems were established in family engagement, attendance, SEL, MTSS, enrollment, and facilities.

### What Was Implemented:

Family Engagement (3.1): Principal Chats, SSC/ELAC meetings, and surveys occurred; "Lunch with a Loved One" and the Black Family Advisory Group are pending.

Attendance (3.2): Attendance Team, incentives, and communication strategies were implemented; weekly data reviews and summer outreach need strengthening.

SEL (3.3): SEL curriculum and student leadership clubs launched; adult SEL and progress monitoring need improvement.

MTSS (3.4): Teams met regularly and used data, but need clearer systems for intervention tracking.

Enrollment (3.5): Enrollment Team and outreach efforts were launched; social media and consistent family-centered events are areas for growth.

Facilities (3.6): Classroom environment standards still being finalized.

Challenges: Limited capacity, inconsistent progress monitoring, and competing priorities impacted full implementation.

Successes: Strong foundational systems, improved communication, and increased cross-team collaboration set the stage for deeper impact next year.

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.

Expenditures were \$40,000 higher than budgeted because the school opted to hire a Community Safety Manager in place of a second Dean

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

Overall, the actions taken under Goal 3 have been partially effective in advancing personalized supports and improving conditions for African American, English Learner, and Hispanic students.

Effective Areas:

Family Engagement (3.1): Principal Chats, SSC/ELAC meetings, and surveys increased family voice in school planning.

Attendance (3.2): Incentives and increased outreach improved communication, though chronic absenteeism remains a challenge.

MTSS (3.4): Regular team meetings and county collaboration led to a stronger foundation for tiered supports and behavior analysis.

Partially Effective Areas:

SEL (3.3): SEL curriculum and student leadership were implemented, but inconsistent progress monitoring and limited adult SEL development reduced impact.

Enrollment (3.5): Foundational efforts were launched, but lack of consistent outreach and social media presence limited visibility.

Facilities (3.6): Williams Act compliance was met, but classroom readiness standards need more consistent application.

Barriers: Capacity, inconsistent implementation, and limited follow-through on systems (e.g., progress monitoring, outreach) prevented full success.

The actions set a strong foundation, but deeper consistency and alignment are needed to produce the full impact of this 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.

Based on implementation outcomes and data from Panorama, attendance records, and internal walkthroughs, several adjustments will be made to strengthen Goal 3 efforts:

Family Engagement (3.1): Launch the Black Family Advisory Group and “Lunch with a Loved One” to deepen culturally responsive connections.

Attendance (3.2): Improve consistency in weekly data reviews and launch summer outreach for chronically absent students.

SEL (3.3): Increase PD and coaching on SEL implementation, use Panorama data more intentionally, and expand adult SEL support.

MTSS (3.4): Develop clearer protocols for intervention tracking and strengthen progress monitoring aligned to behavior and academic data.

Enrollment (3.5): Establish a social media strategy, expand community events, and schedule monthly outreach efforts.

Facilities (3.6): Finalize and implement the classroom environment checklist and ensure full staff training on the safety plan.

These adjustments aim to move from foundational implementation to consistent, equity-driven execution that better meets the needs of all students.

**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	Family and Community Engagement & Outreach	<p>To address the specific challenges faced by our African American, English Learner, and Hispanic student groups, Cal Prep will implement culturally responsive and relationship-centered family engagement strategies to ensure every family has a voice in shaping school culture and student support systems.</p> <p>Planned Actions:</p> <p>Continue holding monthly Principal Chats to strengthen communication and build trust with families.</p> <p>Continue administering family surveys to gather feedback that informs strategic planning and school improvement efforts.</p> <p>Launch quarterly “Lunch with a Loved One” events to foster student-family connection during the school day.</p> <p>Hold monthly SSC/ELAC meetings featuring student performances, food, child care, translation, and door prizes to promote inclusive participation.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Establish a Black Family Advisory Group to elevate the voices of Black families and provide direct input on school culture and climate.</p> <p>Adjustments for Next Year:</p> <p>Prioritize early implementation of Lunch with a Loved One and the Black Family Advisory Group, both delayed this year due to scheduling and capacity constraints.</p> <p>Track family participation data by subgroup to assess engagement impact and inform future outreach strategies.</p> <p>Increase opportunities for co-creation with families, ensuring shared ownership of key initiatives that support student success and belonging.</p>		
3.2	Attendance	<p>To address the specific attendance challenges faced by our African American, English Learner, and Hispanic student groups, Cal Prep will implement a comprehensive, data-driven approach to reduce chronic absenteeism and improve student engagement through strong systems, proactive outreach, and positive incentives.</p> <p>Planned Actions:</p> <p>Establish an Attendance Team to develop an attendance plan, lead intervention strategies, and monitor progress.</p> <p>Ensure the Attendance Team conducts weekly data reviews, with a focus on English Learners, Foster Youth, and low-income students.</p> <p>Increase family communication for each absence, including personal outreach and home visits for students with chronic absenteeism.</p> <p>Implement school-wide attendance incentive programs, such as perfect attendance certificates and grade-level competitions.</p>	\$341,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Include attendance messaging in Back to School events, newsletters, First Day Packets, and Student-Led Conferences (SLCs).</p> <p>Conduct summer home visits and outreach for students identified as chronically absent or truant (new focus for next year).</p> <p>Shift focus to targeted enrollment and student retention strategies across all grade levels.</p> <p>Adjustments for Next Year:</p> <p>Strengthen the consistency and structure of weekly data reviews by the Attendance Team to better identify and respond to trends.</p> <p>Launch summer home visits to engage students with chronic absenteeism before the school year begins.</p> <p>Refine and document tiered intervention strategies to ensure alignment with academic and SEL supports.</p> <p>Increase collaboration with student support teams to enhance wraparound services for at-risk students.</p>		
3.3	SEL	<p>To support the specific social-emotional needs of African American, English Learner, and Hispanic students, Cal Prep will:</p> <p>Provide SEL curriculum and resources to teachers.</p> <p>Allocate regular planning time for advisory teams to review Panorama data and adapt SEL lessons.</p> <p>Launch and sustain student leadership clubs (e.g., service crew, safety crew) to promote voice and belonging.</p> <p>Continue monthly family education experiences led by students to reinforce SEL skills at home.</p>	\$321,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Further develop Adult SEL through integrated staff PD and wellness practices.</p> <p>Key Adjustments for Next Year:</p> <p>Strengthen PD and coaching to support consistent SEL implementation.</p> <p>Improve progress monitoring using Panorama data to tailor SEL instruction.</p> <p>Increase intentional SEL supports for African American students, focusing on belonging and self-efficacy.</p> <p>Embed adult SEL into staff development and team practices.</p>		
3.4	MTSS	<p>To address the academic, behavioral, and social-emotional challenges faced by African American, English Learner, and Hispanic students, Cal Prep will strengthen its Multi-Tiered System of Supports (MTSS) through regular data-driven practices and cross-functional collaboration.</p> <p>Planned Actions:</p> <p>Continue MTSS Team meetings focused on progress monitoring across universal, targeted, and intensive supports using multiple data sources (e.g., Tiered Instruction Matrix).</p> <p>Partner with regional academic leaders to co-facilitate professional development on MTSS implementation.</p> <p>In response to Differentiated Assistance, partner with Contra Costa County Office of Education to analyze suspension data, identify trends, and develop site-level intervention plans.</p> <p>Deans lead suspension analysis and develop a Strategic Action Plan focused on reducing suspensions and expanding restorative practices.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The Behavior Wellness Team meets weekly to monitor behavior data and ensure alignment with goals, especially for African American students.</p> <p>SEL screener data is used to guide mental health supports and behavior intervention groups as part of the school's tiered system.</p> <p><b>Key Adjustments for Next Year:</b></p> <p>Implement clear protocols and tools for progress monitoring and intervention tracking.</p> <p>Provide targeted PD and coaching to help staff identify and apply effective Tier 2 and Tier 3 supports.</p> <p>Improve documentation and fidelity of implementation to ensure consistent, equitable impact across student groups.</p>		
3.5	Enrollment	<p>To increase access and visibility for African American, English Learner, and Hispanic students, Cal Prep will implement a comprehensive, community-centered enrollment strategy.</p> <p><b>Planned Actions:</b></p> <p>Maintain a site-based Enrollment Team to lead student recruitment and implement a schoolwide enrollment plan.</p> <p>Increase social media outreach to promote programs, events, and enrollment opportunities.</p> <p>Attend at least one community event per month and host two Open Houses during open enrollment, plus one in April/May for late applicants.</p> <p>Host a community ice-cream social or carnival to engage prospective families.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Partner with current families and offer incentives (e.g., swag, gift cards) to support outreach.</p> <p>Participate in local school recruitment fairs and expand outreach efforts in preschools, libraries, rec centers, and youth programs.</p> <p>For secondary grades, hold information sessions for Aspire families and collaborate with local schools and youth organizations.</p> <p><b>Key Adjustments for Next Year:</b></p> <p>Launch a consistent social media strategy to strengthen school visibility.</p> <p>Increase family-focused community events and schedule outreach more intentionally.</p> <p>Strengthen partnerships with preschools, youth centers, and local schools to expand enrollment pipelines.</p>		
3.6	Classroom Facilities, and Student Physical Spaces	<p>To support safe, inclusive, and engaging environments for African American, English Learner, and Hispanic students, Cal Prep will ensure high-quality facilities and consistent classroom readiness practices.</p> <p><b>Planned Actions:</b></p> <p>Conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) in alignment with Williams Act requirements, maintaining ratings of “Good” or higher.</p> <p>Provide annual Comprehensive Safety Plan training for all staff, with follow-up throughout the year.</p> <p>Implement a standardized classroom checklist to ensure all classrooms include key components such as emergency safety kits, visible student work, and instructional anchor charts.</p>	\$198,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Adjustments for Next Year:</p> <p>Ensure full rollout of the classroom checklist with regular monitoring and follow-up.</p> <p>Strengthen systems for progress monitoring and accountability related to classroom and safety expectations.</p> <p>Improve training delivery and ensure 100% staff completion of annual safety plan review and preparedness procedures.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Ensure student access to targeted academic support and social-emotional resources to accelerate learning recovery and improve student outcomes for identified subgroups in areas identified by LREBG the needs assessment	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students, particularly identified subgroups, have equitable access to targeted academic support and social-emotional resources. This goal addresses the learning recovery needs identified through the LREBG needs assessment, aiming to accelerate learning recovery and improve student outcomes by providing comprehensive support in areas most impacted by the pandemic.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS  All Students: -39.4  African American/Black: -77.8  English Learners: -97.2 Hispanic/Latinx: -39.3 Socioeconomically Disadvantaged: -46.7 Students with Disabilities: -110.7	2023-2024 SBAC ELA DFS  All Students: -54.6  English Learner: -80.7  Long-Term English Learner: -102.2  Socioeconomically Disadvantaged: -59.1  Black/African American: -102.5		2025-2026 SBAC ELA DFS  All Students: -24.40  Black/African American: -62.80 English Learners: -82.20  Hispanic/Latinx: -24.30  Socioeconomically Disadvantaged: -31.70	All Students: -15.2  African American/Black: -24.7  English Learners: -16.5  Hispanic/Latinx: -17.0  Socioeconomically Disadvantaged: -12.4  Students with Disabilities: -30.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: -4.9 Hispanic: -56.3 Students with Disabilities: -141.5		Students with Disabilities: -95.70	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS  All Students: -121.5  African American/Black: -169.6  English Learners: -155.3  Hispanic/Latinx: -123.8  Socioeconomically Disadvantaged: -127.8  Students with Disabilities: -176.3	2023-2024 SBAC MATH DFS  All Students: -103.6  English Learner: -116  Long-Term English Learner: -161  Socioeconomically Disadvantaged: -109.1  Black/African American: -123.8  Asian: -18.5  Hispanic: -112.2  Students with Disabilities: -169		2025-2026 SBAC Math DFS  All: -106.50  African American/Black: -154.60  English Learners: -140.30  Socioeconomically disadvantaged: -112.80  Hispanic/Latinx: -108.80  Students with Disabilities: -161.30	All Students: +17.9  African American/Black: +45.8  English Learners: +39.3  Hispanic/Latinx: +11.6  Socioeconomically Disadvantaged: +18.7  Students with Disabilities: +7.3
4.3	Chronic Absenteeism	2022-2023 Chronic Absenteeism Rate All: 10.50% African American/Black: 22.00% Hispanic/Latinx: 8.70% English Learners: 6.10% Socioeconomically disadvantaged: 10.20% Students with Disabilities: 11.80%	2023-2024 Chronic Absenteeism Rate  All Students: 6.50%  English Learner: 1.60%  Long-Term English Learner: 2.40%		2025-2026 Chronic Absenteeism Rate  All: 1.5%  African American/Black: 13%  Hispanic/Latinx: 0%  English Learners: 0%	All Students: -4.00%  Black/African American: -11.10%  Hispanic/Latinx: -2.90%  English Learners: -4.50%  Socioeconomically Disadvantaged: -3.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 6.60% Black/African American: 10.90% Asian: 0.00% Hispanic: 5.80% Multiple Races/Two or More: 7.70% Students with Disabilities: 3.90%		Socioeconomically disadvantaged: 1.2% Students with Disabilities: 2.8%	Students with Disabilities: -7.90%

## Goal Analysis [2024-25]

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

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

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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	ELA	<p>Targeted Literacy Interventions – Small-group instruction, and personalized interventions based on diagnostics</p> <p>Expanded Learning Supports – After-school literacy intervention, summer school intersession interdisciplinary program, and adaptive technology tools</p> <p>Culturally Responsive Instruction – Professional development &amp; coaching using The English Language Arts/English Language Development Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts</p> <p>Family Engagement – Literacy workshops, take-home literacy activities, high-interest texts, and community partnerships</p> <p>These evidence-based ELA interventions address the gaps identified in the needs assessment by:</p> <p>Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs that align to science of reading help struggling readers build fluency and comprehension.</p> <p>Providing Extended Learning Opportunities – After-school and summer intersession literacy programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.</p> <p>These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.</p>	\$22,642.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Math	<p>Targeted Math Interventions – Small-group instruction, and personalized interventions based on diagnostics</p> <p>Expanded Learning Supports – After-school math intervention, summer school intersession interdisciplinary program, and adaptive technology tools</p> <p>Culturally Responsive Instruction – Professional development &amp; coaching using The 2023 Mathematics Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts</p> <p>Family Engagement – Math workshops, take-home math activities, and community partnerships</p> <p>These evidence-based Math interventions address the gaps identified in the needs assessment by:</p> <p>Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application.</p> <p>Providing Extended Learning Opportunities – After-school and summer intersession math programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.</p>	\$22,642.00	No
4.3	Chronic Absenteeism	Targeted Attendance Interventions- School uses Early Warning data system to identify students at risk of chronic absenteeism to establish personalized attendance plans that include incentives, mentor/peer check ins, family partnership & communication, progress monitoring & accountability structures		No

Action #	Title	Description	Total Funds	Contributing
		<p>Academic Interventions – Small-group instruction, and personalized interventions based on diagnostics to support with missed learning</p> <p>Expanded Learning Supports – After-school literacy &amp; math intervention, summer school intersession interdisciplinary program, and adaptive technology tools</p> <p>Culturally Responsive Instruction – Professional development &amp; coaching using The English Language Arts/English Language Development Framework &amp; Mathematics Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts</p> <p>Family Engagement – Attendance, Literacy and Math workshops, take-home literacy &amp; math activities, high-interest texts, community partnerships, &amp; home visits</p> <p>These evidence-based Attendance &amp; Academic interventions address the gaps identified in the needs assessment by:</p> <p>Improve Attendance and Engagement - Attendance plan with personalized incentives, communication with key stakeholders, and regular check ins improves sense of belonging; early identification and intervention reduces risk of chronic absenteeism and dropouts</p> <p>Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs that align to science of reading help struggling readers build fluency and comprehension.</p> <p>Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application.</p> <p>Providing Extended Learning Opportunities – After-school and summer intersession literacy &amp; math programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Attendance, Literacy &amp; Math workshops and take-home resources reinforce importance of attendance, reading &amp; math skills outside of school.</p>		

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,260,375	\$140,116

## 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
33.898%	0.000%	\$0.00	33.898%

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	<b>Action:</b> Grade Level Curriculum  <b>Need:</b> ELs ELA scores dropped from -80.70 to -97.20; Math scores from -141.70 to -155.30.  <b>Scope:</b> LEA-wide	By updating and standardizing curriculum, this action aims to address foundational gaps in reading and writing, equipping teachers with tools to improve student outcomes in this critical subject area. Uniform implementation across the LEA ensures all students have access to high-quality, standards-aligned content that can elevate their academic performance.	Metric (1.1 & 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Instruction (Professional Development and Culturally Relevant Pedagogy)</p> <p><b>Need:</b> Significant performance drops in ELA and Math for English Learners and low-income students in Math.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides professional development in culturally relevant pedagogy, enhancing teachers' abilities to engage diverse students effectively, thus addressing disparities. LEA-wide training ensures all teachers can support diverse student backgrounds, promoting inclusivity and improving academic outcomes universally.</p>	Metric (1.1 & 1.2) SBAC
1.9	<p><b>Action:</b> College &amp; Career Readiness</p> <p><b>Need:</b> Data from the College and Career Indicator (CCI) reveals that while the overall student group at Cal Prep shows improvement in college and career readiness, English Learners (EL) and Socioeconomically Disadvantaged (SED) students continue to demonstrate a significant need for targeted support to maintain and increase their readiness.</p> <p>English Learners: The CCI data shows that EL students have a readiness rate of 61.50% (2022-2023), which needs to increase to meet the projected 70.50% by 2025-2026.</p> <p>Socioeconomically Disadvantaged: SED students show a readiness rate of 64.50% (2022-2023), with a target of 73.50% by 2025-2026.</p>	<p>The action is designed to improve college and career readiness among all students while specifically addressing the gaps identified for EL and SED students. Strategies include:</p> <p><b>Expanding Access to College Coursework:</b> Maintaining current dual enrollment opportunities and establishing new partnerships with colleges to increase course availability. This ensures that EL and SED students have greater access to advanced coursework, supporting their post-secondary preparation.</p> <p><b>Credit Recovery Programs:</b> Integrating credit recovery sections into the master schedule and ensuring students who are behind are enrolled each semester. This approach targets students who are at risk of not graduating on time, including those from SED backgrounds.</p> <p><b>Early Intervention Systems:</b> Implementing structured academic support plans and team meetings for students identified as failing multiple courses. This early response addresses barriers to</p>	Metric (1.12) College and Career Readiness

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
	<p>These subgroups are at risk of not meeting the desired levels of readiness due to gaps in access to college-level coursework, credit recovery options, and career pathway opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>success before they become critical, particularly for EL and SED students.</p> <p>Career Exploration Opportunities: Leveraging partnerships with organizations such as OneGoal and DCAC to offer college planning support, persistence strategies, and career readiness activities. Expanding the Early Childhood Education pathway through the Golden State Pathways Program also enhances real-world learning opportunities.</p> <p>Professional Development on Equitable Grading: Providing ongoing training on Grading for Equity to ensure grading practices are culturally responsive and mastery-based, directly benefiting students from diverse backgrounds.</p> <p>Providing this action on a schoolwide basis ensures that all students benefit from comprehensive readiness strategies, while targeted interventions focus on addressing the specific needs of EL and SED students, who are most at risk of falling behind.</p>	
2.1	<p><b>Action:</b> Coaching</p> <p><b>Need:</b> English Learners and low-income students are underperforming in ELA and Math, necessitating targeted teacher support to improve instructional outcomes.</p> <p><b>Scope:</b></p>	<p>Implements a differentiated coaching model tailored to teacher needs, utilizing the Aspire Student Learning Framework to enhance instructional quality and effectiveness, particularly in areas where students are struggling. Utilization of the Teachboost platform to progress monitor coaching frequency, high leverage coaching points, and PLP goals across the school year. Providing consistent and differentiated coaching across the LEA ensures that all teachers, regardless of school location or specific student</p>	<p>Metric (2.2.) Teacher Sense of Safety and School Connectedness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	demographics, receive the support needed to address educational disparities effectively.	
2.3	<p><b>Action:</b> Teammate Retention</p> <p><b>Need:</b> A high teammate retention rate is crucial for unduplicated students, such as English learners, foster youth, and low-income students, because consistent staff presence helps build strong relationships and creates a stable learning environment. Unduplicated students often require sustained support to overcome academic barriers, and continuity in staffing ensures that educators are better acquainted with each student's needs, learning history, and challenges. This continuity allows staff to provide tailored support, foster trust, and implement strategies effectively, thereby improving academic and socio-emotional outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.</p>	Metric (2.3) Retention Rate
3.2	<p><b>Action:</b> Attendance</p> <p><b>Need:</b> Chronic absenteeism is a growing concern, with rates increasing for both English Learners and socioeconomically disadvantaged students.</p>	<p>Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.</p>	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance

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
	<p><b>Scope:</b> LEA-wide</p>		
3.3	<p><b>Action:</b> SEL</p> <p><b>Need:</b> The Aspire Student Survey reveals that only 30% of students feel a sense of belonging, and just 46% have positive teacher-student relationships. Safety perceptions remain low, with only 55% of students feeling safe at school. This highlights challenges that disproportionately affect unduplicated students, who make up 73% of the school's population. Addressing these concerns requires a comprehensive approach to Social-Emotional Learning (SEL) to improve the school climate, support strong relationships, and create a safer environment.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing curriculum materials and resources ensures that teachers have what they need to deliver high-quality SEL instruction. Reviewing Panorama SEL data and modifying SEL units helps tailor instruction to identified student needs. Regular planning time for advisory teams ensures consistency in implementing SEL strategies. Student leadership clubs like service, environment, and safety crews offer students opportunities to engage in meaningful activities and develop leadership skills, fostering a stronger sense of belonging. Monthly family education experiences help reinforce SEL concepts at home and strengthen school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment.</p>	<p>Metric (3.6) Student sense of safety and connectedness</p>
3.6	<p><b>Action:</b> Classroom Facilities, and Student Physical Spaces</p> <p><b>Need:</b> Survey data from RCAL highlights progress in school safety, but continued improvement is necessary to ensure sustained positive outcomes and address areas still needing support:</p>	<p>Implement a standardized classroom checklist to ensure classrooms are welcoming, organized, and conducive to a positive school climate. Enhance classroom environment practices by ensuring that key elements such as student work and instructional supports are visibly displayed. Strengthen adult-student relationships through professional development focused on creating supportive, inclusive environments.</p>	<p>Metric (3.6) Student Sense of Safety</p> <p>Metric (3.9) Parent Sense of Safety</p>

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
	<p>School Safety (Students): Improved from 3rd to 2nd Quintile in the Aspire Student Survey, but remains below the desired level.</p> <p>Family Safety Perception: Increased from 61% to 75% (+14%) in the Aspire Family Survey, but further gains are needed to maintain family confidence in school safety.</p> <p>School Climate (Staff): Decreased from 39% to 34% (-5%), indicating ongoing challenges in creating a safe and welcoming environment for staff.</p> <p>Given that 85.59% of RCAL's student population are unduplicated pupils, maintaining and building on safety improvements is essential to support student well-being and school engagement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Foster student leadership opportunities to increase students' sense of belonging and engagement.</p> <p>These actions are provided on a schoolwide basis to ensure that all students, particularly unduplicated pupils, experience a safe and inclusive environment that supports their academic and social-emotional well-being.</p>	

## 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.

Not Applicable

## Additional Concentration Grant Funding

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

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

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	N/A - single school LEA	N/A - single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

# 2025-26 Total 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		6,668,069	2,260,375	33.898%	0.000%	33.898%										
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel								
Totals		\$6,255,340.00	\$605,284.00	\$0.00	\$330,000.00	\$7,190,624.00	\$6,152,284.00	\$1,038,340.00								
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	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$102,000.00	\$102,000.00				\$102,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$870,000.00	\$95,000.00	\$965,000.00				\$965,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	\$2,800,000.00	\$226,000.00	\$2,800,000.00	\$226,000.00			\$3,026,000.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.5	Black Excellence	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	English Learners						Ongoing	\$11,000.00	\$0.00					\$11,000.00	\$11,000.00
1	1.7	Long-Term English Learners	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.8	SPED	Students with Disabilities	No			All Schools	Ongoing	\$1,236,000.00	\$334,000.00	\$1,152,000.00	\$334,000.00			\$84,000.00	\$1,570,000.00
1	1.9	College & Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$90,000.00	\$240,000.00				\$240,000.00	
1	1.10	Title I	All	No			All Schools	Ongoing	\$235,000.00	\$0.00					\$235,000.00	\$235,000.00
1	1.11							Ongoing								
2	2.1	Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	

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
2	2.2	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$96,340.00	\$96,340.00				\$96,340.00	
2	2.4	Affinity Groups	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Pipeline Development	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Teacher Credentialing	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$341,000.00	\$0.00	\$341,000.00				\$341,000.00	
3	3.3	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$321,000.00	\$0.00	\$321,000.00				\$321,000.00	
3	3.4	MTSS	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Classroom Facilities, and Student Physical Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$103,000.00	\$95,000.00	\$198,000.00				\$198,000.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	\$22,642.00	\$0.00		\$22,642.00			\$22,642.00	
4	4.2	Math	All	No			All Schools	2025-26	\$22,642.00	\$0.00		\$22,642.00			\$22,642.00	

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
4	4.3	Chronic Absenteeism	All	No			All Schools	2025-26								

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,668,069	2,260,375	33.898%	0.000%	33.898%	\$2,303,340.00	0.000%	34.543 %	Total:	\$2,303,340.00
								LEA-wide Total:	\$2,303,340.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$102,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	\$965,000.00	
1	1.9	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,000.00	
2	2.1	Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.3	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	\$96,340.00	
3	3.2	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	\$341,000.00	
3	3.3	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	\$321,000.00	
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,000.00	



# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals	\$6,915,789.00	\$7,030,173.00			
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	Grade Level Curriculum	Yes	\$310,638.00	\$362,092
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	\$843,380.00	\$902,028
1	1.3	Instruction (Master Scheduling)	No	\$2,963,426.00	\$2,970,062
1	1.4	Instruction (Assessment)	No	\$0.00	\$0.00
1	1.5	Black Excellence	No	\$0.00	\$0.00
1	1.6	English Learners		\$8,670.00	\$11,071
1	1.7	Long-Term English Learners		\$0.00	\$0.00
1	1.8	SPED	No	\$1,885,746.00	\$1,749,418
1	1.9	College & Career Readiness	No	\$0.00	\$0.00
1	1.10	Title I	No	\$192,365.00	\$235,286
2	2.1	Coaching	No	\$0.00	\$0.00
2	2.2	Professional Development	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Teammate Retention	Yes	\$97,090.00	\$145,510
2	2.4	Affinity Groups	No	\$0.00	\$0.00
2	2.5	Pipeline Development	No	\$0.00	\$0.00
2	2.6	Teacher Credentialing	No	\$0.00	\$0.00
3	3.1	Family and Community Engagement & Outreach	No	\$0.00	\$0.00
3	3.2	Attendance	Yes	\$390,092.00	\$411,581
3	3.3	SEL	Yes	\$224,382.00	\$243,125
3	3.4	MTSS	No	\$0.00	\$0.00
3	3.5	Enrollment	No	\$0.00	\$0.00
3	3.6	Classroom Facilities, and Student Physical Spaces	No	\$0.00	\$0.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,004,891	\$1,817,390.00	\$2,016,144.00	(\$198,754.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	\$262,446.00	\$313,900		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	\$843,380.00	\$902,028		
2	2.3	Teammate Retention	Yes	\$97,090.00	\$145,510		
3	3.2	Attendance	Yes	\$390,092.00	\$411,581		
3	3.3	SEL	Yes	\$224,382.00	\$243,125		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,355,755	\$2,004,891	0.000%	31.544%	\$2,016,144.00	0.000%	31.722%	\$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](mailto: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, Statutes of 2024.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

## Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

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

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

##### Type of Goal

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

##### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### **Purpose**

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

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

### **Statutory Requirements**

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

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

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

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

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

## **LEA-wide and Schoolwide Actions**

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

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

## **For School Districts Only**

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

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

## **Requirements and Instructions**

Complete the tables as follows:

- 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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