



2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	10	8	0	0	0	1	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	5
Next Generation Science Standards				4	
History-Social Science				4	5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3	4	
Next Generation Science Standards			3	4	
History-Social Science			3	4	

3. 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 the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	5
ELD (Aligned to ELA Standards)				4	5
Mathematics – Common Core State Standards for Mathematics				4	5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts		2	3			
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3	4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Walden Academy continues to demonstrate a foundational strength in cultivating strong school-family partnerships. This commitment to engagement is rooted in the school’s founding values and mission. Family participation remains central to school culture and decision-making. Parents and guardians are actively invited to join classroom activities, supervise recess, attend school-wide events, and serve as chaperones on field trips. Regular parent-teacher conferences occur at least once annually, with high participation rates.

Educational partners, including families, are consistently engaged through weekly newsletters from the school director, which include upcoming academic events and resources for supporting student well-being. Teachers also communicate learning updates via classroom newsletters. In response to increased interest in transparent communication, staff now provide real-time academic updates through online gradebooks and assignment portals. Spanish translation services are routinely available for school meetings and conferences, ensuring accessibility for multilingual families. Families are invited to engage in shared governance via participation in the Parent Teacher Club (PTC), School Site Council (SSC), and school board meetings.

Feedback gathered through CHKS and local input forums highlighted that parents value the school’s approachable staff, consistent communication, and multiple opportunities for direct engagement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Despite Walden’s strengths and continued efforts, parent involvement during the school day has not returned to pre-COVID levels. Feedback and data indicate this is due to multiple overlapping challenges: parents’ evolving work commitments, limited teacher-initiated invitations for in-class support, and an ongoing shift in school norms post-COVID restrictions. Additionally, some families report feeling uncertain about how best to re-engage with in-person school activities. These trends signal the need for renewed strategies to rebuild a campus culture of inclusive, regular family presence. As the school Superintendent/ Principal, I applied for a grant program called Community Engagement Initiative to support our capacity to reengage families, but despite my effort, we were not selected to join the cohort. We will continue to seek ways to enhance our relationships between school and families in meaningful ways.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In response to CHKS feedback and self-reflection data, Walden Academy has prioritized monthly communication of current instructional standards by teachers to improve transparency and academic engagement. For the 25/26 school year teachers will share grade-level learning objectives in newsletters and digital platforms. Additionally, the school plans to offer family engagement nights that are co-developed with feedback from underrepresented families—including Spanish-speaking and foster families—to ensure culturally relevant access to academic content and school initiatives.

Walden will also partner with the PTC to establish a “Family Welcome Team” aimed at connecting new or less-involved families with ongoing school events and support networks. This effort is designed to reduce barriers for underrepresented groups by proactively offering personal outreach and translation support.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Walden Academy continues to demonstrate a collaborative and student-centered culture that effectively fosters strong partnerships for improved student outcomes. The school's proactive engagement with families and the broader community remains a cornerstone of its educational approach. Throughout the 2025-2026 year, Walden reinforced its commitment to building inclusive learning partnerships through regular events, personalized communication, and responsive instructional strategies.

Key strengths include the continued integration of Responsive Classroom and Toolbox Project strategies, which cultivate a consistent, safe, and supportive school climate. These approaches, embraced by both staff and families, help students develop social-emotional skills that directly support academic success. Professional development for teachers has expanded to include deeper collaboration in analyzing student data and tailoring instruction to meet identified needs. This professional learning has been tied to regular benchmark assessments (iReady), which provide timely insights into student progress and allow educators to partner with families using clear, actionable academic information.

Walden has made tangible strides in sharing student progress through regular communications, including personalized teacher updates and family conferences. Teachers increasingly use digital platforms to communicate classroom learning goals and student outcomes. In response to educational partner feedback, the school director enhanced weekly newsletters with a "Learning Highlights" section to better inform families about academic focus areas and support strategies. We also launched our Parent University series and held two during the 25/26 school year.

Community-building events—such as talent shows, service learning projects, and academic exhibitions—continue to serve as accessible platforms for parents and guardians to engage meaningfully with student learning. These events not only celebrate student accomplishments but also reinforce the collaborative spirit among teachers, students, and families.

By embedding educational partner feedback into its decision-making structures—such as through School Site Council (SSC) and Parent Teacher Club (PTC)—Walden ensures alignment between school goals and community expectations. These practices reflect a deep commitment to inclusive engagement that directly supports student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While Walden maintains strong overall engagement, there remains a need to strengthen on-campus parent volunteerism and deepen parent understanding of grade-level content and learning strategies. Feedback from families and staff emphasized that while communication channels exist, more explicit guidance on how families can support student learning at home—especially in core academic areas—would be beneficial. Additionally, structured volunteer opportunities have not yet returned to pre-pandemic levels, and both staff and families expressed a desire for renewed clarity and invitations regarding volunteering protocols.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To better support underrepresented families, Walden Academy will broaden our family engagement initiative launched this year- Parent University. Teachers will continue monthly updates detailing classroom learning standards and will include specific ways families can reinforce concepts at home. This approach is designed to address CHKS feedback showing a gap in understanding around what students are learning and how to help.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Walden Academy has continued to make measurable progress in fostering a collaborative culture where educational partner input is actively sought and utilized in decision-making. Throughout the 2024–25 school year, the school provided consistent and varied opportunities for parent and community engagement through School Site Council (SSC), Board meetings, and Parent Teacher Club (PTC) activities. Notably, the PTC experienced a marked increase in active participation, with families contributing to event planning, fundraising, and school climate initiatives.

Educational partner feedback collected through conferences, in surveys, and through school events, demonstrating a commitment to listening to families and staff. Furthermore, staff involvement in instructional decision-making has increased through grade-level collaboration and professional learning communities (PLCs), strengthening input loops on curricular and behavioral strategies.

The school director’s weekly newsletter continues to serve as a transparent platform for sharing updates and encouraging input on upcoming decisions. In several instances during 2024–25, parent and staff feedback directly influenced schoolwide initiatives, such as adjustments to homework policies and refinements in schoolwide behavior expectations. This demonstrates that input is not only collected but meaningfully applied.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While progress has been made, Walden Academy has identified several focus areas for improvement in its decision-making engagement practices. Participation in SSC, ELAC, LCAP Advisory and school board meetings remains limited to a relatively small group of families. Although these forums are publicized, many parents have expressed uncertainty about the purpose of these meetings or how to participate meaningfully.

To address this, the school aims to better demystify decision-making processes and expand access by clearly communicating the roles of different school governance bodies. Additionally, input from multilingual families and those not typically represented at decision-making meetings is limited, highlighting a need for targeted strategies to build trust and invite sustained participation from these groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve engagement of underrepresented families, Walden Academy will launch “Parent University” nights during the 2025–26 school year. These sessions will offer helpful tips, educational resources, and open forums tailored to family-identified needs and concerns. Topics may include supporting student learning at home, navigating school systems, and social-emotional development.

To ensure accessibility and inclusion, each session will be co-facilitated by a bilingual staff member and feature materials available in both English and Spanish. Personal invitations will be extended to underrepresented families—including those of English Learners, low-income students, and foster youth—through direct communication from teachers and community liaisons. Events will be held at varied times to accommodate family schedules and include childcare and light refreshments to reduce barriers to participation.

These efforts are designed to foster trusting relationships and empower families to play a more active role in school decision-making. Feedback gathered during “Parent University” nights will be synthesized and shared with school leadership teams and governance groups, ensuring that the voices of all families directly inform policies and school improvement efforts.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

For the 2025–26 school year, Walden Academy administered the California School Parent Survey (CSPS) as part of the California School Climate, Health, and Learning Survey System (CalSCHLS). The California Healthy Kids Survey (CHKS) and California School Staff Survey (CSSS) were not administered during this cycle; therefore, the LEA continues to reference prior CHKS and CSSS data alongside current CSPS results to inform school climate analysis.

The 2025–26 CSPS included 34 parent respondents . Survey results indicate generally positive perceptions of school climate, with several strengths as well as areas for continued growth.

Key findings from the CSPS include:

School Safety and Environment:

60% of parents reported that the school is a safe place for their child, and 53% reported a positive student learning environment .

This indicates that a majority of families perceive the school as safe and supportive, though not yet at a level that reflects strong consensus across all respondents.

Relationships and Supports:

60% of parents reported that adults at the school care about students, and 82% indicated that teachers are responsive to students' social and emotional needs .

These findings suggest that strong relationships between staff and students are a key strength because responsive adult support contributes to students' sense of belonging and emotional well-being.

Student Engagement and Motivation:

53% of parents reported that the school motivates students to learn, and 57% indicated that students have opportunities for meaningful participation .

This indicates moderate levels of engagement, suggesting a need to strengthen instructional practices that increase student ownership and participation in learning.

Parent Involvement and Communication:

69% of parents reported participating in school-related activities, while 54% reported strong communication with the school .

Additionally, 60% reported that the school encourages them to be active partners, and 53% indicated that the school actively seeks parent input .

These results indicate that while many families are engaged, there is an opportunity to strengthen consistent, two-way communication and expand meaningful engagement opportunities.

Equity and School Climate Conditions:

57% of parents reported that students are treated with respect, and 47% reported that school rules are enforced fairly .

Additionally, 43% reported that the school promotes respect for cultural beliefs and practices .

These findings indicate that perceptions of fairness and cultural responsiveness are areas for growth because inconsistent perceptions of respect and equity can impact student belonging and engagement.

Behavior and School Disorder:

15% of parents reported concerns related to school disorder, and 14% identified bullying as a significant issue .

While overall levels are relatively low, these findings indicate a need for continued focus on preventative behavioral supports because reducing incidents of disorder and bullying increases time in a safe and productive learning environment.

Facilities:

66% of parents reported that facilities are clean and well-maintained , indicating that operational supports contribute positively to the school environment.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2025–26 California School Parent Survey (CSPS) results indicates that while Walden Academy demonstrates strengths in relationships and family engagement, there are areas requiring continued improvement in consistency of school climate systems, particularly in perceptions of safety, fairness, cultural responsiveness, and student engagement.

Survey results show that 60% of parents report the school as a safe place, 47% report that school rules are enforced fairly, and 43% report that the school promotes respect for cultural beliefs and practices . These findings indicate that schoolwide behavioral expectations and culturally responsive practices are not yet experienced consistently by all families because variability in implementation across classrooms can lead to inconsistent student experiences, which impacts perceptions of safety, trust, and belonging.

Additionally, 53% of parents report that the school motivates students to learn and 57% report opportunities for meaningful participation . This indicates a need to strengthen student engagement systems because when instruction does not consistently provide opportunities for active participation and relevance, students may be less connected to learning, which reduces engagement and impacts both behavior and academic outcomes.

Parent engagement data also shows that while 69% of parents report involvement in school activities, only 54% report strong communication with the school, and 53% report that the school actively seeks parent input . This indicates that communication systems are not yet consistently reaching all families because inconsistent two-way communication limits opportunities for families to engage as partners, which affects student support systems and overall school connectedness.

Behavior-related data indicates that 15% of parents report concerns related to school disorder and 14% report bullying as a significant issue . While these levels are relatively low, they still represent a meaningful portion of the school community and indicate a need for continued focus on prevention because even moderate levels of behavioral concerns can disrupt learning environments and reduce students' sense of safety, which impacts attendance and engagement.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Walden Academy will monitor the effectiveness of actions related to school climate through ongoing analysis of both state and local data, including the California School Dashboard (suspension rate and chronic absenteeism), the California School Parent Survey (CSPS), and future administrations of the California Healthy Kids Survey (CHKS) and California School Staff Survey (CSSS).

Progress will be measured using key indicators such as:

- Suspension rates and trends across student groups
- Chronic absenteeism rates
- Parent perceptions of safety, fairness, and engagement (CSPS)
- Student and staff perceptions of school climate (CHKS and CSSS, when administered)

These metrics will be reviewed regularly throughout the school year to determine whether implemented actions are resulting in improved outcomes.

In May 2026, the LEA will conduct a comprehensive review of school climate systems, including PBIS implementation, behavioral expectations, and communication structures. This review will include analysis of discipline data, survey results, and feedback from educational partners. Based on this review, the LEA will determine whether revisions to the school's behavioral matrix are necessary to ensure clarity, consistency, and alignment with schoolwide expectations because a clearly defined and consistently implemented behavioral framework provides students with predictable expectations, which reduces behavioral incidents and increases time in the classroom.

Additionally, the LEA will evaluate the effectiveness of current communication systems with families, with a focus on strengthening two-way communication. This includes reviewing participation rates, survey feedback, and engagement data to determine whether families feel informed and included in decision-making processes. Adjustments will be made as needed to improve communication structures because effective two-way communication increases family engagement and partnership, which leads to improved student support systems and stronger student outcomes.

Ongoing monitoring will also include regular staff collaboration and data discussions to ensure consistent implementation of school climate practices across classrooms. Adjustments to actions and supports will be made based on data trends and educational partner input.

Through this continuous improvement cycle, Walden Academy will ensure that school climate actions remain responsive to identified needs and are effectively improving outcomes for all students, particularly unduplicated pupil groups.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Walden Academy uses a combination of locally selected tools to monitor access to a broad course of study across grade spans, including for unduplicated student groups and students with exceptional needs. These tools include regular discussions and data reviews during weekly Professional Learning Communities (PLCs), teacher input surveys, family engagement surveys, and structured student feedback sessions. Staff review course enrollment rosters, support plans (IEPs/504s), and participation in enrichment and intervention programs to ensure equitable access. These measures provide both quantitative and qualitative insights into curriculum access and enrollment equity.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As a single-school LEA, Walden Academy has maintained consistent access to a broad course of study for all students. Data from PLCs, stakeholder surveys, and student input confirms that all students—including English learners, low-income students, foster youth, and those with exceptional needs—are enrolled in core academic subjects along with enrichment opportunities such as art, PE, science lab, agriculture/STEM, and project-based learning. There are no disparities in access or enrollment across student groups. Over time, intentional monitoring has ensured all students continue to benefit from inclusive and balanced educational experiences, without gaps across any grade spans or demographic subgroups.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While Walden Academy has successfully provided broad course access to all students, the primary barriers to further enhancement are limited staffing and instructional time. As a small school, offering additional elective courses, advanced academic options, or expanded support services is constrained by available personnel and scheduling flexibility. These structural limits occasionally restrict the frequency or depth of supplemental programming.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To further strengthen equitable access to a broad course of study, Walden Academy has expanded staffing by hiring a dedicated AG/STEM teacher, enhancing hands-on learning opportunities for all students. Additionally, the school has integrated project-based and cross-curricular learning models to enrich core instruction within the existing schedule. In the coming year, the school will explore block scheduling options and creative staffing models to expand enrichment offerings without compromising instructional time in core subjects. Regular stakeholder input will continue to guide these refinements.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
to all expelled students in the county, including:					
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Walden Academy Charter School

CDS Code: 11101160124909

School Year: 2026-27

LEA contact information:

Amber Calonico

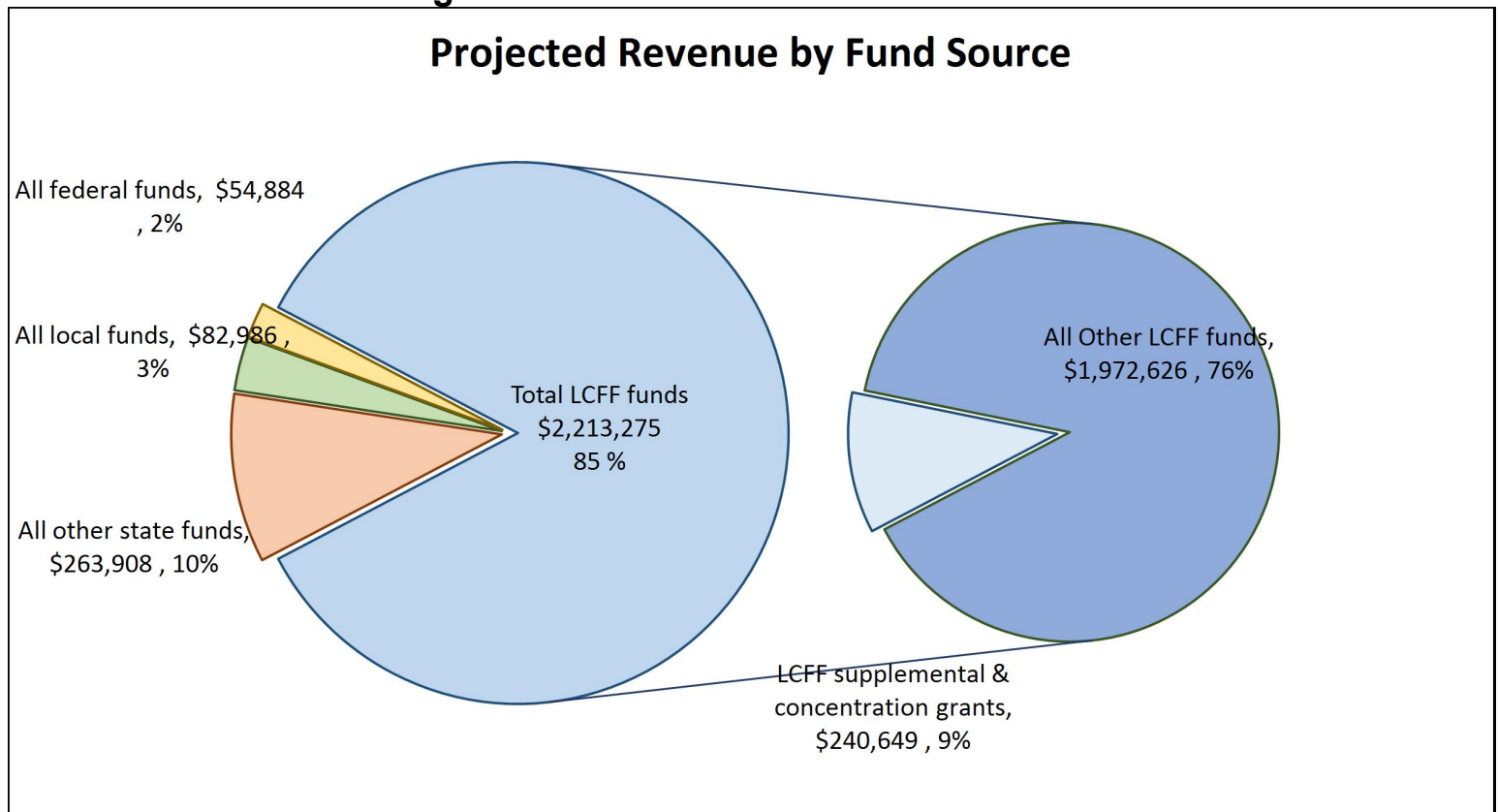
Superintendent/ Principal

acalonico@waldenacademy.org

(530) 361-6480

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

Budget Overview for the 2026-27 School Year

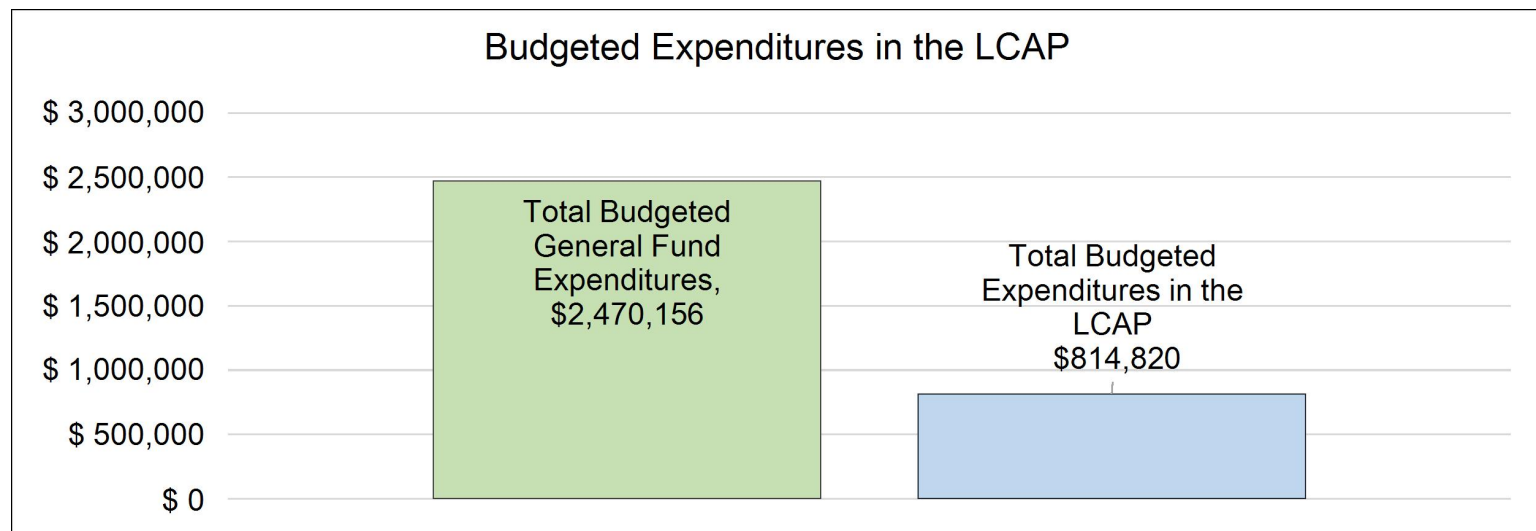


This chart shows the total general purpose revenue Walden Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Walden Academy Charter School is \$2,615,053, of which \$2,213,275.00 is Local Control Funding Formula (LCFF), \$263,908.00 is other state funds, \$82,986.00 is local funds, and \$54,884.00 is federal funds. Of the \$2,213,275.00 in LCFF Funds, \$240,649.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Walden Academy Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Walden Academy Charter School plans to spend \$2,470,156.00 for the 2026-27 school year. Of that amount, \$814,820.00 is tied to actions/services in the LCAP and \$1,655,336 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

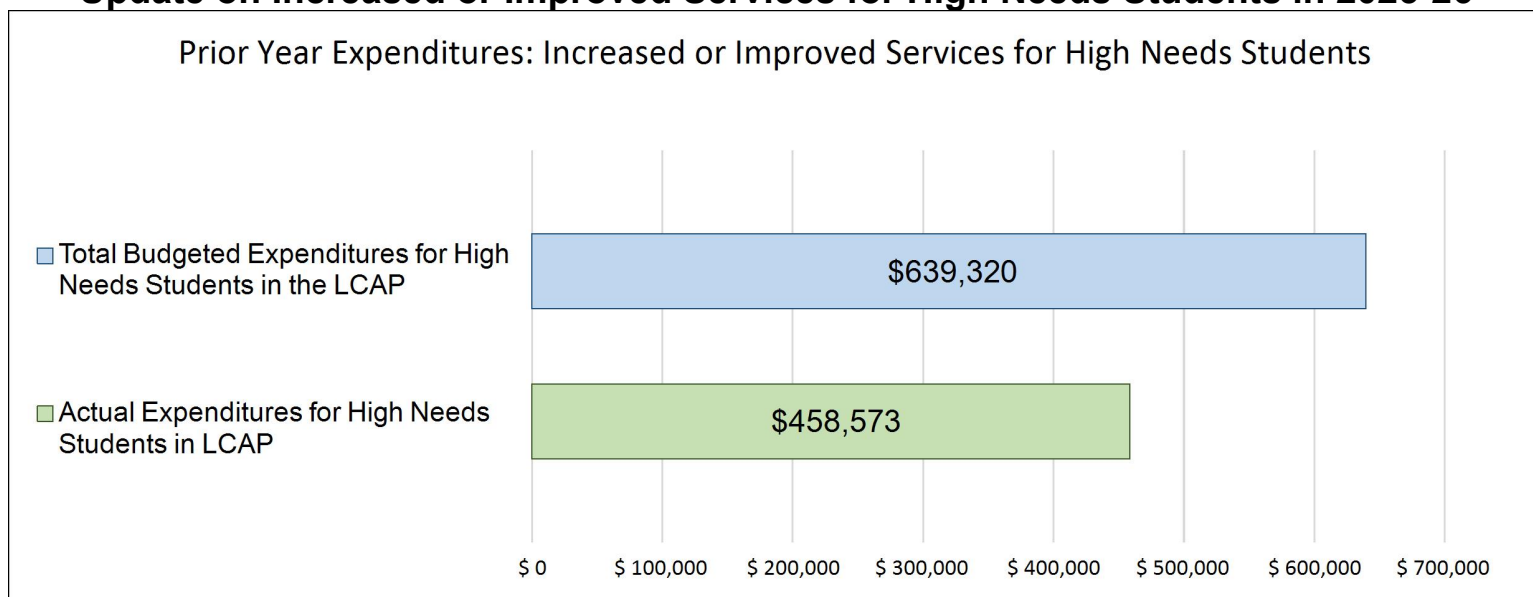
Several General Fund expenditures for the 2026–27 school year are not included in the Local Control and Accountability Plan (LCAP). These expenses include salaries and benefits for teachers, administrators, and support staff who provide daily school operations and core instructional services. Other costs not included in the LCAP are general operating expenses such as utilities, insurance, and administrative services; facilities maintenance and upkeep, including custodial services and repairs; and curriculum-related materials such as textbooks and digital learning resources. While these expenditures are essential to the overall operation and success of the school, they are funded through the General Fund and are not directly connected to specific LCAP goals or actions.

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

In 2026-27, Walden Academy Charter School is projecting it will receive \$240,649.00 based on the enrollment of foster youth, English learner, and low-income students. Walden Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Walden Academy Charter School plans to spend \$509,320.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Walden Academy Charter School's LCAP budgeted \$639,320.00 for planned actions to increase or improve services for high needs students. Walden Academy Charter School actually spent \$458,573.06 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$180,746.94 had the following impact on Walden Academy Charter School's ability to increase or improve services for high needs students:

Although the total actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were slightly lower than originally budgeted, Walden Academy was still able to successfully implement the majority of planned supports and services. Some expenditures were reduced due to lower-than-anticipated costs, external support from the Glenn County Office of Education, and staffing adjustments. Funds that were underspent in certain actions were strategically redirected to strengthen other services, particularly interventions and instructional supports for English Learners and low-income students. As a result, the overall quality and scope of services for high-needs students were maintained or enhanced, including expanded intervention support during “Me Time,” additional instructional materials, and strengthened English Learner supports. Overall, the difference between budgeted and actual expenditures did not negatively impact the school's ability to provide increased or improved services to unduplicated pupils and remained aligned with Walden Academy's proportionality commitment.



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
Walden Academy Charter School	Amber Calonico Superintendent/ Principal	acalonico@waldenacademy.org (530) 361-6480

Plan Summary [2026-27]

General Information

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

Walden Academy Charter School, established in 2011 by a coalition of parents and educators seeking a personalized and community-centered educational option in the greater Willows area, is a TK–8 public charter school authorized by the Glenn County Office of Education. The school relocated in 2014 to its permanent campus, which includes 10 full-size classrooms and dedicated spaces for intervention and special education services. Walden Academy currently serves approximately 173 students, with nearly 80% identified as low-income and approximately 22 students classified as English learners.

Walden Academy’s mission is to cultivate lifelong learners and responsible community contributors through meaningful inquiry, reflection, and active engagement. Its vision is to empower each student with the knowledge, character, and confidence necessary to achieve personal success and positively impact the world. These guiding principles are operationalized through a schoolwide emphasis on inquiry-based learning and applied science.

A defining feature of Walden Academy is its River Hawk Ag/STEM program, a comprehensive K–8 initiative that integrates agriculture, science, technology, engineering, and environmental literacy into the core instructional program. This program provides students with hands-on, project-based learning experiences such as gardening, environmental studies, and applied problem-solving tasks.

The River Hawk Ag/STEM program improves student engagement and academic outcomes because students actively apply academic content in real-world contexts, which strengthens conceptual understanding and retention. This approach increases access for unduplicated

pupils because experiential, hands-on learning reduces language barriers for English learners and provides multiple entry points for students who may struggle in traditional, text-heavy instructional settings.

The educational program is intentionally structured to support the whole child by integrating academic rigor, social-emotional development, and real-world application of learning. Instructional practices emphasize small adult-to-student ratios, particularly in English language arts and mathematics, allowing for targeted instruction and flexible grouping. This increases instructional responsiveness because teachers can adjust instruction based on ongoing formative assessment of student needs.

Walden Academy implements a multi-tiered system of supports, including a leveled reading program aligned to students' Zones of Proximal Development. This improves literacy outcomes because students receive instruction at their precise instructional level, accelerating skill development. Additional intervention and special education services are provided through dedicated staff and learning spaces to ensure equitable access to grade-level standards.

To further personalize learning, the school incorporates digital tools that adapt to student performance and provide immediate feedback. Enrichment opportunities—including environmental education camps, field trips, and arts and science experiences supported by the Parent-Teacher Committee—extend learning beyond the classroom. These experiences reinforce the Ag/STEM focus because students apply scientific concepts in authentic environments, strengthening both engagement and academic relevance.

Family and community engagement are central to Walden Academy's model. The school provides regular opportunities for involvement through events, volunteer programs, and student-led service projects, many of which are connected to the Ag/STEM program (e.g., garden projects, environmental stewardship activities). The A+ after-school program offers structured academic and enrichment support, which improves outcomes because it provides additional time for skill development and guided practice.

Walden Academy also prioritizes a positive and inclusive school climate through implementation of research-based practices such as Responsive Classroom and The Toolbox Project. Schoolwide systems, including PBIS and CARES Corner, support students in developing self-regulation and collaboration skills, which are essential for success in project-based and STEM learning environments.

Through these integrated systems—including the River Hawk Ag/STEM program, targeted academic supports, and strong community partnerships—Walden Academy aligns its mission and vision with the goals of the Local Control Funding Formula. The school increases and improves services for low-income students, English learners, and other unduplicated pupil groups by providing engaging, accessible, and differentiated learning experiences designed to improve outcomes across state priority areas.

Reflections: Annual Performance

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

A review of the 2023 California School Dashboard identified Chronic Absenteeism and Suspension Rate as areas of significant need, with both indicators performing in the Red performance level. Student groups identified in the Red performance level included Socioeconomically

Disadvantaged students in both Chronic Absenteeism and Suspension Rate and Students with Disabilities in Chronic Absenteeism. These identified needs continue to inform district actions focused on attendance improvement, student engagement, behavioral supports, and targeted interventions.

California School Dashboard results indicate that Walden Academy continues to perform at the Yellow performance level in both English Language Arts (ELA) and mathematics, with measurable growth in both areas. In ELA, students are 50 points below standard, reflecting an increase of 10.4 points, while in mathematics, students are 62.7 points below standard, reflecting an increase of 12.6 points. These improvements, combined with Moderate growth in ELA and Average growth in mathematics, indicate that instructional strategies such as targeted intervention, small group instruction, and expanded academic supports are contributing to student growth because differentiated access to grade-level content and targeted skill development increase students' ability to demonstrate progress on state assessments. However, overall performance remains below standard, and Dashboard equity reports indicate that multiple student groups remain in the Orange and Yellow performance levels, particularly in ELA. Continued focus on standards-aligned instruction, rigorous academic expectations, and systematic intervention is necessary because students performing below standard require consistent access to grade-level instruction paired with targeted scaffolds and intervention in order to accelerate learning and reduce achievement gaps.

Chronic absenteeism remains at the Yellow performance level, with 9.6% of students chronically absent, maintaining prior year performance. While current attendance systems have stabilized attendance rates, equity data shows variation across student groups, indicating inconsistent access to regular attendance and instructional time. Increased staff capacity to monitor attendance, implement early intervention, and strengthen family communication is necessary because timely identification of attendance barriers and proactive outreach improve daily attendance, resulting in increased instructional time and improved academic outcomes.

The suspension rate is at the Yellow level, with 7.3% of students suspended at least one day, reflecting a decline of 2.3 percentage points. Current school climate strategies, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional supports, are contributing to reductions in exclusionary discipline because they provide students with explicit behavioral expectations and self-regulation strategies that decrease behaviors resulting in suspension. However, Dashboard equity reports indicate that English Learners remain in the Red performance level for suspension rate, demonstrating a disproportionate impact of exclusionary discipline practices for this student group. This identified need is addressed through actions focused on PBIS implementation, social-emotional supports, staff professional development, academic intervention systems, and strengthened designated and integrated English Language Development supports, including Actions 1.3, 2.1, 2.2, 2.6, and 3.1–3.8, because improving instructional supports, language access, behavioral interventions, and staff capacity increases student engagement and connectedness to school, which reduces behaviors leading to suspension and increases instructional access for English Learners.

English Learner Progress data indicates that 44.4% of English learners are making progress toward English proficiency, reflecting a decline of 11.6 percentage points. This decline demonstrates the need to strengthen designated and integrated English Language Development (ELD), targeted intervention, and progress monitoring systems because explicit language instruction embedded within core academic content increases students' access to academic vocabulary, discourse, and grade-level instruction, resulting in improved English language proficiency and academic achievement.

Science performance is reported at the Orange level and is included as an informational indicator on the Dashboard. This remains an important area of focus given Walden Academy's River Hawk Ag/STEM program. Strengthening alignment between hands-on STEM instruction and state science standards is necessary because intentionally connecting applied learning experiences to grade-level standards increases students' ability to develop the scientific knowledge and practices measured on the CAASPP Science assessment.

All local indicators, including Basic Services, Implementation of Academic Standards, Parent and Family Engagement, School Climate Survey, and Access to a Broad Course of Study, are reported as "Standard Met." This indicates that foundational systems are in place to

support student success; however, continued refinement and monitoring are necessary because consistent implementation of instructional systems, family engagement practices, and access to curriculum supports improved student outcomes over time. Walden Academy serves a student population that includes approximately 46.7% socioeconomically disadvantaged students as identified through California Dashboard reporting and approximately 18.0% English learners. In addition, approximately 80% of students qualify for low-income status through local income-based program eligibility measures used for school and program planning purposes. While these measures reflect different reporting methodologies and student identification criteria, both data points demonstrate the significant level of economic need within the school community. Dashboard data across academic, engagement, climate, and English Learner indicators demonstrates that disparities persist among student groups. This reinforces the need to continue increasing and improving services for unduplicated pupils because targeted academic, behavioral, and engagement supports address identified barriers to learning, resulting in improved access to instruction and improved student outcomes.

The LEA has received additional Learning Recovery Emergency Block Grant (LREBG) funds and plans to utilize approximately \$9,766.00 during the 2026–27 school year to support professional development aligned to needs identified through the comprehensive needs assessment process. Analysis of local assessment data, Dashboard indicators, and educational partner feedback identified a continued need to strengthen standards-aligned instruction, academic intervention systems, and instructional strategies that support diverse learners, including English Learners and students performing below grade level. As a result, the LEA plans to use LREBG funds to provide targeted professional development focused on instructional best practices, intervention implementation, student engagement strategies, and differentiated instruction because increasing staff capacity in these areas improves the consistency and effectiveness of classroom instruction, which increases students' access to grade-level content and supports improved academic outcomes as measured through local assessments and state indicators.

The LEA may reserve remaining LREBG funds for future years within the allowable grant timeline to address ongoing learning recovery needs identified through annual data review and educational partner consultation. Future use of LREBG funds will continue to be aligned to identified student needs, academic recovery efforts, and allowable uses under the grant requirements.

Reflections: Technical Assistance

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

Walden Academy Charter School is not currently identified for differentiated or intensive technical assistance under the California statewide system of support.

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.

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

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	To engage our educational partners in the development of the 2026 Local Control and Accountability Plan (LCAP), Walden Academy has continued its comprehensive and inclusive consultation process with teachers and staff. This process ensures that the voices of our educational community are actively included in shaping priorities and actions for student success. Monthly Collaboration Meetings Schedule for LCAP Development: To ensure consistent engagement, LCAP updates and input opportunities were provided during monthly collaboration meetings with teachers and staff. These meetings were held on the first Wednesday of each month, with the exception of January, when we met on the second Wednesday due to calendar adjustments. The schedule was as follows: August 2025- August 27th, 2025 October 2025- October 8th, 2025 November 2025- November 5th, 2025 December 2025- December 3rd, 2025 January 2026- January 14th, 2026 February 2026- February 4th, 2026 March 2026- March 4th, 2026 April 2026- April 1st, 2026 LCAP Survey Administered

Educational Partner(s)	Process for Engagement
	May 2026- May 6th, 2026 During these sessions, teachers and staff received ongoing updates about the LCAP and were invited to provide feedback on emerging needs, proposed actions, and draft goals. May's meeting featured the annual LCAP survey to collect structured input from all staff. This collaborative approach ensures the LCAP is informed by on-the-ground insights from those closest to student learning, fostering transparency, shared ownership, and alignment with school-wide goals.
Principals	As a single small school LEA, I serve as the Principal and Superintendent.
Administrators	As a single small school LEA, I serve as the lone administrator.
Other School Personnel	To engage our educational partners, specifically classified staff, in the development of the 2025–26 Local Control and Accountability Plan (LCAP), Walden Academy has established a consistent and inclusive consultation process. This includes monthly collaboration meetings held on the second Friday of each month from September through May. These meetings provide classified staff with ongoing updates about the LCAP and structured opportunities to provide input, ensuring their voices are meaningfully incorporated into the planning and decision-making process. Classified Staff Monthly Collaboration Meeting Schedule: September 2025- September 12th, 2025 October 2025- October 10th, 2025 November 2025- November 14th, 2025 December 2025- December 5th, 2025 January 2026- January 9th, 2026 February 2026- February 13th, 2026 March 2026- March 13th, 2026 April 2026- April 17th, 2026 LCAP Survey Administered May 2026- May 8th, 2026

Educational Partner(s)	Process for Engagement
	Each session includes a briefing on LCAP priorities, discussion of recent California School Dashboard performance data, updates on proposed goals and actions, and structured opportunities for feedback. The May meeting is designated for survey input, allowing classified staff to voice their perspectives on how the school can better serve students—particularly those who are socioeconomically disadvantaged, English learners, or in foster care. This process aligns with California Education Code Section 52060(g), which requires school districts to consult with all school personnel, including classified staff. By ensuring regular, inclusive opportunities for classified staff engagement, Walden Academy upholds the LCAP’s emphasis on broad-based educational partner input and transparent strategic planning.
Certificated Bargaining Unit	Walden does not have bargaining units.
Classified Bargaining Unit	Walden does not have bargaining units.
Parents	Walden Academy continues to implement a comprehensive, year-long process for engaging parents and community members in the development of the Local Control and Accountability Plan (LCAP). This multi-touchpoint strategy includes newsletters, advisory meetings, surveys, public board updates, and targeted outreach events—ensuring transparency, two-way communication, and alignment with the diverse needs of our families. Weekly Newsletters: Every Friday that school is in session, the Superintendent sends a newsletter to all families. These newsletters include school updates, student achievement highlights, curriculum initiatives, and progress on LCAP-related goals. By embedding LCAP components in this weekly communication, parents receive ongoing exposure to the plan’s development and implementation, with invitations to share input throughout the year. LCAP Advisory Committee Meeting: On February 25, 2026, Walden Academy held a formal LCAP Advisory Meeting at our Walden Showcase event. This gathering

Educational Partner(s)	Process for Engagement
	provided stakeholders with a review of current Dashboard data, analysis of LCAP goal progress, and facilitated discussions about possible actions and supports for the upcoming year. Feedback from this meeting was directly used to inform draft updates. "What Matters to You?" Survey: In April 2026, families were invited to participate in the annual LCAP Survey/ "What Matters to You?" survey, aimed at gathering parent and guardian insights on school climate, academic programs, student needs, and LCAP priorities. This survey provides critical feedback that directly shapes LCAP goal setting and action planning. School Board Meetings: The Superintendent/Principal provides monthly LCAP updates during the fourth Tuesday board meetings. These sessions are public and offer an opportunity for trustees and attendees to hear about LCAP progress, raise questions, and provide comments. This open format strengthens accountability and keeps LCAP aligned with community expectations. Additional Engagement Events: Parent Teacher Committee (PTC) Meetings: The Superintendent attends monthly PTC meetings to provide LCAP progress updates and invite feedback. These meetings serve as another vital input channel from actively involved parents. English Learner Advisory Committee (ELAC): A targeted ELAC meeting was held on September 3, 2025 and April 27th, 2026, to engage families of English learners in reviewing progress, identifying needs, and shaping supports tied to LCAP goals. This layered engagement approach meets and exceeds California Education Code requirements for educational partner involvement by ensuring that all parents—including those of English learners and socioeconomically disadvantaged students—have multiple,

Educational Partner(s)	Process for Engagement
	accessible opportunities to participate in the development and refinement of the LCAP.
Students	To ensure student voices are meaningfully included in the development of the Local Control and Accountability Plan (LCAP), Walden Academy implemented a series of engagement strategies aimed at collecting direct student input. These initiatives provided students with opportunities to share their experiences, offer feedback, and help shape priorities that affect their academic and social-emotional well-being. Principal's Luncheon: Date: November 21, 2025 Description: A Principal's Luncheon was held with nominated student representatives from each grade level. This session served as a platform for students to speak candidly about their academic experiences, peer relationships, and campus culture. Their insights directly informed the review and refinement of LCAP goals related to school climate, engagement, and academic support. "What Matters to You?" Survey: Date: April 2026 Description: Families were encouraged to complete the LCAP Survey/ "What Matters to You?" survey in partnership with their children. This inclusive approach captured a broader spectrum of student perspectives on issues such as instructional quality, school safety, and areas for programmatic improvement. The California Healthy Kids Survey was administered Jan-Feb 2026 for the 25/26 school year. These efforts reflect Walden Academy's ongoing commitment to integrating student voice into school planning. By directly engaging students in conversations and feedback cycles, the LEA ensures that

Educational Partner(s)	Process for Engagement
	its LCAP goals remain grounded in the real-world experiences and needs of those it serves.
SELPA	April 28, 2026: SELPA Meeting

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

The 2026–27 Local Control and Accountability Plan (LCAP) for Walden Academy Charter School has been meaningfully shaped by ongoing engagement with educational partners, including teachers, classified staff, parents, students, administrators, and community members. Feedback gathered through surveys, advisory meetings, monthly collaboration sessions, board meetings, and student discussions directly informed the development and refinement of the LCAP goals, actions, services, and resource allocations. Educational partners reviewed local assessment data, California School Dashboard indicators, attendance trends, student engagement data, and progress for student groups, including English Learners (ELs), low-income students, and students with disabilities. This consultation process was used to identify areas of strength, prioritize student needs, and refine actions and expenditures included in the LCAP.

A consistent theme across engagement activities, including the “What Matters to You?” survey and student discussions during the Principal’s Luncheon, was strong support for sustaining the River Hawk Ag/STEM program. Educational partners identified this program as a highly engaging component of the instructional model that increases student connection to school and provides meaningful hands-on learning opportunities. As a result, the LCAP maintains and expands Action 1.2 to support agricultural and STEM learning opportunities, including curriculum development, staff professional learning, and partnerships with local agricultural organizations because hands-on, project-based learning increases student engagement and relevance of instruction, which leads to increased participation, improved attendance, and greater access to grade-level academic content as measured through student engagement data, attendance rates, and academic performance indicators.

Educational partner feedback also emphasized the importance of maintaining essential operational supports, particularly in facilities maintenance and campus upkeep. Parents, staff, and students identified clean, safe, and well-maintained facilities as necessary conditions for effective learning. As a result, continued funding for a full-time custodian through Action 1.4 was maintained because clean and safe learning environments reduce disruptions to instruction, support student well-being, and contribute to consistent attendance, which increases instructional time and supports improved academic outcomes.

At the same time, analysis of stakeholder input and Dashboard performance data indicated that while foundational programs should continue, there must be a stronger emphasis on strengthening core academic systems and intervention supports. Staff identified the need for deeper professional development, more consistent instructional practices, and clearer systems for academic intervention and progress monitoring. In response to this feedback, the LCAP places increased emphasis on professional learning and targeted academic supports through Actions 1.3, 1.5, 2.1, 2.2, 2.6, and 3.1–3.8 because strengthening teacher capacity in standards-aligned instruction and implementing systematic intervention structures ensures that students performing below standard receive timely, targeted support, which accelerates learning and improves performance on local assessments and state indicators.

Parents, staff, and students also emphasized the need to maintain and strengthen services for English Learners. The school provided opportunities for input through parent outreach, surveys, family communication, and scheduled ELAC meetings. Although attendance at ELAC meetings was limited during the LCAP development process, the school continued efforts to gather input from English Learner families through direct communication, conferences, translated materials, and informal family engagement opportunities. Feedback from families and staff identified the need for stronger language development supports, improved communication with families in home languages, more

consistent progress monitoring, and additional academic intervention for English Learners. In response, the LCAP sustains and strengthens EL-focused actions, including professional development in designated and integrated ELD, targeted intervention supports, improved progress monitoring systems, and expanded family communication and engagement because explicit language development embedded within core instruction increases English Learners' ability to access academic content and participate successfully in classroom instruction, resulting in improved English language proficiency, increased academic achievement, and stronger progress toward reclassification as measured by the English Learner Progress Indicator, local assessments, and reclassification data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Walden Academy will provide learners with engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1 was developed in response to analysis of California School Dashboard data, local assessment results, educational partner feedback, and the school's ongoing transition into a period of instructional stabilization and systems refinement following post-pandemic disruptions and recent leadership transitions, including the appointment of a new Superintendent. Educational partners identified the need to strengthen core instructional systems, increase consistency in academic expectations, improve intervention structures, and expand engaging learning opportunities that connect students to school and academic content. Dashboard results indicate that although students are demonstrating growth in English Language Arts and mathematics, overall performance levels remain below standard and subgroup disparities continue to persist, particularly for English Learners and other unduplicated student groups.

The actions included within Goal 1 are intended to strengthen instructional quality, student engagement, school connectedness, and access to rigorous learning opportunities. Technology and STEM-related actions, including support for the River Hawk Ag/STEM program, are designed to increase student access to hands-on, project-based learning experiences that are aligned to state academic standards and science instruction. These actions support the integration of technology, problem-solving, collaboration, and real-world application of academic skills because students are more likely to engage consistently in learning when instruction is interactive, relevant, and connected to authentic experiences, which increases participation, attendance, and academic performance.

Professional development and instructional support actions are included to strengthen staff capacity in standards-aligned instruction, differentiated instruction, intervention implementation, and designated and integrated English Language Development. These actions are necessary because increasing teacher capacity improves the consistency and effectiveness of classroom instruction, which increases students' access to grade-level content and supports improved outcomes on local and state assessments.

Operational and facilities-related actions included within Goal 1 are intended to support safe, clean, stable, and well-maintained learning environments that maximize instructional continuity and student access to learning. Educational partners consistently identified campus cleanliness, facility upkeep, and operational stability as important conditions for student success. Maintaining operational supports, including custodial services, technology infrastructure, and campus systems, is necessary because safe and well-maintained learning environments reduce disruptions to instruction, support student well-being, and contribute to improved attendance and engagement, which increase instructional time and support improved academic outcomes.

Goal 1 also reflects the school's continued efforts to strengthen systems impacted by post-pandemic learning disruptions. Educational partners emphasized the need to rebuild consistent academic routines, intervention systems, and student engagement structures following significant disruptions to instructional continuity over recent years. As a result, the goal prioritizes actions that strengthen instructional systems, student supports, attendance practices, and school connectedness because consistent instructional delivery, proactive intervention, and positive school climate systems increase student engagement and improve academic achievement over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed teachers (includes both misassignments and vacancies) -EDC 52060(d)(1)	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	Walden Academy's highly qualified/credentialed teacher percentage is above the state and county average at 91.6% as per the School Dashboard. Those who do not have a clear credential are enrolled in an induction program-making Walden at 100% appropriately credentialed or in an induction program.	100% of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	None as we continue to meet the standard in this area.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards-aligned instructional materials -EDC 52060(d)(1)	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	100% of Walden Academy learners have adequate and appropriate instructional materials and appropriate technology devices as evidenced by teacher inventories and SARC report filed yearly	None as we continue to meet the standard in this area.
1.3	Facilities maintained -EDC 52060(d)(1)	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.	Walden Academy school grounds and facilities are in good/exemplary condition as evidenced by the yearly FIT report.	None as we continue to meet the standard in this area through ongoing maintenance.
1.4	Implementation of state board adopted academic content and performance standards for all students, including how the programs and services will enable English learners to access the common core academic content knowledge and English language proficiency. -EDC 52060(d)(2)	The "What Matters to You" survey provided to staff, students, families and community partners reveals that 50% of those surveyed believe there is a need for curriculum that offers better EL support. 60.7% also support more professional development for teachers and staff in CCSS and ELD.	Our 2025-26 LCAP Input Survey (Formally "What Matters to You" Survey) reflects that 25% of families still believe there is a need for more support for our English Language Learners.	Our 2026-27 LCAP Input Survey (Formally "What Matters to You" Survey) still reflects that 25% of those surveyed still believe there is a need for more support for our English Language Learners.	The "What Matters to You Survey" given to staff, families, and community partners will reflect that 10% or less of those surveyed believe Walden Academy needs curriculum that offers better EL support, and less than 20% of community	Improved by 25%. We are half way to our goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					partners believe a need for more teacher and staff professional development in CCSS and ELD.	
1.5	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, Physical Education, and supplemental courses such as STEM and Agriculture.	No change. 100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.
1.6	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs such as art.	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.	No change. 100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.
1.7	Access to and enrollment in a Broad	100% of unduplicated pupils have access to	100% of unduplicated	100% of unduplicated	100% of unduplicated	No change. 100% of unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.

Goal Analysis [2025-26]

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

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

For Goal 1, most planned actions were implemented as intended; however, there were several material differences between budgeted and actual expenditures:

Action 1.1 – Teacher Credentialing

Rating: 3 – In Progress

Summary: While all classrooms are staffed with appropriately credentialed or authorized teachers, one staff member is still completing induction. The district continues to support these teachers through professional development and mentoring, though not all credentialing supports were fully utilized this year.

Action 1.2 – Broad Course of Study (STEM and Agriculture)

Rating: 4 – Fully Implemented

Summary: The program is effectively supporting access to STEM and agricultural coursework for unduplicated pupils and reflects educational partner priorities. We have successfully implemented a CTSO (FFA) which reflects a materials difference as planned expenditures were underbudgeted with the requirements of bringing delegates to state conference and PD requirements of our CTE teacher by CATA.

Action 1.3 – Instructional Materials

Rating: 4 – Fully Implemented

Summary: Instructional supports were enhanced and expanded, particularly to serve English Learners and students with additional learning needs during intervention blocks. All planned materials and resources were delivered.

Action 1.4 – Maintenance (Custodial Staffing)

Rating: 4 – Fully Implemented

Summary: Custodial staffing remained stable, and all scheduled maintenance activities were carried out to ensure clean, safe, and supportive learning environments.

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.

Goal 1 aimed to ensure that all students at Walden Academy receive high-quality instruction in a broad course of study, supported by well-qualified teachers, appropriate instructional materials, and a well-maintained campus.

Action 1.1 – Teacher Credentialing: The budgeted amount was \$15,900, but only \$3,600 was expended. This difference is attributed to fewer credentialing needs among staff than anticipated, with some supports met through no-cost or subsidized pathways. Despite lower spending, the goal of maintaining a fully credentialed staff was achieved, and services to students were not diminished.

Action 1.2 – Broad Course of Study (STEM and Agriculture): The planned and actual expenditure was \$80,778. This action was fully implemented, reinforcing equitable access to engaging coursework for unduplicated pupils and aligning with both community feedback and programmatic priorities. With the help of CTEIG funds next year, we can account for other costs necessary to run our FFA program.

Action 1.3 – Instructional Materials: Originally budgeted at \$6,000, actual expenditures reached \$7,107. The additional funds were used to expand supplemental instructional supports, particularly during intervention times ("Me Time") for English Learners and students with unique needs. This investment enhanced the breadth and depth of services provided.

Action 1.4 – Maintenance (Custodial Staffing): This action remained on target with both planned and actual expenditures totaling \$53,000. Maintaining a clean, safe, and welcoming environment continued to be a foundational support for student learning.

Overall, while one action underspent (1.1) and another slightly overspent (1.3), the total expenditures reflect thoughtful reallocation without reducing the scope or quality of services. The percentage of improved services provided to unduplicated pupils remained aligned with Walden Academy's proportionality commitment.

Across all goals in the 2025–26 LCAP, most planned actions were implemented with fidelity; however, several actions resulted in material differences between budgeted and estimated actual expenditures. These differences were due to either refined implementation scopes, lower-than-anticipated costs, or strategic redirection of funds to meet emerging student needs.

Significant Underspending in Some Actions: There were no actions that were significantly underspent.

Reallocations That Increased Student Support: Conversely, Action 1.3 (Instructional Materials) exceeded projections, reflecting enhanced purchases for English Learners and low-income students during interventions. Such adjustments reinforced access to improved services for unduplicated pupils.

Consistency in Key Contributing Actions: Several high-impact actions (e.g., Action 1.2 – Broad Course of Study, Action 1.4 – Maintenance

Despite some shifts in individual line items, the overall percentage of improved services remained aligned with Walden Academy’s proportionality requirement. Funds underspent in some actions were redirected to enhance interventions and student supports elsewhere, ensuring that unduplicated pupils received services at or above planned levels.

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

The specific actions under this goal have been largely effective in achieving intended outcomes:

Action 1.1 (Teacher Credentialing): Despite underspending, this action was effective—100% of core content teachers remained appropriately credentialed, meeting the goal’s metric. Fewer credentialing needs led to cost savings without service reduction.

Action 1.2 (Broad Course of Study – STEM & Ag): Fully funded and implemented, this action was highly effective. It expanded access to hands-on, engaging electives and directly addressed stakeholder priorities, especially for unduplicated pupils. Feedback from family surveys and student engagement data indicated increased satisfaction and relevance.

Action 1.3 (Instructional Materials): This action proved effective beyond expectations. The purchase of expanded resources helped reinforce interventions during “Me Time,” supporting differentiated instruction and helping close gaps for English Learners and low-income students.

Action 1.4 (Maintenance): This action was effective in supporting a clean, safe learning environment. Continued employment of a full-time custodian ensured exemplary campus conditions, reinforcing both instructional and social-emotional goals.

Collectively, these actions have contributed to strong progress on all related metrics—appropriate teacher credentials, access to instructional materials, and implementation of a broad course of study. No goals were missed, and stakeholder feedback suggests increased satisfaction with curriculum access and support structures.

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 the 2025–26 Annual Update and stakeholder reflections, Walden Academy made several refinements to the planned actions under Goal 1 for 2026–27:

Refined Credentialing Support (Action 1.1): Due to higher-than-anticipated participation in credentialing pathways for the next year, the budget for this action was enhanced. The support structure remains in place but will now be triggered by actual staff need.

Expansion of Instructional Materials (Action 1.3): Given the demonstrated effectiveness of expanded materials, especially in support of intervention and English Learner access, this action has been modified to include an increased budget and broadened scope to include digital literacy supports.

Adjustment to STEM/Ag Offerings (Action 1.2): Feedback from parents and students indicated strong demand for deeper engagement in STEM and further support for our new FFA chapter. With the addition of \$25,000 from CTEIG funds, action details will now prioritize vertical alignment across grades and expanded materials for hands-on learning, as well as, support the needs of our FFA chapter.

Maintenance Role Clarification (Action 1.4): While the role itself was stable and effective, the action description has been updated to include its indirect support for health and safety compliance (e.g., ventilation, sanitation), ensuring better alignment with Dashboard indicators.

The goal itself remains unchanged, as it continues to reflect core values around instructional quality and access. However, these targeted changes reflect Walden Academy’s commitment to continuous improvement and responsive planning informed by both outcome data and stakeholder engagement.

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	Teacher credentialing	Walden Academy teachers in the core content areas without a Clear California Credential will be enrolled in a culturally responsive, concurrent ATE induction program.	\$15,900.00	No
1.2	Broad course of	We will provide a broad course of study in each classroom, including supplementary courses such as STEM and Agriculture to increase	\$104,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	study- Supplemental Courses	engagement and provide low income, foster youth, and English learners alternate ways to show mastery outside the core academic program. With the addition of CTEIG funding and our FFA charter, Walden has planned improved expenditures to allow students the ability to attend state conference and other FFA competitions, as well as, professional development for staff.		
1.3	Instructional materials	Provide a variety of instructional and supplemental programs with embedded individualization and language supports for English learners, foster students, and low-income students during interventions (Me Time), and whole class instruction.	\$6,000.00	Yes
1.4	Maintenance	Maintain the employment of a full time custodian to ensure we have a clean, sanitized, safe and functional environment.	\$53,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics demonstrated by CAASPP/SBAC, other benchmark assessments such as iReady and report cards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed in response to California School Dashboard data, local assessment results, English Learner Progress data, and educational partner feedback identifying ongoing academic achievement gaps among student groups with the greatest academic needs. Analysis of state and local data indicates that English Learners, socioeconomically disadvantaged students, students with disabilities, and students performing below grade level continue to demonstrate lower performance in English Language Arts and mathematics compared to overall student performance. English Learners also remain a student group identified in the Red performance level for suspension rate and demonstrated declining progress on the English Learner Progress Indicator. Educational partners identified the need for more consistent intervention systems, increased academic support during the school day, stronger progress monitoring, and expanded support for language development and literacy skills.

Goal 2 prioritizes targeted academic intervention and instructional support systems designed to provide timely assistance to students performing below grade-level standards. Students identified through benchmark assessments, classroom performance data, CAASPP results, ELPAC results, teacher referral, and progress monitoring data receive targeted intervention services in English Language Arts and mathematics. Supports include small group instruction, differentiated intervention during the instructional day, targeted literacy and numeracy intervention, supplemental instructional materials, progress monitoring, and individualized academic support. Intervention services are provided regularly throughout the school week during designated intervention periods and through classroom-based support structures because frequent, targeted intervention aligned to identified skill deficits increases students' access to grade-level instruction and accelerates academic growth, resulting in improved performance on local assessments and state indicators.

Goal 2 also includes expanded professional development and instructional collaboration focused on standards-aligned instruction, intervention implementation, differentiation, and data analysis. Teachers receive ongoing support in using assessment data to identify learning gaps, implement targeted instructional strategies, and monitor student progress because consistent instructional practices and data-informed intervention systems improve instructional effectiveness and ensure students receive support aligned to their academic needs. English Learners are a primary focus throughout Goal 2. Actions supporting English Learners include strengthening designated and integrated English Language Development (ELD), increasing targeted intervention and progress monitoring, expanding instructional supports embedded within core content instruction, and improving communication and engagement with families of English Learners. English Learners receive targeted language development support during designated ELD instruction as well as integrated language supports

throughout core academic instruction because explicit instruction in academic language, vocabulary development, reading comprehension, writing, and structured academic discourse increases students' ability to access grade-level content and participate successfully in classroom learning.

Additional supports for English Learners include professional development for teachers in effective ELD instructional strategies, use of language scaffolds, differentiated instruction, and progress monitoring aligned to ELPAC and reclassification criteria. English Learners identified as at risk of not making adequate progress toward English proficiency receive additional monitoring and targeted intervention support because early identification of language development needs allows staff to implement timely instructional adjustments that improve language acquisition and academic achievement. These actions are intended to improve English Learner Progress Indicator performance, increase reclassification rates, improve English Language Arts and mathematics achievement, and reduce achievement gaps for English Learners and other unduplicated student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 A. statewide assessments	2022/2023 CAASPP data shows that 35.64% of students grades 3-8 met or exceeded standards in ELA. iReady Diagnostic data from Spring 2023 shows that 43% of all students K-8 met or exceeded standards in Reading.	23.5% of Walden students met or exceeded ELA standards for the 24/25 school year.	39% of students met or exceeded standard in Reading on CAASPP.	40% met or exceeded in ELA 47% overall iReady Diagnostic test results should show schoolwide incremental increase in students who meet or exceed standard each year.	This shows an increase of 3.36% in ELA since 22/23 and increase of 15.5% since year 1.
2.2	Priority 4 A. statewide assessments	2022/2023 CAASPP data shows that 19.41% of students in grades 3-8 met or exceeded standards in Math. iReady Diagnostic data from Spring 2023 shows that 37% of students all grades K-8 met or exceeded standards in Math.	15.83% met or exceeded standards in Math the 24/25 school year.	22% met or exceeded standard in math on the CAASPP.	25% met or exceeded in Math 34% overall iReady Diagnostic test results should show schoolwide incremental increase in students who meet or exceed	Increase of 6.17% since year 1 outcome. Increase of 1.59% since 22/23.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standard each year.	
2.3	Priority 4 C. Percentage of English Learners making progress toward English proficiency	According to the latest California School Dashboard, Walden Academy Charter School's English Learner Progress Indicator (ELPI) shows that 29.4% of our English Learner (EL) students are making progress towards English proficiency.	According to the latest California School Dashboard (23/24), Walden Academy's ELPI show that 56% of our EL students are making progress toward proficiency.	44.4% of English Learners making progress toward English proficiency based on the California School Dashboard for ELPI rate.	46% to better match the state average.	California School Dashboard shows an increase of 15% ELPI from baseline.
2.4	Priority 4 D. English Learner Reclassification Rate	According to CALPADS, our reclassification rate is 0%.	5.8% reclassification rate.	20% reclassification rate as of February 2026.	15% reclassification rate.	Walden has met the goal but will continue towards efforts to maintain.
2.5	Priority 4 A. statewide assessments	Our 22/23 data for CAST is 25.71% met or exceeded standards in Science.	18% of Walden students met or exceeded standards in science. (CAST scores)	25/26 CAST results show 37.5% of students met or exceeded standards in Science	40% overall	Walden had an increase of 11.79% from year 1 outcome.

Goal Analysis [2025-26]

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

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

Implementation Successes:

Class Size Reduction (Action 2.3) and Targeted Interventions (Action 2.7) were effectively implemented. Smaller instructional groupings supported differentiated teaching and improved access to grade-level content, especially for unduplicated pupils.

CAASPP Coordination (Action 2.4) and ELPAC Support (Action 2.8) were carried out as planned, ensuring test readiness and English learner compliance.

Leadership Team (Action 2.9) met regularly to guide implementation, refine instructional strategies, and monitor progress using formative data.

Implementation Challenges and Adjustments:

Action 2.1 – Academic Achievement Support

Rating: 3 – In Progress

Summary: While not all planned staffing positions were filled, core academic supports were successfully delivered through strategic internal resource reallocation. Services to students were preserved, but full implementation was constrained by staffing gaps.

Action 2.2 – Professional Development

Rating: 4 – Fully Implemented

Summary: All intended professional learning activities were delivered, thanks to collaborative support from the County Office of Education. Staff received robust training aligned with instructional priorities, achieving the action's goals despite reduced district expenditures.

Action 2.3 – Class Size Reduction

Rating: 3 – In Progress

Summary: Class sizes were reduced in some grade levels, but one fewer section was implemented than originally planned. While students in existing sections benefited from increased teacher attention, the overall reach of the action was limited, resulting in partial implementation.

Action 2.4 – CAASPP Coordination

Rating: 4 – Fully Implemented

Summary: CAASPP testing coordination was effectively carried out using existing staff and internal systems. All assessment administration tasks, including scheduling, training, and compliance, were completed as planned, meeting the full intent of the action.

Action 2.5 – After School Support

Rating: 2 – Early Implementation

Summary: Although improved from the previous year, program implementation was limited due to low student participation and staffing availability. While the infrastructure was in place, service delivery did not reach intended scale. The action will be reexamined and adjusted for the next planning cycle.

Action 2.6 – English Learner Support

Rating: 4 – Fully Implemented

Summary: Expanded supports, including “Me Time” intervention and language development resources, were provided in response to student needs. The action was implemented beyond its original scope, reflecting strong responsiveness and effective service delivery.

Action 2.7 – “Me Time” Tier 3 Intervention Support

Rating: 3 – In Progress

Summary: One additional aide was added to support Tier 3 students in ELA and Math through small group and individualized instruction. While this support enhanced intervention delivery, scaling the model and ensuring consistent access across all grades is still underway.

Action 2.8 – ELPAC Lead for English Learner Data and Support

Rating: 4 – Fully Implemented

Summary: The ELPAC lead was successfully implemented, coordinating data analysis and providing targeted English Learner interventions. The role supports reclassification efforts and aligns closely with student performance data needs.

Action 2.9 – Leadership Team to Support PLCs and Targeted Student Needs

Rating: 4 – Fully Implemented

Summary: A multi-role leadership team (K–2, 3–8, and classified) was assembled and is meeting regularly with administration. The team enhances communication, strengthens PLC structures, and contributes to strategic supports aligned to student needs.

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

Class Size Reduction (Action 2.3) and Targeted Interventions (Action 2.7) were effectively implemented. Smaller instructional groupings supported differentiated teaching and improved access to grade-level content, especially for unduplicated pupils.

CAASPP Coordination (Action 2.4) and ELPAC Support (Action 2.8) were carried out as planned, ensuring test readiness and English learner compliance.

Leadership Team (Action 2.9) met regularly to guide implementation, refine instructional strategies, and monitor progress using formative data.

Implementation Challenges and Adjustments:

Action 2.1 (Academic Achievement Support) spent \$142,748 out of a \$150,520 allocation. With over a month remaining in the school year, we anticipate this to be spent.

Action 2.2 (Professional Development) was budgeted at \$43,000 but expended only \$29,023 due to cost support provided by our County Office of Education. This collaborative support allowed staff to receive training at significantly reduced or no cost, preserving funds while still meeting professional growth goals.

For Action 2.3 (Class Size Reduction), the district budgeted \$125,000 and spent 102,005, resulting in a difference of \$19,973. This variance occurred because one fewer class section was implemented than planned, reducing the need for additional staffing. Although class sizes were lowered in targeted areas, the full scope of the reduction was not realized. Consequently, the estimated actual percentage of improved services was lower than planned, as fewer students experienced the intended individualized support model.

For Action 2.4 (CAASPP Coordination), the planned budget was \$4,000 and all was spent in a stipend to the coordinator.

Action 2.5 (After School Support) saw limited implementation, with only \$2,600 spent of the \$10,000 budget. Participation rates were lower than expected due to family scheduling conflicts and limited staffing availability. This program will be reevaluated for 2026-2027.

For Action 2.6 (English Learner Support), actual expenditures exceeded the budgeted amount due to expanded “Me Time” interventions and a higher-than-anticipated demand for language development resources. The \$7,188 overage reflects additional staffing hours and instructional materials needed to meet student needs. As a result, the estimated actual percentage of improved services was greater than planned, providing enhanced support for English Learners.

Action 2.8 (ELPAC Lead Coordination) was implemented as planned, with no variance between budgeted and actual expenditures. The action achieved its intended outcomes in data coordination and student support. Therefore, the estimated actual percentage of improved services matched the planned percentage.

In summary, while core actions were implemented effectively, certain expenditures were reduced due to external supports or logistical constraints. These adjustments did not reduce service quality and will inform refinements for the 2025–26 planning cycle.

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

Action 2.1 – Academic Achievement Support

Effectiveness: Partially Effective

Though implementation was limited by unfilled positions, internal staff reallocation ensured that baseline academic supports continued. Intervention blocks were maintained, but capacity to extend services was restricted, yielding mixed progress toward the goal.

Action 2.2 – Professional Development

Effectiveness: Effective

This action supported teacher growth in areas such as early literacy and differentiated instruction. County partnerships provided high-quality training at low cost, and teachers reported improved confidence and alignment with instructional practices.

Action 2.3 – Class Size Reduction

Effectiveness: Highly Effective

Smaller class sizes enabled more individualized instruction during key learning periods. Teachers noted increased student engagement, more responsive feedback loops, and stronger mastery of core standards in the targeted classrooms.

Action 2.4 – CAASPP Coordination

Effectiveness: Effective

Testing coordination was successfully executed, ensuring smooth CAASPP administration. The action supported reliable assessment data collection used to inform schoolwide academic planning and instructional improvement efforts.

Action 2.5 – After School Support

Effectiveness: Limited

While well-intentioned, this action faced logistical hurdles such as scheduling conflicts and staffing shortages. As a result, student participation was low and the impact on academic progress was minimal. Stakeholder feedback will inform a redesign for next year.

Action 2.6 – English Learner Support

Effectiveness: Highly Effective

Supports for English Learners were expanded beyond initial plans, including additional “Me Time” intervention and improved integrated ELD practices. These efforts contributed to more effective language development support and better progress monitoring.

Action 2.7 – “Me Time” Tier 3 Intervention Support

Effectiveness: Highly Effective

This intervention model was well received and contributed to meaningful gains in literacy for students receiving targeted support. Staff and family feedback was positive, and implementation fidelity supported measurable academic growth.

Action 2.8 – ELPAC Lead Coordination

Effectiveness: Effective

The ELPAC lead enhanced coordination of EL supports and reclassification monitoring. The role helped align instructional strategies with data, improving instructional responsiveness and progress tracking for English Learners.

Action 2.9 – Leadership Team for PLC and Student Support Alignment

Effectiveness: Effective

This action strengthened internal collaboration through regular team meetings and data-informed decision-making. PLCs became more focused and student-centered, directly supporting instructional coherence and goal alignment across staff.

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

Following the 2025–26 implementation, Walden Academy made several strategic refinements to Goal 2 based on reflection, stakeholder feedback, and implementation outcomes:

Action 2.1 (Academic Achievement) will be narrowed to focus on programs with the most consistent implementation success, such as in-class interventions and embedded enrichment. Budgeting will align more closely with available staff capacity to reduce underspending.

Action 2.2 (Professional Development) will continue, but the budget has been revised downward to reflect the ongoing support provided by the Glenn County Office of Education. Future PD will also focus more tightly on literacy development, differentiated instruction, and inclusive strategies.

Action 2.5 (After School Support) is being restructured based on low participation. For 2026–27, Walden will explore integrated extended-day models and better align offerings with family feedback on timing and needs, potentially including academic clubs.

The goal itself remains unchanged, but some target outcomes have been adjusted to reflect achievable benchmarks aligned with staffing capacity, new curriculum pacing, and program adjustments.

These changes represent Walden’s ongoing commitment to equity, flexibility, and responsive planning. They also reinforce the school’s intent to continuously improve service delivery for all students, with particular attention to unduplicated pupils.

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	Academic Achievement	Provide instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in ELA, mathematics, and ELD to address the needs of students struggling to meet standards, English learners, and low income learners.	\$150,520.00	Yes
2.2	Professional Development	The school will continue to have early release on Wednesdays so that teachers and staff can engage in professional development and highly effective PLCs. Walk-through data aligned with MTSS will support the decisions for ongoing professional development in instruction. Structured PLCs led by department leaders will focus on student data, student needs, state standards, and high quality instruction to support all students- especially our EL and students who are socioeconomically disadvantaged. In addition, capacity development is needed to meet the needs of those that struggle with self-regulation and provide support for social-emotional student needs.	\$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional opportunities for professional development outside of early release Wednesdays would be available for staff to attend include, but are not limited to the core curriculum, core standards, social emotional strategies, STEM, agricultural science, Responsive Classroom, and effective teaching strategies.		
2.3	Class Size Reduction	Walden will continue class size reduction in the primary grades to support all students- especially unduplicated pupils.	\$125,000.00	Yes
2.4	CAASPP Coordination	We will continue to provide a CAASPP lead staff member to track progress and needs for English learners and low-income, and students with exceptional needs.	\$4,000.00	Yes
2.5	After School Support	Additional teacher time allocated for after school tutoring and homework club for all students. Students who are English learners, foster youth and low income learners struggling to meet grade level needs will be encouraged to attend.	\$10,000.00	Yes
2.6	English Learner support	Provide bilingual aides to support English learners.	\$61,000.00	Yes
2.7	Intervention	"Me Time: One additional aide to provide targeted support for our tier 3 students. This will ensure all students receive one on one or very small group instruction at their level and in areas they show gaps in both mathematics and ELA as noted by benchmark or formative assessments and classroom observation.	\$29,000.00	No
2.8	Additional Support ELPAC	ELPAC lead staff member to coordinate and analyze testing data to track English Learner progress to provide additional support.	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Leadership Team	Assemble a leadership team comprised of a lead teacher for k-2, 3-8, and classified staff. Beyond PLCs, the leadership team will meet two additional times per month with the administration and dean of students to discuss targeted supports for students that align with the school's mission and needs of students, in addition to, communicate process and organization of PLCs to effectively run PLCs among grade bands.	\$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	A positive school climate for all stakeholders participating in activities that increase student engagement, attendance and parental involvement. Particular focus and attention will be given in the areas of attendance and positive student behavior to address low attendance rates and increased number of suspensions. An expansion of the food program to include second chance breakfast.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 was developed in response to California School Dashboard data, local attendance and behavior data, and educational partner feedback identifying the continued need to strengthen student engagement, school connectedness, attendance, and school climate systems. Current Dashboard data indicates that chronic absenteeism remains at the Yellow performance level, with 9.6% of students identified as chronically absent, while the suspension rate is also at the Yellow level, with 7.3% of students suspended at least one day. Although the suspension rate declined by 2.3 percentage points, equity data indicates that disparities persist among student groups, particularly for English Learners, who remain in the Red performance level for suspension rate. Educational partners, including parents, staff, and students, identified the need for stronger proactive behavioral supports, more consistent attendance intervention systems, increased student engagement opportunities, and expanded social-emotional and behavioral supports.

Goal 3 includes actions focused on strengthening Positive Behavioral Interventions and Supports (PBIS), improving attendance monitoring and intervention systems, expanding student wellness and social-emotional supports, increasing family communication and engagement, and improving consistency in behavioral expectations and intervention practices across the school. These actions are intended to increase student connectedness, reduce barriers to attendance, and improve student behavior because students who experience consistent behavioral expectations, positive relationships with staff, and timely intervention supports are more likely to attend school regularly, remain engaged in learning, and demonstrate positive school behaviors.

Additional emphasis has been placed on supports for student groups demonstrating the greatest need in attendance and school climate indicators, including English Learners and students with inconsistent attendance patterns. Goal 3 actions include proactive attendance outreach, family communication, behavioral intervention supports, restorative practices, and staff professional development related to trauma-informed practices, de-escalation strategies, and culturally responsive behavioral supports because early intervention and relationship-based support systems improve student engagement and reduce behaviors that result in chronic absenteeism and suspension.

The LEA has also strengthened metrics and monitoring systems connected to Goal 3 to ensure that attendance, suspension, school climate, and student engagement data are regularly reviewed to evaluate effectiveness of implementation and identify areas requiring additional support. The actions and metrics included in this goal are intended to improve attendance rates, reduce chronic absenteeism and suspension disparities, strengthen school climate, and increase student engagement and connectedness to school over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	According to CHKS Table 6.1, 91% of parents agree or strongly agree that Walden Academy actively seeks the input of parents before making important decisions.	No data collected due to oversight. Survey will be administered in the next year.	According to CHKS Table 6.1, 76% of parents agree or strongly agree that Walden Academy actively seeks the input of parents before making important decisions.	Above 90%.	Unknown as we administer the CHKS survey every other year.
3.2	Priority 5 B. chronic absenteeism rates	Chronic absenteeism rate for 22/23 school year were 20.9%.	Chronic absenteeism rate for 23/24 was 9.6%.	Chronic absenteeism rate for 24/25 remained at 9.6%.	10% overall.	Below the target at 9.6% with a decline of 11.3%
3.3	Priority 6 A. pupil suspension rates	According to the CA School Dashboard, 5.8% of students were suspended at least one day in the 22/23 school year. Socioeconomically disadvantaged students had a 8.2% suspension rate while white students had a 6.7% suspension rate.	9.6% of students were suspended at least one day in the 23/24 school year. Socioeconomically disadvantaged students had 11.4% rate while white students had 8% rate.	7.3% of students were suspended at least one day in the 24/25 school year. Socioeconomically disadvantaged students had 11% rate while white students had 3.7% rate.	Less than 3% overall.	Increase of 3.7%-3.2% increase for socioeconomically disadvantaged students, and 3.1% increase for our white students.
3.4	Priority 3 C. how the school district will	According to CHKS, 96% of parents feel	No data collected due to oversight.	According to CHKS, 84% of	Maintenance of 96% or greater for	Unknown as we administer the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	promote parental participation in programs for individuals with exceptional needs	welcome to participate at the school, and 74% have been involved in the school in some capacity. 29% of the parents who responded to the survey were a parent of an exceptional needs student.	Survey will be administered in the next year.	parents feel welcome to participate at the school, and 69% have been involved in the school in some capacity. 24% of the parents who responded to the survey were a parent of an exceptional needs student.	parents feeling welcome to participate. 75% or higher being involved. 29% or higher representation from parents with exceptional needs students.	CHKS survey every other year.
3.5	Priority 3 B. how the school district will promote parental participation in programs for unduplicated pupils	0% of those surveyed on CHKS represented our unduplicated population, or they declined to answer.	No data collected due to oversight. Survey will be administered in the next year.	3% of those surveyed on CHKS represented our unduplicated population.	2% or higher representation parents/guardians of unduplicated students will complete the CHKS.	Unknown as we administer the CHKS survey every other year.
3.6	Priority 5 A. school attendance rates	95% attendance rate. Chronic absenteeism is at 28.8% for our socioeconomically disadvantaged students, 26.3% for our students with disabilities, and 13.1% for our white students.	As per the CA School Dashboard data, chronic absenteeism declined 11.3 percentage points. 12.3% of our socioeconomically disadvantaged chronically absent, as were 13.9% of our students with disabilities, and 8% of our white students.	The Year 2 outcome for attendance indicates a chronic absenteeism rate of 9.6%, which remained stable from the prior year. Disaggregated data shows that chronic absenteeism increased for socioeconomically disadvantaged students (16.7%)	Greater than 95% attendance rate.	Our attendance rate was 95.33% for the 24/25 school year. For the 23/24 school year, chronic absenteeism declined 11.3% total- declining 13.9% for our socioeconomically disadvantaged students, 12.4% for our students with disabilities,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and White students (14.3%), while decreasing for students with disabilities (11.5%). These results indicate that, although overall rates remained steady, disparities persist among student groups, particularly for unduplicated pupils.		and 15% for our white students.
3.7	Priority 5 C. middle school dropout rates	Middle school drop out rate for 22/23 was 0%.	Middle school drop out rate for 23/24 was 0%.	Middle school drop out rate for 24/25 was 0%.	0% overall	Maintained 0% dropout rate.
3.8	Priority 6 B. pupil expulsion rates	22/23 data shows a 0% expulsion rate.	23/24 data shows a 0% expulsion rate.	24/25 data shows a 0% expulsion rate.	0%	Maintained 0% dropout rate.

Goal Analysis [2025-26]

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

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

Overall Implementation and Effectiveness

During the 2025–26 school year, the LEA implemented key actions to improve school climate, student engagement, and family partnerships. Unlike the prior year, the California Healthy Kids Survey (CHKS) was successfully administered, restoring access to Priority 6 local climate data and allowing the LEA to better measure student connectedness, safety, and engagement.

Survey results indicate that 75% of students reported feeling connected to school and 65% reported feeling safe, which provides evidence of a generally positive school climate. However, these results also indicate a continued need to strengthen safety and belonging for all students because over one-third of students did not report feeling safe, which may contribute to disengagement and absenteeism.

Attendance data shows that chronic absenteeism remained at 9.6% overall, with mixed subgroup trends. Chronic absenteeism increased for socioeconomically disadvantaged students (16.7%) and White students (14.3%) but decreased for students with disabilities (11.5%). These patterns indicate that while universal systems supported some students, barriers such as inconsistent family engagement, attendance awareness, and access to supports continue to disproportionately impact unduplicated pupils, resulting in uneven outcomes across groups.

Effectiveness of Key Actions (Cause-and-Effect)

Several actions contributed to improvements in school climate and attendance:

Dean of Students (Action 3.7) improved behavioral tracking and response systems because centralized oversight allowed for earlier identification of behavior patterns and timely interventions, which reduced disruptions to learning environments and contributed to a decrease in suspension rates and improved student engagement.

Responsive Classroom and CARES (Action 3.5) strengthened schoolwide expectations because consistent routines and shared behavioral language increased student self-regulation and predictability in classrooms, which contributed to improved student connectedness as reflected in CHKS results.

Bilingual Supports (Actions 3.6 and 3.8) improved family communication and attendance outreach because families received information in their primary language and through direct outreach, increasing their ability to respond to attendance concerns and engage with the school, which contributed to stabilization of overall chronic absenteeism rates.

Parent University (added in Year 2) increased family engagement because structured opportunities for families to learn about academic expectations and school systems improved their ability to support student attendance and engagement, particularly for underrepresented families.

Implementation Challenges and Adjustments

Despite progress, several challenges limited full effectiveness:

Student Engagement and Enrichment (Action 3.1 – Rating: 3)

Implementation was partial because limited staffing and scheduling constraints reduced access to enrichment opportunities, which limited student engagement for some groups and may have contributed to absenteeism among disengaged students.

Parent Support and Engagement (Action 3.2 – Rating: 2 ? improving)

While Parent University sessions were successfully introduced, overall participation remained inconsistent because outreach strategies and scheduling have not yet fully aligned with family availability, limiting the impact on attendance and engagement.

Behavioral Intervention Systems (Action 3.3 – Rating: 3)

Tier 2 supports remain underdeveloped because staffing limitations reduced the ability to provide consistent push-in services, which limited targeted support for students with higher behavioral needs.

Overall Conclusion and Next Steps

Overall, the LEA made moderate progress toward Goal 3, with strengths in:

Schoolwide behavior systems

Family communication (especially for Spanish-speaking families)

Reestablishing climate data through CHKS

However, outcomes indicate that improvements were not yet sufficient to reduce chronic absenteeism overall or close subgroup gaps, particularly for socioeconomically disadvantaged students.

The LEA will refine its approach in Year 3 by:

Expanding targeted attendance interventions for unduplicated pupils

Increasing access and participation in Parent University

Strengthening Tier 2 behavioral supports

Continuing bilingual outreach and engagement strategies

These adjustments are necessary because current data shows that universal supports alone are not sufficient to address subgroup disparities, and more targeted strategies are required to improve outcomes for unduplicated pupils.

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.

Goal 3 included a few material variances in expenditures:

Action 3.3 (Student Support and Behavioral Intervention) was allocated \$26,000 and \$24,183 was expended. The remainder is anticipated to be expended by the conclusion of the school year in one month.

Action 3.6 (Bilingual Parent Support) was budgeted \$21,000 and \$30,157 was expended due to the need for more support.

Action 3.8 (Bilingual attendance clerk) was budgeted \$12,400 and \$7,084 was expended. This material difference was a result of unanticipated time off needed by our attendance clerk, and supported the additional expenditures necessary for action 3.6.

Other actions such as 3.1 (Student Engagement Activities), 3.3 (Behavioral Interventions), and 3.7 (Dean of Students) were implemented in full and matched budget expectations. These variances did not negatively impact the percentage of improved services, as all critical supports for unduplicated pupils were maintained or enhanced.

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

Effectiveness and Ineffectiveness of Actions

Most actions under Goal 3 were partially effective in supporting improvements in school climate, engagement, and attendance, though results varied across student groups.

Key staffing investments—including the Dean of Students, behavior interventionist, and bilingual attendance clerk—contributed to improved systems of support because they increased the LEA’s capacity to monitor student needs, provide timely interventions, and conduct consistent attendance outreach. These actions supported a stabilization of chronic absenteeism at 9.6%, rather than continued increases, indicating that universal attendance systems are functioning but not yet producing accelerated improvement.

However, subgroup data indicates that outcomes were uneven:

Chronic absenteeism increased for socioeconomically disadvantaged students (16.7%)

Chronic absenteeism increased for White students (14.3%)

Chronic absenteeism decreased for students with disabilities (11.5%)

This variation indicates that current strategies were more effective for some student groups than others, because universal outreach and supports did not fully address specific barriers experienced by unduplicated pupils, such as inconsistent family engagement, access challenges, or varying levels of connection to school.

Family engagement efforts showed mixed effectiveness. Communication systems, including newsletters and bilingual outreach, improved access to information because families received updates in their primary language and through multiple formats. Additionally, the introduction of Parent University sessions created structured opportunities for families to engage with the school because they provided guidance on academic expectations and ways to support students at home.

However, overall participation in family engagement opportunities remained inconsistent because scheduling, format, and outreach strategies have not yet fully aligned with family needs. As a result, these actions did not yet produce measurable improvements in attendance or engagement across all student groups.

Overall, Goal 3 actions were effective in establishing systems and stabilizing outcomes, but were not yet sufficient to reduce chronic absenteeism overall or close subgroup gaps, indicating a need for more targeted and differentiated supports in the next implementation cycle.

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

Reflections on 2025–26 implementation led to several adjustments for 2026–27:

Action 3.2 (Parent Support and Engagement) will be redesigned to offer more flexible formats for family learning and involvement, including virtual workshops or pairing events with student showcases to boost participation. Greater alignment with family schedules and leveraging PTC partnerships will also be explored.

Given the increase in suspensions, behavioral support actions will be strengthened with additional professional learning in PBIS and restorative practices. This includes enhanced use of data from the Dean of Students to proactively address behavior trends.

While the core goal remains unchanged, the school will increase its focus on tracking both attendance and behavioral incident data for unduplicated students, ensuring that refinements remain equity-focused and data-informed.

These changes reflect Walden Academy’s continued commitment to improving student outcomes and fostering deeper family and community engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student engagement and well-rounded educational experience	We will provide high-interest and engaging learning opportunities to motivate students and foster a strong desire to attend school every day, particularly for socio-economically disadvantaged students. To support this goal, we will implement the following actions to create a more engaging and well-rounded experience: Good Morning Walden Assemblies: These assemblies will recognize students for their academic achievements, personal growth, and social-emotional skills. Art Teacher for TK-5th Grade: We will have an art teacher dedicated to our transitional kindergarten through 5th-grade classrooms, ensuring students have access to creative and artistic learning opportunities. School Assemblies and Talent Shows: Regular assemblies and an annual talent show will provide students with platforms to showcase their talents and achievements. Participation in Local Events: Students will have the opportunity to participate in local events such as the Lamb Derby Parade, fostering community involvement and pride. Field Trips: Organized field trips will expose students to new experiences and hands-on learning outside the classroom. These initiatives aim to create a dynamic and stimulating educational environment that encourages consistent attendance and engagement among all students.	\$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent support and engagement	We will implement several initiatives to engage new families and support them in their children's education. Each new family will participate in an orientation session emphasizing the importance of regular attendance and ways to get involved in school activities. Additionally, during Back to School Night, we will educate parents on how to effectively support their children in academics, attendance, school preparedness, and socio-emotional development. Throughout the year, we will host three parent education nights to teach parents strategies and tools to support their child's learning at home, enhance their social-emotional health, and provide tips for test-taking. To ensure ongoing communication, we will send out a weekly newsletter titled "River Hawk Talk" to parents, providing updates, information on upcoming events, ways to support their students, and school highlights. Following the Good Morning Walden assemblies, we will set aside time to meet with parents to discuss various topics pertinent to child-rearing, education, and social issues affecting schools. These initiatives aim to create a supportive and informed parent community, fostering a collaborative environment that enhances student success.	\$1,500.00	No
3.3	Student support and Behavioral Intervention	Because we are in the red with our socioeconomically disadvantaged and white student population for suspension rate we have shifted one of our two academic interventionists to "behavior intervention" and provided a space connected to our Dean of Students office where she can provide a "calm down area" for students, support social and emotional growth using Responsive Classroom and Toolbox strategies, create and oversee behavioral plans, gather and collect data to better inform our classroom management strategies, and implement restorative practices to provide more of an individualized educational approach for student behavior.	\$26,000.00	Yes
3.5	Responsive Classroom and CARES	Each morning, every classroom will participate in Morning Meeting. This activity provides a time for each student to see their connectedness within the classroom and their importance as a member of the class. This is especially important for students with high absenteeism and behavior challenges. In addition, Morning Meeting supports language and vocabulary acquisition for English	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learners and low-income students. We will allocate time in every classroom for classroom rule creation at the beginning of the school year. Teaching and aide staff will teach each and every behavior during the first 6 weeks of school, and the Continental Congress will meet with representatives from every classroom to create school rules. Once school rules have been created, they will be shared with students and parents. CARES Program: (Cooperation, Assertion, Respect & Responsibility, Empathy, and Self-control). Allocate time each month for classroom teachers to teach the character trait for the month and share information with parents in the weekly newsletter. Students exhibiting CARES traits will be acknowledged with CARES Cash that can be redeemed at the CARES Store. This high motivational support is especially helpful with students from low-socioeconomic homes and foster youth.		
3.6	Bilingual parent support	Provide bilingual office staff to assist families that speak Spanish and are not fluent in English.	\$28,000.00	Yes
3.7	Dean of students and Behavioral Data Tracking	Maintain the Dean of Students to support positive students behavior. Within this role, the Dean of Students will also support the behavioral interventionist and review schoolwide data on behavior to drive professional development for teachers in classroom management.	\$79,000.00	No
3.8	Bilingual attendance clerk	Because our school is in the red for chronic absenteeism with our socioeconomically disadvantaged and white students and our students with disabilities, we have employed a bilingual attendance clerk to track absenteeism and trancies plus support students with attendance barriers and challenges.	\$12,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$240,649.00	\$7,352.00

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
12.685%	0.000%	\$0.00	12.685%

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
1.2	Action: Broad course of study- Supplemental Courses Need: 85.7% of parents and students surveyed believed the addition of a STEM/ Ag program would benefit students academically. Of those surveyed, 64.3% represented our unduplicated population and believed the addition of a	Integrating STEM (Science, Technology, Engineering, and Mathematics) and Agriculture (Ag) education into the curriculum can provide significant benefits for unduplicated pupils (English learners, low-income students, and foster youth) by enhancing their academic performance and access to a broad course of study. Here are some key statistics and findings: Academic Performance:	Parent and student surveys.

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
	STEM/Ag program would benefit students' access to a broad course of study. Scope: LEA-wide	Improved Test Scores: Studies have shown that students engaged in STEM programs generally perform better on standardized tests. For example, the U.S. Department of Education reports that students in STEM-focused schools often have higher math and science scores. Higher Graduation Rates: According to the National Math and Science Initiative, students who participate in rigorous STEM coursework are more likely to graduate from high school and pursue higher education. Access to Broad Course of Study: Enhanced Engagement: STEM and Ag programs can increase student engagement by providing hands-on, real-world learning experiences. A report by the National Research Council found that project-based learning in STEM can lead to greater student interest and engagement, which is particularly beneficial for English learners and low-income students. Career Pathways: Exposure to STEM and Ag education opens up various career pathways. The U.S. Bureau of Labor Statistics projects that STEM jobs will grow by 8.8% from 2018 to 2028, providing students with lucrative career opportunities. Agricultural education can also lead to careers in agribusiness, environmental science, and food technology. Equity and Inclusion: Closing Achievement Gaps: Research indicates that STEM education can help close achievement gaps. For example, a study by the University of Chicago found that low-income students who	

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		participated in STEM programs showed significant improvements in math and science achievement compared to their peers who did not participate. Support for English Learners: STEM and Ag programs can support English learners by incorporating visual and hands-on learning, which can be more accessible than traditional text-based instruction. This helps in developing both language and content knowledge simultaneously. Skill Development: Critical Thinking and Problem-Solving: STEM education emphasizes critical thinking and problem-solving skills. A study by the National Science Foundation found that students who engage in STEM activities are better at applying these skills in various contexts, which can enhance their overall academic performance. Technical and Soft Skills: Agricultural education provides technical skills related to farming, technology, and environmental stewardship. It also fosters soft skills such as teamwork, leadership, and communication, which are essential for success in any field. Community and Real-World Connections: Real-World Applications: Ag education connects students to real-world applications of science and technology, making learning more relevant and engaging. According to the National FFA Organization, students involved in agricultural education programs are more likely to apply their learning to solve real-world problems in their communities. Community Engagement: Programs that integrate STEM and Ag education often involve community	

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		projects and partnerships, which can enhance students' sense of belonging and purpose. This is particularly beneficial for foster youth and low-income students who may lack stable support systems. By incorporating STEM and Ag education, schools can provide unduplicated pupils with valuable opportunities to enhance their academic performance, access a broad course of study, and develop essential skills for future success. This comprehensive approach helps create a more equitable and inclusive educational environment, ultimately leading to better outcomes for all students.	
1.3	Action: Instructional materials Need: On the CHKS, 38% of parents either did not know or disagreed that Walden has quality programs for their child's talents, gifts, or special needs. Of those surveyed 42% identified as a minority group and 29% were on an IEP. Scope: LEA-wide	Addressing the Needs of Unduplicated Pupils: Providing a variety of instructional and supplemental programs during interventions (Me Time) and whole class instruction addresses the unique needs of unduplicated pupils by offering tailored support, enhancing academic performance, and fostering holistic development. For English learners, specialized instructional programs help improve language proficiency and academic content understanding through targeted interventions, such as language development classes, bilingual education, and support from ESL (English as a Second Language) teachers. Foster students often face educational disruptions, and consistent, high-quality instructional and supplemental programs help mitigate these disruptions, ensuring they receive the necessary academic support to catch up and succeed. Low-income students may lack access to educational resources outside of school, and providing additional support during interventions and whole-	CHKS Survey "quality programs for their child's talents, gifts, or special needs" question.

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		class instruction helps bridge this gap, offering them the same opportunities to succeed as their peers. Individualized attention through interventions like "Me Time" allows for focused, personalized support, helping students address specific areas where they are struggling. This is crucial for unduplicated pupils who may need extra help to meet academic standards. Supplemental programs, such as tutoring, after-school programs, and summer learning opportunities, provide additional instructional time and resources, reinforcing learning and helping students stay on track. Holistic development is also supported through programs that integrate social-emotional learning (SEL), which helps foster students and low-income students develop resilience, self-regulation, and social skills, essential for academic success and personal development. Instructional programs that are culturally responsive and inclusive can help English learners and students from diverse backgrounds feel valued and understood, promoting a positive school climate and increasing engagement. Why It is Provided on an LEA-wide or Schoolwide Basis: Providing these programs on an LEA-wide or schoolwide basis ensures that all unduplicated pupils have equal access to the support they need, regardless of which school they attend within the LEA. This helps in addressing systemic inequities and promoting fairness. Implementing these interventions and programs universally maintains a	

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		consistent standard of support for all students, ensuring no student is left behind. Additionally, implementing programs at a broader level allows for more efficient use of resources, optimizing economies of scale, and pooling resources to provide high-quality programs that might be cost-prohibitive if implemented at individual schools. Comprehensive professional development for teachers and staff ensures they are well-equipped to support unduplicated pupils effectively. Providing programs on an LEA-wide or schoolwide basis also allows for broad outreach efforts, educating families about available resources and how to support their children's education. This is particularly important for low-income families and foster families who may need additional support. A unified approach fosters a sense of community and shared responsibility among all schools within the LEA, promoting collaboration and consistency in addressing the needs of unduplicated pupils. In summary, providing a variety of instructional and supplemental programs during interventions and whole-class instruction addresses the unique needs of unduplicated pupils by offering tailored support, enhancing academic performance, and fostering holistic development. Implementing these programs on an LEA-wide or schoolwide basis ensures equity, optimizes resources, and engages the broader community, creating a supportive and inclusive educational environment for all students.	
2.1	Action: Academic Achievement Need:	Addressing the Needs of Unduplicated Pupils: Providing instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in English Language Arts (ELA),	CA School Dashboard ELA , Math and ELPI

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	CA school dashboard from 22/23 shows that 45.4% of our Hispanic students, 50.8% of our socioeconomically disadvantaged are below grade level in ELA. 77.9% of our socioeconomically disadvantaged students are below grade level in Math. Additionally, our English Learner progress declined 24.4%. Scope: LEA-wide	mathematics, and English Language Development (ELD), directly addresses the unique needs of unduplicated pupils—English learners, low-income students, and those struggling to meet standards. Instruction assistants can offer more personalized and focused attention in small group settings, allowing for differentiated instruction tailored to individual student needs. For English learners, scaffolded instruction helps bridge language gaps, enhancing comprehension and proficiency by building on existing knowledge with gradually increasing complexity. This method supports language acquisition alongside academic content, making learning more accessible and effective. Low-income students often face challenges such as limited access to educational resources and support outside of school. By providing additional instructional assistance within the classroom, these students receive the necessary academic support to meet and exceed standards. Scaffolded instruction in ELA and mathematics helps these students develop foundational skills and advance their understanding through structured support, promoting confidence and academic success. Small group learning facilitated by instruction assistants ensures that students struggling to meet standards receive immediate feedback and targeted intervention, helping to close achievement gaps. This approach fosters a more inclusive learning environment where all students can progress at their own pace and according to their individual needs.	

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		Why it is Provided on an LEA-wide or Schoolwide Basis: Implementing this action on an LEA-wide or schoolwide basis ensures that all unduplicated pupils have equitable access to the support they need within the LEA. Providing instruction assistants universally helps maintain consistent educational quality and support across all schools, ensuring no student is left behind. This approach addresses systemic inequities by offering all students, especially those at risk, the same opportunities for personalized and effective learning. On a broader scale, deploying instruction assistants across the LEA or school promotes resource optimization and professional development. It allows for the efficient allocation of staff and resources, ensuring that all schools can benefit from additional instructional support. Professional development for instruction assistants can be standardized and scaled, ensuring they are well-trained to implement scaffolded instruction effectively and consistently. Additionally, providing instruction assistants LEA-wide or schoolwide fosters a collaborative and supportive educational community. It encourages the sharing of best practices and resources among schools, creating a cohesive and unified approach to addressing the needs of unduplicated pupils. This consistency and shared responsibility help build a positive school climate and culture of high expectations, ultimately contributing to the overall academic success and well-being of all students.	

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		In summary, providing instruction assistants in classrooms for small group learning with scaffolded instruction in ELA, mathematics, and ELD addresses the specific needs of unduplicated pupils by offering personalized, focused support that enhances academic performance. Implementing this action on an LEA-wide or schoolwide basis ensures equity, optimizes resources, and fosters a collaborative educational environment, contributing to the success of all students.	
2.2	Action: Professional Development Need: From the "What Matters to You" survey 60.1% of those surveyed expressed a need for more professional development for teachers and staff. 64.3% represented our unduplicated population. Combined with the decline with our EL and socioeconomically disadvantaged student academic performance decline shown on the CA School Dashboard, it shows a need for additional professional development. Scope: LEA-wide	Addressing the Needs of Unduplicated Pupils: Continuing early release on Wednesdays for professional development and effective Professional Learning Communities (PLCs) directly addresses the needs of unduplicated pupils, including English learners, socioeconomically disadvantaged students, and those struggling with self-regulation and social-emotional challenges. This dedicated time allows teachers to focus on enhancing their instructional strategies, aligned with Multi-Tiered System of Supports (MTSS), which is critical for supporting the diverse needs of these students. Professional development targeted at understanding and implementing state standards ensures that teachers can deliver high-quality instruction that meets the academic needs of all students. For English learners, this includes strategies for language acquisition and integration of ELD (English Language Development) standards into core instruction. For socioeconomically disadvantaged students, it	School survey (What Matters to You) and CA School Dashboard data, iReady assessments for grades K-2.

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		involves using data to identify learning gaps and applying evidence-based interventions to address these gaps effectively. Structured PLCs, led by department leaders, focus on analyzing student data and needs, fostering a collaborative environment where teachers can share best practices and develop targeted interventions. This data-driven approach ensures that instructional decisions are based on real-time insights, enhancing the ability to support students who need it the most. Additionally, professional development in areas such as social-emotional learning (SEL) equips teachers with the tools to support students struggling with self-regulation, a common challenge for unduplicated pupils. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing this professional development on an LEA-wide or schoolwide basis ensures consistency and equity in the quality of education across the whole school. By standardizing professional development and PLC practices, the LEA can ensure that all teachers have access to the same high-quality training and resources, promoting uniformity in instructional quality and support for unduplicated pupils. This approach also optimizes resource allocation, allowing the LEA to leverage economies of scale in training programs and materials. It fosters a cohesive educational community where teachers and staff can collaborate across schools, share	

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		insights, and develop a unified strategy for addressing the needs of unduplicated pupils. Moreover, an LEA-wide or schoolwide professional development program ensures that all staff, regardless of their specific school, are equipped to support the academic and social-emotional needs of unduplicated pupils. This comprehensive support system is crucial for fostering an inclusive and equitable learning environment, where all students have the opportunity to succeed. In summary, continuing early release on Wednesdays for professional development and effective PLCs addresses the needs of unduplicated pupils by enhancing instructional quality, fostering data-driven decision-making, and supporting social-emotional development. Implementing this action on an LEA-wide or schoolwide basis ensures consistency, equity, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
2.3	Action: Class Size Reduction Need: 92.9% of respondents from the "What Matters to You" Survey believe that continuing to provide small class sizes is meaningful for academic achievement and social development. 64.3% represented our unduplicated population. Scope:	Addressing the Needs of Unduplicated Pupils: Continuing class size reduction in the primary grades at Walden Academy directly addresses the needs of unduplicated pupils, including English learners, socioeconomically disadvantaged students, and foster youth, by providing a more personalized and supportive learning environment. Smaller class sizes allow teachers to give more individualized attention to each student, which is particularly beneficial for unduplicated pupils who may require additional support to meet academic standards.	School survey (What Matters to You) and CA School Dashboard data, iReady assessments for grades K-2.

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	LEA-wide	For English learners, reduced class sizes mean more opportunities for targeted language instruction and interaction with the teacher, which can significantly enhance language acquisition and comprehension. Teachers can more effectively differentiate instruction to meet the varying language proficiency levels of their students, ensuring that English learners receive the support they need to succeed academically. Socioeconomically disadvantaged students often face barriers to academic success, such as limited access to educational resources and support outside of school. Smaller class sizes allow for more one-on-one time with teachers, who can provide additional academic support, monitor student progress closely, and address learning gaps promptly. This individualized attention helps ensure that these students are not left behind and can achieve their full potential. For foster youth, who may experience frequent school changes and emotional challenges, a smaller class size provides a more stable and nurturing environment. Teachers can build stronger relationships with their students, offering the emotional and academic support that foster youth need to thrive in school. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing class size reduction on an LEA-wide or schoolwide basis ensures that all students, particularly unduplicated pupils, benefit from the	

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		advantages of smaller class sizes, regardless of which school they attend within the LEA. This approach promotes equity by offering a consistent level of support across the whole school, helping to address systemic inequities and ensuring that every student has access to the same high-quality educational opportunities. Implementing class size reduction universally within the LEA allows for a standardized approach to resource allocation, ensuring that all primary grade classrooms have the necessary staffing and materials to maintain reduced class sizes. This consistency helps create a cohesive educational experience for students and supports the overall mission of providing equitable education to all pupils. Moreover, an LEA-wide or schoolwide class size reduction initiative fosters a collaborative environment among schools, where teachers and administrators can share best practices and strategies for effectively managing smaller classes and supporting unduplicated pupils. This shared knowledge and collaboration contribute to a stronger, more unified educational community. In summary, continuing class size reduction in the primary grades at Walden Academy addresses the needs of unduplicated pupils by providing personalized and supportive learning environments that enhance academic performance and emotional well-being. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and collaboration, ultimately	

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		benefiting all students and promoting a supportive and inclusive educational environment.	
2.4	Action: CAASPP Coordination Need: CA School Dashboard data shows our students are underperforming or declining when compared to the state average in CAASPP and CAST testing. Scope: LEA-wide	Addressing the Needs of Unduplicated Pupils: Continuing to provide a CAASPP (California Assessment of Student Performance and Progress) lead staff member to track progress and needs directly addresses the specific challenges faced by unduplicated pupils, which include English learners, low-income students, and students with exceptional needs. This action ensures that these students receive the focused attention and support necessary to succeed academically. For English learners, the CAASPP lead staff member can analyze assessment data to identify language acquisition trends and pinpoint areas where additional instructional support is needed. This targeted analysis helps in developing and implementing effective strategies to improve English proficiency and overall academic performance. By closely monitoring their progress, the school can make informed decisions about necessary interventions and resources to support these students. Low-income students often encounter various barriers that can impact their academic achievement. The CAASPP lead staff member can track their progress to ensure that these students are making adequate academic gains. By identifying gaps in learning and areas of need, the school can provide appropriate academic interventions, supplemental programs, and	CAASPP Data, school survey

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		additional resources to support low-income students and help bridge the achievement gap. For students with exceptional needs, consistent tracking of their progress is crucial to ensure they are meeting their Individualized Education Program (IEP) goals and making progress in line with their peers. The CAASPP lead staff member can use assessment data to tailor instructional strategies and provide necessary accommodations, ensuring that students with exceptional needs receive the support required to thrive academically. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing a CAASPP lead staff member on an LEA-wide or schoolwide basis ensures that all unduplicated pupils across the LEA receive consistent and equitable support. This approach guarantees that every student benefits from the focused tracking and data-driven interventions offered by the CAASPP lead staff member. Implementing this role universally allows for a standardized approach to data analysis and intervention strategies, promoting consistency in how student progress is monitored and addressed. It ensures that all schools within the LEA are aligned in their efforts to support unduplicated pupils, fostering a cohesive and unified educational environment. Moreover, having a CAASPP lead staff member at the LEA or schoolwide level facilitates	

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		collaboration among schools. It allows for the sharing of best practices, resources, and strategies for effectively using assessment data to support unduplicated pupils. This collaborative approach helps build a stronger educational community focused on improving outcomes for all students. In summary, continuing to provide a CAASPP lead staff member to track progress and needs for English learners, low-income students, and students with exceptional needs addresses the specific challenges faced by these unduplicated pupils. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
2.5	Action: After School Support Need: CA School Dashboard data shows our students are underperforming or declining when compared to the state average in CAASPP and CAST testing. Providing additional means of supports to help our students grow academically supports the need. Scope: LEA-wide	Addressing the Needs of Unduplicated Pupils: Allocating additional teacher time for after-school tutoring and homework clubs specifically addresses the unique needs of unduplicated pupils, which include English learners, foster youth, and low-income learners. These groups often face significant challenges that can impede their academic progress, and targeted after-school support can provide crucial assistance. For English learners, after-school tutoring offers extended opportunities to improve their language proficiency and comprehension skills. Teachers can provide focused instruction and practice in English Language Development (ELD), helping these students gain the language skills necessary to succeed in their other academic subjects.	CAASPP Data, school survey

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		Foster youth often experience instability and interruptions in their education, which can lead to gaps in their learning. After-school tutoring and homework clubs provide a stable and consistent environment where foster youth can receive individualized attention, catch up on missed work, and reinforce their understanding of classroom material. This support helps mitigate the impact of their unique circumstances on their academic progress. Low-income learners may lack access to educational resources and support outside of school. After-school programs provide a safe and supportive space where these students can receive help with their homework, access additional academic resources, and develop effective study habits. This additional support is crucial for helping them keep pace with their peers and achieve academic success. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing after-school tutoring and homework clubs on an LEA-wide or schoolwide basis ensures that all unduplicated pupils across the LEA have equitable access to these valuable resources. This approach guarantees that every student, regardless of the specific school they attend, can benefit from the additional academic support offered after school. Implementing this program universally allows for the standardization of quality and consistency in	

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		after-school support. It ensures that all schools within the LEA adhere to the same high standards for tutoring and homework assistance, creating a cohesive educational experience for students. This consistency is especially important for unduplicated pupils who may move between schools within the LEA. Moreover, an LEA-wide or schoolwide program facilitates the efficient allocation of resources and staffing. By pooling resources and coordinating efforts, the LEA can ensure that all schools have sufficient staff and materials to provide effective after-school support. This collaborative approach also allows for the sharing of best practices and strategies among schools, further enhancing the quality of the program. In summary, allocating additional teacher time for after-school tutoring and homework clubs addresses the specific needs of unduplicated pupils by providing targeted academic support in a stable and supportive environment. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and collaboration, ultimately benefiting all students and promoting a supportive and inclusive educational environment.	
3.3	Action: Student support and Behavioral Intervention Need: According to the CA School Dashboard, 5.8% of students were suspended at least one day in the 22/23 school year. Socioeconomically disadvantaged students had a 8.2%	Given that our socioeconomically disadvantaged and white student populations are in the red for suspension rates, we have strategically shifted one of our two academic interventionists to focus on "behavior intervention." This position is now designed to provide targeted support in several critical areas to address the needs of these students and support the overall student body.	CALPADS, CA School Dashboard, Suspension and behavioral records from our SIS, "What Matters to You" survey.

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	suspension rate while white students had a 6.7% suspension rate. On the "What Matters to You" survey 78.6% surveyed reported that having a behavioral interventionist to support positive student behavior would be meaningful for academic achievement, social development, and a positive school climate. Scope: LEA-wide	Addressing the Needs of Low-Income and White Students: Calm Down Area: The creation of a calm down area connected to the Dean of Students' office offers students a safe space to manage their emotions and behaviors. This environment allows students to de-escalate before returning to the classroom, reducing the likelihood of suspensions. Research indicates that providing students with a designated space to calm down can significantly reduce disruptive behaviors and improve emotional regulation (Gregory & Fergus, 2017). Social and Emotional Growth: By employing Responsive Classroom and Toolbox strategies, the behavior interventionist supports the social and emotional development of students. These strategies teach students essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Studies have shown that social-emotional learning (SEL) programs can improve students' attitudes and behaviors, leading to a decrease in suspensions and an increase in academic performance (Durlak et al., 2011). Behavioral Plans: Creating and overseeing individualized behavioral plans ensures that interventions are tailored to each student's specific needs. These plans can include goals, strategies, and support mechanisms that address the root causes of behavioral issues. Individualized plans are particularly effective for	

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		socioeconomically disadvantaged students, who may face unique stressors and challenges (Murray & Malmgren, 2005). Data Collection and Analysis: Gathering and analyzing data on student behavior allows for informed decision-making regarding classroom management strategies. This data-driven approach helps identify patterns and triggers for disruptive behavior, enabling the school to implement proactive measures. Data collection also facilitates the monitoring of progress and the adjustment of interventions as needed, ensuring that they remain effective (Sugai & Horner, 2009). Restorative Practices: Implementing restorative practices shifts the focus from punishment to repairing harm and restoring relationships. These practices encourage accountability and provide students with the opportunity to reflect on their behavior and its impact on others. Restorative practices have been shown to reduce suspension rates and improve school climate by fostering a sense of community and mutual respect (González, 2012). Supporting All Students: This approach also benefits all students within the school by promoting a positive and inclusive school climate. The strategies used by the behavior interventionist, such as social-emotional learning, restorative practices, and data-driven interventions, create an environment that supports the well-being and development of every student.	

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		Improved School Climate: A focus on social-emotional growth and restorative practices contributes to a more positive school climate, where all students feel safe, respected, and valued. This inclusive atmosphere encourages better behavior and academic engagement across the student body. Universal Strategies: While the interventionist's work is tailored to the needs of specific groups, many of the strategies employed, such as SEL and restorative practices, are universally beneficial. They help all students develop important life skills and foster a more supportive and collaborative learning environment. Decreased Overall Suspensions: Reducing suspension rates among socioeconomically disadvantaged and white students positively impacts the entire school community by promoting equity and reducing the overall number of disruptions to the learning environment. This ensures that more students remain in class, benefiting from continuous instruction and engagement. In summary, by shifting one of our academic interventionists to a behavior intervention role, we are addressing the specific needs of our socioeconomically disadvantaged and white student populations while also supporting the overall student body. This comprehensive approach aims to reduce suspension rates, promote a positive school climate, and foster a	

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		supportive educational environment for all students.	
3.6	Action: Bilingual parent support Need: Average reporting "Strongly Agree" or "Very Well" on CHKS is only 46% for overall communication. Scope: LEA-wide	Providing bilingual office staff to assist families that speak Spanish and are not fluent in English addresses significant communication barriers and enhances the inclusivity and accessibility of school resources for non-English-speaking families. Addressing the Needs of Unduplicated Pupils: Enhanced Communication: Bilingual office staff facilitate clear and effective communication between the school and Spanish-speaking families. This is crucial for ensuring that parents and guardians understand important information regarding their children's education, including academic progress, school policies, events, and available resources. Effective communication is essential for building trust and engagement with families who might otherwise feel disconnected from the school community. Increased Parental Involvement: By providing language support, bilingual office staff enable Spanish-speaking parents to be more actively involved in their children's education. Research indicates that parental involvement is a key factor in student success, particularly for English learners and low-income students (Jeynes, 2016). Bilingual staff can help parents participate in school activities, meetings, and decision-making processes, thereby fostering a stronger home-school connection. Support for English Learners:	CHKS survey on overall communication

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		The presence of bilingual staff helps English learners feel more supported and understood. Knowing that their families can communicate effectively with the school can reduce anxiety and improve students' overall well-being. It also allows for more accurate and timely communication about students' needs and progress, leading to better-targeted interventions and support. Accessibility of Resources: Bilingual office staff ensure that Spanish-speaking families have access to all school resources and information. This includes assistance with enrollment, understanding academic requirements, accessing special education services, and utilizing community resources. Making these resources accessible helps level the playing field for socioeconomically disadvantaged students and their families. Why it is Provided on an LEA-wide or Schoolwide Basis: Equity and Inclusivity: Providing bilingual office staff on an LEA-wide or schoolwide basis ensures that all Spanish-speaking families across the district have equitable access to language support services. This approach promotes inclusivity and ensures that no family is left behind due to language barriers. It is crucial for maintaining consistent support for English learners and their families, regardless of the specific school they attend. Consistency and Standardization:	

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		Implementing this action across the entire LEA or school ensures a standardized approach to communication and support for Spanish-speaking families. This consistency helps build a cohesive and welcoming environment throughout the district, reinforcing the message that all families are valued and supported. Resource Optimization: By providing bilingual staff at the LEA or schoolwide level, the district can optimize resources and ensure that language support is available where it is most needed. This strategic allocation of resources helps to maximize the impact of bilingual services and ensures that all schools can benefit from this support. Community Building: A schoolwide or LEA-wide initiative fosters a sense of community and shared responsibility among schools. It encourages collaboration and sharing of best practices for engaging non-English-speaking families, ultimately strengthening the entire educational community. In summary, providing bilingual office staff to assist Spanish-speaking families directly addresses the communication and engagement needs of unduplicated pupils, particularly English learners and their families. Implementing this action on an LEA-wide or schoolwide basis ensures equity, consistency, and effective resource utilization, fostering an inclusive and supportive educational environment for all students and their families.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.8	Action: Bilingual attendance clerk Need: CA School Dashboard shows chronic absenteeism is at 28.8% for our socioeconomically disadvantaged students, 26.3% for our students with disabilities, and 13.1% for our white students. Scope: LEA-wide	Because our school is in the red for chronic absenteeism among our socioeconomically disadvantaged students, white students, and students with disabilities, we have employed a bilingual attendance clerk to track absenteeism and truancies and support students with attendance barriers and challenges. Additionally, having one person oversee the School Attendance Review Board (SARB) process for chronic absenteeism further enhances our ability to address these issues effectively. Addressing the Needs of Unduplicated Pupils: Tracking Absenteeism and Truancies: The bilingual attendance clerk's role in meticulously tracking absenteeism and truancies allows for early identification of students who are frequently absent. This timely intervention is crucial for socioeconomically disadvantaged students and students with disabilities, who may face unique barriers to consistent attendance. By keeping detailed records, the school can analyze patterns and implement targeted strategies to reduce chronic absenteeism (Balfanz & Byrnes, 2012). Providing Targeted Support: Socioeconomically disadvantaged students often face multiple barriers to regular attendance, including transportation issues, health problems, and family responsibilities. A bilingual attendance clerk can communicate effectively with non-English-speaking families to understand and address these challenges. This support helps in developing individualized attendance plans and	CA School Dashboard, Attendance Reports from SIS, SARB letters/ documentation

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
		providing resources such as transportation assistance, access to healthcare, or counseling services. Supporting Students with Disabilities: Students with disabilities may have specific needs that impact their attendance. The attendance clerk can collaborate with special education staff to ensure that these students receive the accommodations and support they need to attend school regularly. This might include arranging for medical appointments, coordinating with healthcare providers, and ensuring that Individualized Education Programs (IEPs) are followed (Chang & Romero, 2008). Engaging Families: Effective communication with families is essential for improving attendance. The bilingual attendance clerk can engage with non-English-speaking families to provide them with information about the importance of regular attendance, school policies, and available resources. This engagement fosters a supportive home-school relationship, making parents feel more connected and involved in their children's education. Overseeing the SARB Process: Having one person oversee the SARB process for chronic absenteeism centralizes the efforts to address attendance issues comprehensively. The SARB process involves coordinating between the school, families, and community resources to address and resolve chronic absenteeism. By having a dedicated individual manage this process, the school can ensure that:	

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
		Consistent Follow-Up: There is consistent follow-up with students and families, ensuring that interventions are implemented and monitored effectively. Streamlined Communication: Communication between all parties involved (teachers, administrators, parents, and community agencies) is streamlined, reducing misunderstandings and delays in addressing issues. Tailored Interventions: The attendance clerk can work with the superintendent to develop tailored interventions that address the specific barriers faced by each student, leveraging community resources and support systems to provide comprehensive solutions (Sheldon & Epstein, 2004). Why it is Provided on an LEA-wide or Schoolwide Basis: Equity and Inclusivity: Providing a bilingual attendance clerk on an LEA-wide or schoolwide basis ensures that all students, particularly those from socioeconomically disadvantaged backgrounds and those with disabilities, receive consistent support. This approach promotes equity by ensuring that no student is left behind due to language barriers or lack of resources (Ready, 2010). Consistency and Standardization: Implementing this role across the entire LEA or school ensures that attendance tracking and intervention strategies are standardized. This consistency helps create a cohesive system where	

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
		best practices are applied uniformly, improving overall attendance rates and reducing chronic absenteeism. Resource Optimization: Employing a bilingual attendance clerk on a broader scale allows for more efficient use of resources. The clerk can serve multiple schools within the LEA, ensuring that all schools benefit from their expertise. This centralized approach ensures that all students have access to the same level of support and resources. Community Building: An LEA-wide or schoolwide initiative fosters a sense of community and shared responsibility among schools. It encourages collaboration and the sharing of best practices for engaging families and improving attendance, ultimately strengthening the entire educational community. In summary, employing a bilingual attendance clerk and having a dedicated individual oversee the SARB process addresses the specific needs of unduplicated pupils by providing targeted support for attendance challenges, engaging families, and ensuring equity and inclusivity. Implementing these actions on an LEA-wide or schoolwide basis ensures consistency, optimizes resources, and fosters a supportive educational environment for all students.	

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
2.6	Action: English Learner support Need: English Learner reclassification rate is 0%. Additionally, our ELPI success has declined 24.4% as noted by the CA School Dashboard. Scope: Limited to Unduplicated Student Group(s)	Addressing the Needs of Our English Learners: Providing bilingual aides to support English learners (ELs) is a critical action to address the specific needs of these students, particularly in light of concerning data regarding their reclassification rates and progress as indicated by the CA School Dashboard. Supporting Reclassification Rates: The reclassification rate for English learners at our school is currently 0%, indicating that no students have transitioned from English learner status to fluent English proficient status. Bilingual aides can significantly impact this area by providing targeted support aimed at accelerating language acquisition. They can offer direct, individualized instruction and interventions that help students develop the necessary language skills to meet reclassification criteria. This includes working on key areas such as reading comprehension, writing proficiency, oral communication, and listening skills, all of which are essential for reclassification. Improving ELPI Success: Our English Learner Progress Indicator (ELPI) success has declined by 24.4%, highlighting a significant area of concern in our ability to support EL students' language development and academic progress. Bilingual aides can help reverse this trend by:	ELPI rate and EL reclassification rate from CALPADS and CA School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Providing Targeted Instruction: Bilingual aides can work with EL students in small groups or one-on-one sessions, focusing on areas where students struggle the most. This targeted instruction is crucial for helping students make measurable progress in their language skills. Scaffolded Learning: Bilingual aides can employ scaffolded learning techniques, breaking down complex tasks into more manageable parts and providing the necessary support at each stage. This approach helps EL students build their language proficiency step by step. Cultural and Linguistic Support: Bilingual aides, who share the same linguistic and cultural background as the students, can create a more inclusive and comfortable learning environment. This support helps EL students feel understood and reduces anxiety, which can positively impact their learning outcomes. Engaging Parents and Families: Bilingual aides can also play a crucial role in engaging non-English-speaking parents and families. They can facilitate communication between the school and families, helping parents understand the importance of reclassification and how they can support their children's language development at home. This engagement is essential for creating a supportive home environment that reinforces the efforts made at school. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing bilingual aides on an LEA-wide or schoolwide basis ensures that all English learners	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		have equitable access to this critical support, regardless of which school they attend. This approach promotes consistency and fairness in addressing the needs of EL students across the entire LEA. Equitable Access: Implementing this action universally ensures that every English learner, regardless of their school, receives the same level of support from bilingual aides. This is especially important for maintaining consistency in language support services across the LEA. Resource Optimization: An LEA-wide or schoolwide initiative allows for more efficient use of resources. Bilingual aides can be strategically placed in schools based on the concentration of EL students and their specific needs, ensuring that support is available where it is most needed. Professional Development and Consistency: Providing bilingual aides on a larger scale allows for standardized training and professional development. This ensures that all aides are equipped with the skills and knowledge necessary to support EL students effectively, leading to more consistent and high-quality support services. Collaboration and Best Practices: An LEA-wide or schoolwide approach fosters collaboration among schools, enabling them to share best practices and strategies for supporting English learners. This collective effort enhances	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		the overall effectiveness of the support provided to EL students. In summary, providing bilingual aides to support English learners directly addresses the critical needs highlighted by the data, including the 0% reclassification rate and the 24.4% decline in ELPI success. Implementing this action on an LEA-wide or schoolwide basis ensures equitable access, optimizes resources, maintains consistency, and promotes collaboration, ultimately leading to improved outcomes for all English learners.	
2.8	Action: Additional Support ELPAC Need: English Learner reclassification rate is 0%. Additionally, our ELPI success has declined 24.4% as noted by the CA School Dashboard. Scope: Limited to Unduplicated Student Group(s)	Addressing the Needs of Our English Learners: The appointment of an ELPAC (English Language Proficiency Assessments for California) lead staff member to coordinate and analyze testing data is a crucial step in addressing the specific needs of our English learners, especially in light of the concerning data on English Learner reclassification and ELPI success. Supporting Reclassification Rates: With a current reclassification rate of 0%, it is evident that our English learners are not transitioning to fluent English proficient status. The ELPAC lead staff member can directly address this by: Data-Driven Interventions: By closely analyzing ELPAC testing data, the lead staff member can identify specific areas where students are struggling. This detailed analysis allows for the development of targeted interventions tailored to address the unique needs of each student.	ELPI rate and EL reclassification rate from CALPADS and CA School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Individualized Support Plans: The ELPAC lead can create individualized support plans for each English learner, ensuring that instruction is personalized and focused on the skills needed for reclassification. This might include additional language development programs, after-school tutoring, or specialized instructional strategies. Monitoring Progress: Continuous monitoring of student progress ensures that interventions are effective and adjusted as needed. The ELPAC lead can track improvements in real-time, making it possible to respond swiftly to any areas where students are not making adequate progress. Improving ELPI Success: The 24.4% decline in ELPI (English Learner Progress Indicator) success highlights significant challenges in our current approach to supporting English learners. The ELPAC lead staff member can help reverse this trend by: Comprehensive Data Analysis: By systematically analyzing ELPAC results and other relevant data, the lead can gain a deeper understanding of trends and patterns in student performance. This comprehensive analysis is essential for identifying both strengths and weaknesses in our EL program. Strategic Resource Allocation: With a clear understanding of where support is most needed, the ELPAC lead can allocate resources more effectively. This might include deploying additional instructional aides, providing professional development for teachers, or introducing new educational technologies and materials. Enhanced Instructional Strategies: Using insights gained from data analysis, the ELPAC lead can	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		recommend and implement evidence-based instructional strategies that are proven to be effective for English learners. This ensures that teaching methods are aligned with the specific needs of our students. Why it is Provided on an LEA-wide or Schoolwide Basis: Providing an ELPAC lead staff member on an LEA-wide or schoolwide basis ensures that all English learners have access to consistent, high-quality support. This approach promotes equity and maximizes the impact of data-driven decision-making. Equitable Access: Implementing this role universally guarantees that all English learners benefit from the expertise of the ELPAC lead. This ensures that no student is overlooked and that all schools within the LEA are supported in their efforts to improve English learner outcomes. Consistency and Standardization: An LEA-wide or schoolwide approach allows for the standardization of data analysis and intervention strategies. The ELPAC lead can establish consistent protocols for tracking and responding to student progress, ensuring that all schools are aligned in their approach to supporting English learners. Resource Optimization: Centralizing the role of the ELPAC lead allows for more efficient use of resources. The lead can coordinate efforts across multiple schools,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ensuring that best practices are shared and that interventions are implemented effectively and efficiently. Professional Development and Support: The ELPAC lead can also play a crucial role in providing professional development and support for teachers across the LEA. By training teachers in data analysis and effective instructional strategies for English learners, the lead ensures that all staff are equipped to meet the needs of these students. Collaboration and Best Practices: An LEA-wide or schoolwide approach fosters a culture of collaboration among schools. The ELPAC lead can facilitate the sharing of best practices and successful strategies, helping all schools to improve their support for English learners. In summary, appointing an ELPAC lead staff member to coordinate and analyze testing data addresses the critical needs of our English learners by providing targeted, data-driven interventions and support. Implementing this action on an LEA-wide or schoolwide basis ensures equitable access, consistency, and collaboration, ultimately leading to improved reclassification rates and ELPI success for all English learners.	

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be strategically utilized to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This targeted investment aims to address the specific needs of these high-needs student groups, ensuring they receive the necessary support to succeed academically and socially.

1. Hiring Additional Support Staff

a. Bilingual Educators and Paraprofessionals:

Rationale: English learners require additional language support to achieve proficiency and keep up with academic content.

Plan: Recruit and hire bilingual educators and paraprofessionals who can provide targeted language instruction and support within the classroom setting. These staff members will help bridge the language gap, facilitate communication with non-English-speaking parents, and support students in their academic and language development.

Impact: Enhanced language support will lead to improved academic outcomes and greater parental involvement for English learners.

b. Special Education Specialists:

Rationale: Socioeconomically disadvantaged students and foster youth often face behavioral and social-emotional challenges that impact their learning.

Plan: Hire additional behavioral interventionists who can implement Positive Behavioral Interventions and Supports (PBIS), develop behavioral plans, and provide social-emotional learning (SEL) activities. These professionals will also conduct individual and group counseling sessions to support students' mental health and well-being.

Impact: Addressing behavioral and emotional needs will create a safer and more supportive learning environment, reducing disciplinary issues and improving student engagement.

2. Expanding Community and Family Engagement

a. Family Liaison Officers:

Rationale: Engaging families, especially those of English learners and foster youth, is crucial for student success.

Plan: Employ family liaison officers who can work directly with families to facilitate their involvement in school activities, provide resources, and offer guidance on supporting their children's education at home. These officers will help bridge the gap between home and school, ensuring that families are informed and engaged.

Impact: Increased family engagement will support better academic outcomes and enhance the overall school community.

b. Attendance Clerks:

Rationale: Chronic absenteeism is a significant issue among socioeconomically disadvantaged students and foster youth.

Plan: Hire additional attendance clerks to monitor student attendance, identify barriers to regular attendance, and implement strategies to improve attendance rates. These clerks will work closely with students and families to address issues such as transportation, health, and family responsibilities that may affect attendance.

Impact: Improved attendance rates will lead to higher student achievement and a more consistent educational experience.

3. Professional Development and Training

a. Ongoing Training for Staff:

Rationale: Continuous professional development ensures that educators are equipped with the latest strategies and best practices to support high-needs students.

Plan: Allocate funds for professional development programs focused on cultural competency, trauma-informed practices, differentiated instruction, and inclusive teaching methods. Training will be provided to all staff members to ensure they can effectively support English learners, foster youth, and low-income students.

Impact: Enhanced teacher effectiveness and improved instructional practices will directly benefit high-needs student populations.

Conclusion

By strategically investing the additional concentration grant add-on funding in hiring more support staff, expanding community and family engagement initiatives, and providing ongoing professional development, we aim to create a comprehensive support system for our high-needs students. This approach will ensure that foster youth, English learners, and low-income students receive the targeted services and interventions they need to thrive academically and socially.

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		Grades TK through 2nd: Number of Students: 16 students in each classroom Number of Paraprofessionals: 1 paraprofessional per classroom Ratio: 1 paraprofessional per 16 students Grades 3rd through 5th: Number of Students: 24 students in each classroom Number of Paraprofessionals: 1 paraprofessional per classroom Ratio: 1 paraprofessional per 24 students Middle school (6th-8th): Number of students: 15 in 6th, 12 in 7th, 12 in 8th Number of paraprofessionals: 1 paraprofessional for all three grade levels Ratio: 1 paraprofessional per 39 students
Staff-to-student ratio of certificated staff providing direct services to students		Grades TK through 2nd: Number of Students: 16 students in each classroom Number of Certificated Staff: 1 teacher per classroom Ratio: 1 teacher per 16 students Grades 3rd through 5th: Number of Students: 24 students in each classroom Number of Certificated Staff: 1 teacher per classroom Ratio: 1 teacher per 24 students Middle school (6th-8th): Number of students: 15 in 6th, 12 in 7th, 12 in 8th Number of certificated staff: 3 teachers for all three grade levels Ratio: 1 teacher per 13 students

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,897,138.00	\$240,649.00	12.685%	0.000%	12.685%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$700,720.00	\$91,000.00	\$0.00	\$23,100.00	\$814,820.00	\$708,420.00	\$106,400.00

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	Teacher credentialing	All	No			All Schools	3 Years	\$0.00	\$15,900.00	\$15,900.00				\$15,900.00	
1	1.2	Broad course of study- Supplemental Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$74,000.00	\$30,000.00	\$79,000.00	\$25,000.00			\$104,000.00	
1	1.3	Instructional materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
1	1.4	Maintenance	All	No			All Schools	3 Years	\$50,000.00	\$3,000.00	\$53,000.00				\$53,000.00	
2	2.1	Academic Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	\$150,520.00	\$0.00	\$150,520.00				\$150,520.00	
2	2.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	\$0.00	\$43,000.00	\$43,000.00				\$43,000.00	
2	2.3	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$125,000.00	\$0.00	\$125,000.00				\$125,000.00	
2	2.4	CAASPP Coordination	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
2	2.5	After School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
2	2.6	English Learner support		Yes	Limited to Unduplicated Student Group(s)			3 Years	\$61,000.00	\$0.00	\$44,900.00			\$16,100.00	\$61,000.00	

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	2.7	Intervention	All	No				3 Years	\$29,000.00	\$0.00	\$29,000.00				\$29,000.00	
2	2.8	Additional Support ELPAC		Yes	Limited to Unduplicated Student Group(s)			3 Years	\$3,500.00	\$0.00	\$3,500.00				\$3,500.00	
2	2.9	Leadership Team	All	No				3 years	\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
3	3.1	Student engagement and well-rounded educational experience	All	No				3 Years	\$50,000.00	\$5,000.00	\$5,000.00	\$50,000.00			\$55,000.00	
3	3.2	Parent support and engagement	All	No				3 Years	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.3	Student support and Behavioral Intervention	Low Income	Yes	LEA-wide	Low Income		3 Years	\$26,000.00	\$0.00	\$26,000.00				\$26,000.00	
3	3.5	Responsive Classroom and CARES	All	No					\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.6	Bilingual parent support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 Years	\$28,000.00	\$0.00	\$21,000.00			\$7,000.00	\$28,000.00	
3	3.7	Dean of students and Behavioral Data Tracking	All	No					\$79,000.00	\$0.00	\$79,000.00				\$79,000.00	
3	3.8	Bilingual attendance clerk	Low Income	Yes	LEA-wide	Low Income		3 Years	\$12,400.00	\$0.00	\$12,400.00				\$12,400.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,897,138.00	\$240,649.00	12.685%	0.000%	12.685%	\$509,320.00	0.000%	26.847 %	Total:	\$509,320.00
								LEA-wide Total:	\$460,920.00
								Limited Total:	\$48,400.00
								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	1.2	Broad course of study- Supplemental Courses	Yes	LEA-wide	English Learners Foster Youth Low Income		\$79,000.00	
1	1.3	Instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.1	Academic Achievement	Yes	LEA-wide	English Learners Low Income		\$150,520.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Low Income		\$43,000.00	
2	2.3	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$125,000.00	
2	2.4	CAASPP Coordination	Yes	LEA-wide	English Learners Low Income		\$4,000.00	
2	2.5	After School Support	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.6	English Learner support	Yes	Limited to Unduplicated			\$44,900.00	

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 (%)
				Student Group(s)				
2	2.8	Additional Support ELPAC	Yes	Limited to Unduplicated Student Group(s)			\$3,500.00	
3	3.3	Student support and Behavioral Intervention	Yes	LEA-wide	Low Income		\$26,000.00	
3	3.6	Bilingual parent support	Yes	LEA-wide	English Learners Low Income		\$21,000.00	
3	3.8	Bilingual attendance clerk	Yes	LEA-wide	Low Income		\$12,400.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$789,820.00	\$821,920.00

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	Teacher credentialing	No	\$15,900.00	\$15,900.00
1	1.2	Broad course of study- Supplemental Courses	Yes	\$79,000.00	\$104,000.00
1	1.3	Instructional materials	Yes	\$6,000.00	\$7,500.00
1	1.4	Maintenance	No	\$53,000.00	\$55,000.00
2	2.1	Academic Achievement	Yes	\$150,520.00	\$150,520.00
2	2.2	Professional Development	Yes	\$43,000.00	\$40,000.00
2	2.3	Class Size Reduction	Yes	\$125,000.00	\$120,000.00
2	2.4	CAASPP Coordination	Yes	\$4,000.00	\$4,000.00
2	2.5	After School Support	Yes	\$10,000.00	\$10,000.00
2	2.6	English Learner support	Yes	\$61,000.00	\$61,000.00
2	2.7	Intervention	Yes	\$29,000.00	\$30,000.00

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	2.8	Additional Support ELPAC	Yes	\$3,500.00	\$3,500.00
2	2.9	Leadership Team	Yes	\$6,000.00	\$6,000.00
3	3.1	Student engagement and well-rounded educational experience	No	\$55,000.00	\$55,000.00
3	3.2	Parent support and engagement	No	\$1,500.00	\$1,500.00
3	3.3	Student support and Behavioral Intervention	Yes	\$26,000.00	\$26,000.00
3	3.5	Responsive Classroom and CARES	No	\$2,000.00	\$2,000.00
3	3.6	Bilingual parent support	Yes	\$28,000.00	\$32,000.00
3	3.7	Dean of students and Behavioral Data Tracking	Yes	\$79,000.00	\$83,000.00
3	3.8	Bilingual attendance clerk	Yes	\$12,400.00	\$15,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$226,314.00	\$639,320.00	\$458,573.06	\$180,746.94	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	1.2	Broad course of study- Supplemental Courses	Yes	\$79,000.00	\$80,778.00		
1	1.3	Instructional materials	Yes	\$6,000.00	\$7,107.00		
2	2.1	Academic Achievement	Yes	\$150,520.00	\$142,748.76		
2	2.2	Professional Development	Yes	\$43,000.00	\$29,023.00		
2	2.3	Class Size Reduction	Yes	\$125,000.00	\$102,005.00		
2	2.4	CAASPP Coordination	Yes	\$4,000.00	\$4,000.00		
2	2.5	After School Support	Yes	\$10,000.00	\$2,600.00		
2	2.6	English Learner support	Yes	\$44,900.00	\$25,386.00		
2	2.7	Intervention	Yes	\$29,000.00			
2	2.8	Additional Support ELPAC	Yes	\$3,500.00	\$3,500.00		
2	2.9	Leadership Team	Yes	\$6,000.00			
3	3.3	Student support and Behavioral Intervention	Yes	\$26,000.00	\$24,183.00		
3	3.6	Bilingual parent support	Yes	\$21,000.00	\$30,157.80		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Dean of students and Behavioral Data Tracking	Yes	\$79,000.00			
3	3.8	Bilingual attendance clerk	Yes	\$12,400.00	\$7,084.50		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,983,606	\$226,314.00	0.0%	11.409%	\$458,573.06	0.000%	23.118%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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