LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: ChangeMakers Academy
CDS Code: 48-70581-0134262
School Year: 2026-27
LEA contact information:
Alison Ford & Stephani Olson
School Leaders
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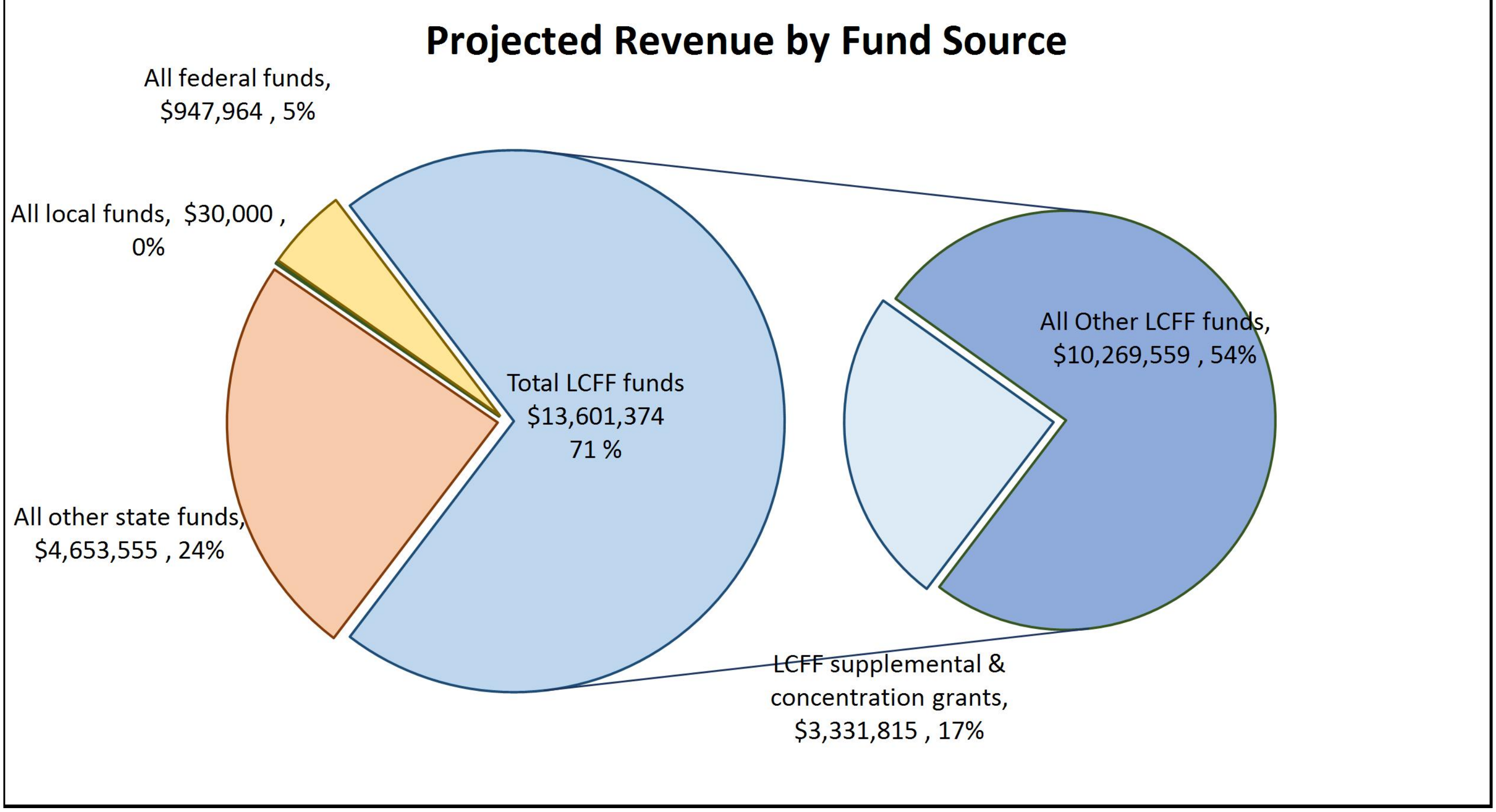
707-563-9827

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

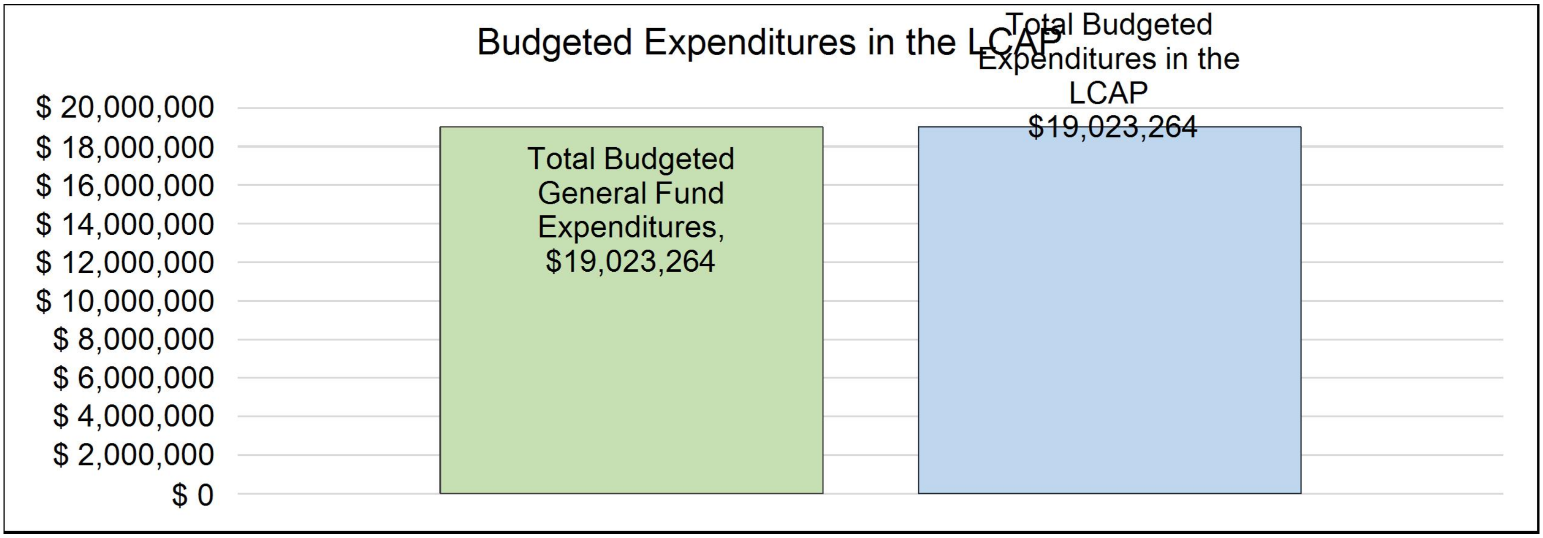


This chart shows the total general purpose revenue Caliber: ChangeMakers Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caliber: ChangeMakers Academy is $19,232,893, of which $13601374 is Local Control Funding Formula (LCFF), $4653555 is other state funds, $30000 is local funds, and $947964 is federal funds. Of the $13601374 in LCFF Funds, $3331815 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 Caliber: ChangeMakers Academy 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: Caliber: ChangeMakers Academy plans to spend $19,023,264.00 for the 2026-27 school year. Of that amount, $19,023,264.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

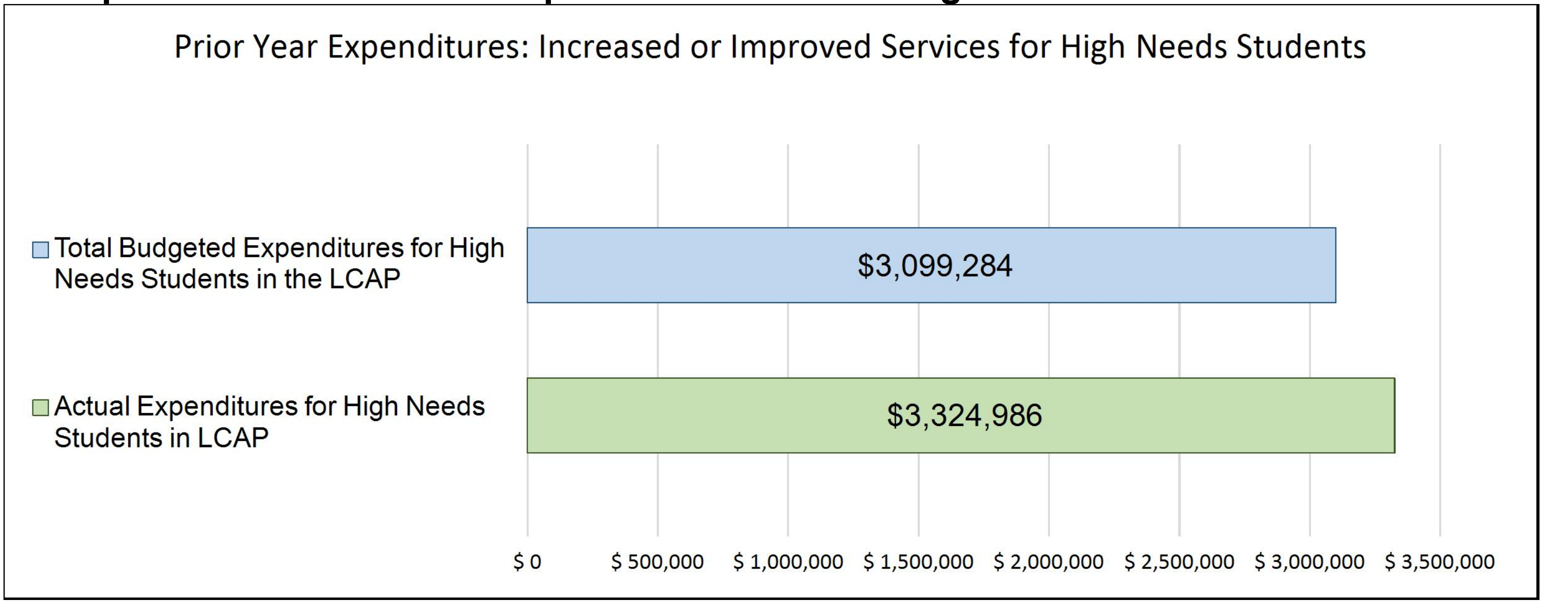
Not applicable. All of the budgeted general fund expenditures are included in the LCAP.

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

In 2026-27, Caliber: ChangeMakers Academy is projecting it will receive $3331815 based on the enrollment of Foster Youth, English learner, and low-income students. Caliber: ChangeMakers Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: ChangeMakers Academy plans to spend $3,431,426.00 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 Caliber: ChangeMakers Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Caliber: ChangeMakers Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Caliber: ChangeMakers Academy's LCAP budgeted $3,099,284.00 for planned actions to increase or improve services for high needs students. Caliber: ChangeMakers Academy actually spent $3,324,986.00 for actions to increase or improve services for high needs students in 2025-26.

Caliber changemakers

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
Caliber: ChangeMakers Academy	Alison Ford & Stephani Olson School Leaders	info@calibercma.org 707-563-9827

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.

Caliber: ChangeMakers Academy is a charter public school operating in Vallejo, CA serving students in grades TK-8. Caliber ChangeMakers' total enrollment is 975 students. According to the 2025 CA School Dashboard, 77.4% of students are socioeconomically disadvantaged and 25.1% of students are English Learners.

The mission of ChangeMakers Academy is to shift the experiences, expectations, and outcomes for students in our historically underserved community. Our school model balances high-quality academic preparation with social-emotional learning and is focused on our four pillars: Heart, Smart, Think, and Act. Our school opened its doors in 2016.

Reflections: Annual Performance

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

Dashboard Performance: Successes A review of the most recent California School Dashboard and local data for Caliber: ChangeMakers Academy highlights several notable areas of success and academic growth. The school made significant strides in student engagement, with Chronic Absenteeism decreasing significantly for All Students (-11.3%), moving the school to the "Yellow" performance band. This positive trend was mirrored across several student groups, with English Learners, Socioeconomically Disadvantaged, Hispanic, and Black/African American students all demonstrating significant double-digit decreases in chronic absenteeism.

Dashboard Performance: Challenges Despite these successes, the Dashboard data also illuminates specific challenges. Language acquisition remains a critical challenge; the English Learner Progress Indicator (ELPI) decreased significantly (-17 points), resulting in a "Red" performance level. Furthermore, Long-Term English Learners performed at the "Very Low" level in both core subjects, and Students with Disabilities maintained a "Very Low" (Red) performance level in both English Language Arts and Mathematics.

Lowest Performing Student Groups (2023 Dashboard Requirement) As required by state statute, LEAs must identify the student groups that received the lowest performance level (Red) on one or more state indicators on the 2023 Dashboard, and this identification must remain unchanged during the three-year LCAP cycle. Based on the 2023 Dashboard, Caliber: ChangeMakers Academy identified the following lowest-performing student groups: English Learners and Students with Disabilities in CAASPP ELA and Math performance, and African American students in CAASPP Math.

Addressing Ongoing and Recent Needs (2024 & 2025 Dashboards) In reviewing our 2024 and most recent 2025 Dashboard data, we continue to see persistent needs for these exact student groups. To address these current and ongoing challenges, the LCAP includes specific actions directed toward improving their outcomes:

English Learners & LTELs: We hope to improve our English Learner performance by reimagining and restructuring our ELD program. We are providing more intentional integrated ELD professional development and hiring two ELD teachers to implement a stronger designated ELD program (Goal 1, Action 5). This will also allow us to provide more targeted support for our Long-Term English Learners (Goal 1, Action 6). We will monitor progress through Distance from Standard (DFS) Dashboard data and growth on i-Ready ELA and Math assessments.

Students with Disabilities: By hiring and supporting a high-quality Special Education team, we will provide high-quality services to our students with disabilities aligned with our inclusion model so those students will see improved growth and proficiency on SBAC ELA and Math (Goal 1, Action 7).

African American Students: Upon a review of our assessment data, we identified a gap in our teachers' ability to respond to student learning needs. We plan to address African American performance in Math by providing personalized, data-driven instruction. We are using i-Ready and Performance Matters to collect more frequent and relevant data to provide differentiated and personalized instruction for our lowest-performing groups, including African American students (Goal 1, Action 8).

Learning Recovery and Emergency Block Grant (LREBG) Caliber: ChangeMakers Academy has unexpended LREBG funds for the 2025–26 school year. LREBG-funded actions may be found in Goal 3, Action 2 (Professional Development).

The LEA's required needs assessment substantiated findings from state and local assessment data indicating significant academic gaps in ELA and Mathematics—specifically, the disproportionately high percentages of English Learners, Students with Disabilities, African American, and Hispanic students performing at SBAC Level 1. This indicates that many students are not yet meeting grade-level standards and require strengthened Tier 1 instruction and targeted support.

Based on this identified need, Goal 3, Action 2 provides meaningful professional development for teachers and staff. This action aligns with the allowable uses of LREBG funds under EC Section 32526(c)(2) by accelerating progress to close learning gaps through the implementation of evidence-based learning supports and educator training.

Caliber ChangeMakers Academy is currently receiving technical assistance in the form of Differentiated Assistance from the Solano County Office of Education in the performance areas of Long-Term English Learner (LTEL) chronic absenteeism and suspension rates. The technical assistance specifically focuses on improving student engagement and behavioral support for Long-Term English Learners by understanding the root causes of absenteeism and suspensions in order to design and execute targeted interventions and plans for continuous improvement. For example, the Director of ELD, Multilingualism, and Special Projects has been in collaboration with the Data Team at the School Support Office to review Dashboard and local measures for LTELs and share insights with our ELD Collaborative. These efforts are reflected in the following actions for attendance improvement in Goal 1, Actions 5 and 6. As a result of this work we hope to see improvements in suspension rates for all students and especially our LTELs.

Reflections: Technical Assistance

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

Caliber: ChangeMakers Academy is currently eligible for and receiving technical assistance in the form of Differentiated Assistance from the Solano County Office of Education. This eligibility is based on the performance of our Long-Term English Learner (LTEL) student group, which experienced high rates of chronic absenteeism and suspensions.
The technical assistance work underway specifically focuses on improving student engagement and behavioral support for LTELs by understanding the root causes of these absences and suspensions in order to design and execute targeted interventions for continuous improvement. For example, the Director of ELD, Multilingualism, and Special Projects has been collaborating with the Data Team at the School Support Office to review Dashboard and local measures for LTELs and share insights with our ELD Collaborative. This has led to increased collaboration between our Designated ELD teachers and Attendance Improvement Coordinator to align supports for LTELS. These efforts and the resulting continuous improvement plans are directly reflected in our LCAP through our targeted LTEL academic supports in Goal 1, Action 6, as well as our attendance improvement and behavioral interventions in Goal 2, Actions 2 and 3. As a result of this work and partnership, we expect to see measurable improvements in both chronic absenteeism and suspension rates for all students, and especially for our LTELs.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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	Teacher Climate Survey: September 2025 Teacher Climate Survey: April 2026 Insight Survey: October 2025
Principals and School Administrators	Leader and Administrator Survey March 2026 Met in March, April and May 2026 to provide input and discuss budget allocations
Other LEA Staff	Staff Listening Tours: November 2025 Staff Listening Tours: April 2026 Management Survey: May 2026
Parents	Parent School Climate Survey: September 2025 Parent Priorities Survey: April 2026 SSC Meeting: October 2025 SSC Meeting: January 2026 SSC Meeting: April 2026 ELAC Meeting: May 2026
Students	Student Climate Survey: September 2025 Student Climate Survey: March 2026
SELPA	Shared a draft of the LCAP May 2026

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

Teachers: Teachers have expressed that the Tier 2 spaces launched in the 2025-26 school year were effective in supporting students who are academically high achieving and behind (Action 1.4 Academic Intervention). Teachers expressed that in order to improve the effectiveness of this action further they need more planning and preparation within collaborative development spaces, like PLCs. In 26-27, teachers will have additional coaching during Tier 2 time and additional planning time in PLCs to prepare for Tier 2 spaces, which is reflected in Action 3.2, Professional Development.

Principals and School Administrators: Principals and Instructional Leadership teams are looking to improve in Action 1.8, Data-Driven instruction. A focus on exit ticket analysis and response in 2026-27 is intended to support teacher teams in responding to student data on a daily and weekly basis.

Other LEA Staff: Other LEA Staff have emphasized the positive school climate, which is captured in Action 3.1. Paraprofessionals and English Language Development Teachers, who frequently pull students into small groups, expressed some facilities constraints, which will be addressed in Action 4.3 through building improvements.

Parents: Parents express satisfaction with the school environment, core instruction (Action 1.1 and 1.2) and enrichment programming (Actions 1.9 and 1.10). Each of these are effective actions and continue in the 26-27 LCAP.

Students: Student feedback about school safety and social emotional learning continues to improve year over year, and reflect continued effectiveness of Actions 2.1 and 2.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students grow and achieve academically	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 addresses student achievement and growth. Goal 1 aligns to the SMART and THINK pillars.

Caliber is committed to nurturing academic growth and success among our students through strategic investments in our teachers and academic programs. By providing our educators with top-tier instructional materials and fostering a supportive learning environment, we aim to unlock the full academic potential of every student. Our approach includes bolstering Transitional Kindergarten and early intervention services, ensuring our youngest learners have a solid academic foundation. Additionally, we'll deliver tailored support to historically marginalized groups, including English Learners, Long-Term English Learners, and Students with Disabilities, to foster improved academic outcomes. Finally, our expanded learning program will offer diverse and enriching educational experiences representing a broad course of study. The metrics and actions are grouped together as the data is aligned with measurable outcomes for these actions in the state priorities listed above.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Average Distance from Standard) LCFF Priority 4	All Students: -49.8 English Learners: -92.3 Socioeconomically Disadvantaged: -62.9 Students with Disabilities: -115.9 African American: -62.4	All Students: -44.8 English Learners: -93 Socioeconomically Disadvantaged: -51.9	All Students: -41.5 English Learners: -86.8 Socioeconomically Disadvantaged: -48.8	All Students: -40.8 English Learners: -83.3 Socioeconomically Disadvantaged: -53.9	All Students: 8.3 English Learners: 5.5 Socioeconomically Disadvantaged: 14.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: -11.4 Filipino: -3.4 Hispanic: -55.5 White: -12.8 Two or More Races: -62.1 Source: 2023 CA Dashboard	Students with Disabilities: -116 African American: -50.1 Asian: 12.7 Filipino: 15.1 Hispanic: -57.1 White: 4.2 Two or More Races: -53.3 Source: 2024 CA Dashboard	Students with Disabilities: -119.8 African American: -43.5 Asian: 39.5 Filipino: 25.9 Hispanic: -56.1 White: 5.7 Two or More Races: -32.6 Source: 2024 CA Dashboard	Students with Disabilities: -106.9 African American: -59.6 Asian: -2.4 Filipino: 5.6 Hispanic: -46.5 White: -3.8 Two or More Races: -53.1	Students with Disabilities: -3.9 African American: 18.9 Asian: 50.9 Filipino: 29.3 Hispanic: -0.6 White: 18.5 Two or More Races: 29.5
1.2	CAASPP Math (Average Distance from Standard) LCFF Priority 4	All Students:-77.4 English Learners:-124.1 Socioeconomically Disadvantaged:-92.1 Students with Disabilities:-147.5 African American:-97 Filipino:-22.6 Hispanic:-86.1 White:-28.8 Two or More Races:-56.3	All Students: -71.1 English Learners: -110.2 Socioeconomically Disadvantaged:-76.3 Students with Disabilities: -141.5 African American: -82.2 Filipino: -8.5 Hispanic: -84.5 White: -9.2 Two or More Races: -46.1 Source: 2024 CA Dashboard	All Students: -62.3 English Learners: -92.9 Socioeconomically Disadvantaged: -71.7 Students with Disabilities: -142.6 African American: -82.4 Filipino: 6 Hispanic: -71.4 White: 5.5 Two or More Races: -31.9 Source: 2024 CA Dashboard	All Students:-68.4 English Learners:-115.1 Socioeconomically Disadvantaged:-83.1 Students with Disabilities:-138.5 African American:-104.5 Filipino:-13.6 Hispanic:-80.8 White:-19.8 Two or More Races:-47.3	All Students: 15.1 English Learners: 31.2 Socioeconomically Disadvantaged: 20.4 Students with Disabilities: 4.9 African American: 14.6 Filipino: 28.6 Hispanic: 14.7 White: 34.3 Two or More Races: 24.4
1.3	ELPAC English Learner Progress Indicator (Percentage of English Learners Making Progress) LCFF Priority 4	All ELs: 47.1 Source: 2023 CA Dashboard	All ELs: 54.3 Source: 2024 CA Dashboard	All ELs: 37.3 Source: 2025 CA Dashboard	All ELs: 48.7	-9.80
1.4	CAST (% Met/Exceeded Standard)	All Students: 23.56%	All Students: 20.96%	All Students: 26.67%	All Students: 30.18%	All Students: 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4	English Learners: 3.45% Socioeconomically Disadvantaged: 18.66% Students with Disabilities: 0% African American: 15.21% Hispanic: 23.53% Source: CAASPP CAST Results 2022-23	English Learners: 0% Socioeconomically Disadvantaged: 16.2% Students with Disabilities: 10.34% African American: 17.14% Hispanic: 15% Source: CAASPP CAST Results 2023-24	English Learners: 3.03% Socioeconomically Disadvantaged: 26.19% Students with Disabilities: 15.63% African American: 16.39% Hispanic: 25.46% Source: CAASPP CAST Results 2024-25	English Learners: 2.32% Socioeconomically Disadvantaged: 19.32% Students with Disabilities: 8.70% African American: 14.16% Hispanic: 18.88% Source: CAASPP CAST Results	English Learners: -0.4% Socioeconomically Disadvantaged: 7.5% Students with Disabilities: 15.6% African American: 1.2% Hispanic: 1.9%
1.5	English Learner Reclassification Rate LCFF Priority 4	12.3% Source: CALPADS 2.16 and 8.1 EOY 2022-2023	8.88% Year: 2023-24 Source: CALPADS 2.16, 8.1	12.3% Year: 2024-2025 Source: CALPADS 2.16, 8.1	15%	0.00
1.6	Access to and enrollment in a broad course of study as measured by enrollment in an art, music, physical education, or computer science course and/or participation in an intercession program (Local Indicator Broad Course of Study) LCFF Priority 7	100% of students are enrolled in an art, music, PE, and/or Computer Science course or participate in an intersession program. Source: CALPADS enrollment data	100% of students are enrolled in an art, music, PE, and/or Computer Science course or participate in an intersession program. Source: CALPADS enrollment data	100% of students are enrolled in an art, music, PE, and/or Computer Science course or participate in an intersession program. Source: CALPADS enrollment data	100% of students enrolled in a broad course of study	0
1.7	ELD Local Indicator Self-Reflection Average Source: Local Indicator Implementation of State Standards LCFF Priority 2	ELD 3.0 Source: Local Indicators 2023-2024	4.0 Source: 2024-25 Local Indicators	4.0 Source: 2025-26 Local Indicators	ELD 3.5 or higher	1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	iReady ELA Growth (Fall to Spring Median Percent Progress Towards Typical Growth) LCFF Priority 8	K-5 All Students: 120% 6-8 All Students: 221% K-8 EL: 111% K-8 LTELS: 131% K-8 RFEP: 206% K-8 SWD: 137% Source: iReady Reading Fall to Spring 2023-24	K-5 All Students: 116% 6-8 All Students: 167% K-8 EL: 104% K-8 LTELS: 150% K-8 RFEP: 167% K-8 SWD: 156% Source: iReady Reading Fall to Spring 2024-25	K-5 All Students: 115% 6-8 All Students: 120% K-8 EL: 110% K-8 LTEL: 111% K-8 RFEP: 138% K-8 SWD: 111% Source: iReady Reading Fall to Spring 2025-26	K-5 All Students: 75% 6-8 All Students: 45% K-8 EL: 75% K-8 LTEL: 75% K-8 RFEP: 75% K-8 SWD: 75%	K-5 All Students: -5% 6-8 All Students: -101% K-8 EL: -1% K-8 LTEL: -20% K-8 RFEP: -68% K-8 SWD: -26%
1.9	iReady Math Growth (Fall to Spring Median Percent Progress Toward Typical Growth) LCFF Priority 8	K-5 All Students: 103% 6-8 All Students: 80% K-8 EL: 106% K-8 LTELS: 83% K-8 RFEP: 133% K-8 SWD: 110% Source: iReady Math Fall to Spring 2023-24	K-5 All Students: 103% 6-8 All Students: 133% K-8 EL: 100% K-8 LTELS: 108% K-8 RFEP: 115% K-8 SWD: 100% Source: iReady Math Fall to Spring 2024-25	K-5 All Students: 97% 6-8 All Students: 83% K-8 EL: 100% K-8 LTEL: 100 K-8 RFEP: 86% K-8 SWD: 80% Source: iReady Reading Fall to Spring 2025-26	K-5 All Students: 80% 6-8 All Students: 60% K-8 EL: 80% K-8 LTELS: 80% K-8 RFEP: 80% K-8 SWD: 80%	K-5 All Students: -6% 6-8 All Students: 3% K-8 EL: -6% K-8 LTEL: 17% K-8 RFEP: -47% K-8 SWD: -30%
1.10	Percent of students that have access to standards-aligned instructional materials for use at school and home LCFF Priority 1	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2023-24	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2024-25	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2025-26	100% of students have access to instructional materials	0
1.11	Participation for ELOP (Number of students enrolled in at least one ELOP program)	322 students	368	355 students Updated 6/4/26	350 students	33

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Participation Data					
1.12	Implementation of academic content and performance standards (Average rating on scale of 1-5) Data Source: Local Indicator Self Reflection Survey LCFF Priority 2	3.6 Source: 2023-24 Local Indicators	3.61 Source: 2024-25 Local Indicators	3.83 Source: 2025-26 Local Indicators	3.75	0.23

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.

Action 1.1: Caliber: CMA had a strong year of teacher retention between 24-25 and 25-26.
Action 1.2: Further improvements to our TK program implementation with emphasis on play-based learning.
Action 1.3: Caliber made no changes to curriculum this year. High Quality Instructional Materials were in every classroom all year.
Action 1.4: Caliber maintained academic intervention all year for students with Tier 2 academic needs and provided additional literacy support to all teachers to utilize in Tier 1 and Tier 2 classrooms.
Action 1.5: ChangeMakers Academy offered designated ELD in the master schedule as a separate pull-out class for newcomers.
Action 1.6: Designated ELD for our long-term ELs in grades 4 and up was a separate course with a separate teacher. Integrated ELD strategies have been included in all core content classes.
Action 1.7: Caliber: CMA had no vacancies in Special Education this year, and had success with case management professional development to improve services for all special education students.
Action 1.8: Caliber: CMA's implementation of this action improved this year, particularly with Tier 2 academic data. DIBELS progress monitoring using LETRS, and secondary literacy enhancement using the ROAR Assessment and ANet contributed to rapidly rising literacy performance in our earliest and latest grade levels.
Action 1.9: All students at Caliber: CMA had coursework in Art and Physical Education.
Action 1.10: Students at Caliber: CMA had access to a range of Expanded Learning Opportunities in 2025-26, including Before School Care, After School Care, Summer School, and three four-day Intersession Campus during Thanksgiving Break, February Break, and Spring Break.

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.

Based on an analysis of metrics and outcomes, the implementation of actions in Goal 1 shows varying levels of effectiveness in achieving the target outcomes.

Actions 1.1, 1.2, 1.3, focused on stabilizing core instruction TK-8, were effective. Action 1.1 (Core teaching) was very successful, as teacher retention from 2024-25 to the 2025-26 school years was high. Mid-year departures were very limited. Action 1.3 (High Quality Instructional Materials) was improved this year, as teachers improved their on-scope timing and were able to deliver curriculum-based assessments on time. Together, these core actions contributed to steady academic progress. On the 2025 California School Dashboard, All Students demonstrated growth, moving to a "Yellow" performance level with an increased Distance from Standard (DFS) in both ELA (-41.5) and Mathematics (-62.3).

Action 1.4, Intervention, showed emerging effectiveness in 2025-26, with the addition of a Tier 2 intervention course in the upper school schedule and the strategic grouping of students by performance. As a result of these actions, we saw improvement for ELA and Math distance from standard on SBAC in key subgroups. ELA: All students improved by +3.3 points in distance from standard, with particularly notable gains among LTELS (+18.7). Math: All students improved by +8.8 points, with strong progress among English Learners (+17.2).

According to the CA Growth model there was more growth, for ELA all students were in the Accelerated Growth category and 77.3% of all students improved their score from the previous year. African American, Asian Filipino, Hispanic, and Socioeconomically Disadvantaged students were in the accelerated category.

For Math all students were in the Accelerated category with 72.1% of students improving their score from the previous year. Asian students, English Learners, Filipino students, Hispanic students, LTELs, Socioeconomically Disadvantaged students were also in the accelerated category.

Actions 1.5 (ELD Program) and 1.6 (Long-Term English Learners Intervention) were less effective. On the ELPAC, just 37.3% of English Learners made progress by moving up a level which represented a significant decrease (-17%) from SY24. This reveals a need for improvement in Action 1.5 ELD Program must be improved to address the drop in ELPI.

Uneven effectiveness for special education Action 1.8 is revealed by inadequate academic growth on the SY25 dashboard. Students with Disabilities remained in the "Red" (Very Low) performance category on the 2025 Dashboard for both ELA (-119.8 DFS) and Mathematics (-142.6 DFS).

Effective Action 1.10 Expanded Learning: 355 students have participated in Expanded Learning programs over the course of summer program, before school, after school, and three intersession camps. XXX students participating in ELOP programs are unduplicated. Overall

this provides evidence that actions 1.10 Expanding Learning are moderately effective at providing additional learning and enrichment opportunities for our unduplicated students. All students have been able to participate in an art, physical education, or other enrichment class, and this provides evidence for the effectiveness of action 1.9 Enrichment and Electives.

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.

Action 1.4 will include Special Education aides in addition to interventionists. It will continue to include additional Tier 2 intervention in Math and ELA. Action 1.3 will be continue to include intervention curriculum for the intervention blocks. Action 1.10 will include more opportunities for curriculum-aligned academic experiences for intervention and acceleration in the summer and after school programs.

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	Effective Core Instruction	Maintain core teaching staff in grades K-8	$4,570,429.00	No
1.2	Strong Academic Foundation	Provide a high-quality Transitional Kindergarten Program	$376,905.00	No
1.3	High Quality Instructional Materials	Ensure there are high quality curricular and instructional resources and materials available in every classroom	$207,809.00	No
1.4	Academic Intervention	Provide additional instructional support to students behind in Reading and Math	$959,774.00	Yes
1.5	EL Program	Maintain an excellent EL program designed to promote English learning in the content area context and in designated ELD	$383,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action fulfills the requirements for EL language acquisition programs and EL professional development for teachers. It also is required based on Red ELA and Math Dashboard data for the EL student group.		
1.6	Long-Term ELs	Ensure students identified as long-term ELs have additional intervention and support This action fulfills the requirement for LTEL language acquisition programs and LTEL professional development for teachers.	$0.00	Yes
1.7	Special Education	Maintain an excellent special education program for our students with special needs This action fulfills the requirements for the Red Dashboard student groups of Students with Disabilities for SBAC ELA and SBAC Math.	$1,494,049.00	No
1.8	Data Driven Instruction	Collect and respond to meaningful information about student learning This action fulfills the requirements for the Red Dashboard student group of African American students in Math	$68,055.00	Yes
1.9	Enrichment and Electives	Provide a rich set of enrichment courses and field experiences	$893,887.00	Yes
1.10	Expanded Learning	Provide students with meaningful experiences before and after school, and during intersession periods	$1,213,843.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Our school is a joyful, safe place where we partner with families for student success	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

School culture underpins our ability to drive student success.

Creating a safe, inclusive, and welcoming school environment is pivotal for fostering student success. To achieve this, Caliber is implementing a set of actions aimed at cultivating a positive school culture and strengthening partnerships with families:
Social-Emotional Learning (SEL): We maintain a dedicated SEL Team and provide resources and training to empower all staff to support students' social and emotional development.

Promotion of Positive Behavior: Our focus is on fostering positive behavior and nurturing healthy, productive relationships among students and staff.
Attendance Improvement: We are committed to enhancing Average Daily Attendance and reducing Chronic Absenteeism, recognizing its critical role in student engagement and academic success.

Communication: We actively promote regular communication and meaningful partnerships with families, recognizing their integral role in student achievement and well-being.

The metrics and actions are grouped together as the data is aligned with measurable outcomes for these actions in assessing school safety, student engagement, and overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students suspended one or more times LCFF Priority 6	All Students: 0.6% English Learners: 0.0% Socioeconomically Disadvantaged: 0.7% Students with Disabilities: 0.7% African American: 1.6% Filipino: 0.0% Hispanic: 0.4% White: 0.0% Source: 2023 CA Dashboard	All Students: 1.7% English Learners: 1.9% Socioeconomically Disadvantaged: 2.2% Students with Disabilities: 3.1% African American: 3.9% Filipino: 0.0% Hispanic: 1.4% White: 0.0% Source: 2024 CA Dashboard	All Students: 2.1% English Learners: 1.2% Socioeconomically Disadvantaged: 2.2% Students with Disabilities: 2.9% African American: 5.1% Filipino: 1.4% Hispanic: 1.0% White: 0.0% Source: 2025 CA Dashboard	3% or less (Medium Status Level)	All Students: 1.5% English Learners: 1.2% Socioeconomically Disadvantaged: 1.5% Students with Disabilities: 2.2% African American: 3.5% Filipino: 1.4% Hispanic: 0.6% White: 0.0%
2.2	Percent of students expelled LCFF Priority 6	0% (2022-2023)	0% (2023-24)	0% (2024-2025)	1% or less	0%
2.3	Middle school dropout rates LCFF Priority 5	0% (2022-2023)	0.33% 1/300 (2023-2024)	0.65% 2/310 Source: CALPADS 2024-2025	1% or less	0.65%
2.4	Student Climate Survey (% Favorable) LCFF Priority 6	Spring 2024: 55% Fall 2023: 59% Source: Kelvin NSVF Climate Survey	Spring 2025: 59% Fall 2024: 61% Source: Kelvin NSVF Climate Survey	Fall 2025: 61% Spring 2026: 63% Source: Kelvin NSVF Climate Survey	55% or higher	+4%
2.5	Average Daily Attendance P-2 LCFF Priority 5	91.52% Source: SIS P-2 2023-24	92.98% Source: SIS P-2 2024-25	93.58% Source: SIS P-2 2025-26	93% or higher	2.06%
2.6	Percent of students chronically absent LCFF Priority 5	All Students: 45.90% African American: 51.63% English Learners: 50.93% Filipino: 29.07%	All Students: 32.9% African American: 37.1% English Learners: 32.4%	All Students: 21.6% African American: 24.7% English Learners: 23.1%	All Students: 35% African American: 35% English Learners: 35% Filipino: 29%	All Students: -24.3% African American: -26.9% English Learners: -27.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 46.00% Socioeconomically Disadvantaged: 49.63% Students with Disabilities: 45.76% White: 39.02% Source: SIS 2022-23	Filipino: 23.1% Hispanic: 33.0% Socioeconomically Disadvantaged: 34.7% Students with Disabilities: 35.4% White: 28.1% Source: 2024 CA Dashboard	Filipino: 7.2% Hispanic: 22.9% Socioeconomically Disadvantaged: 23.5% Students with Disabilities: 22.1% White: 15.6% Source: 2025 CA Dashboard	Hispanic: 35% Socioeconomically Disadvantaged: 37% Students with Disabilities: 35% White: 34%	Filipino: -21.9% Hispanic: -23.1% Socioeconomically Disadvantaged: -26.1% Students with Disabilities: -23.7% White: -23.4%
2.7	Parent satisfaction "I am satisfied with Caliber" LCFF Priority 3	Fall 2023: 88%	Fall 2024: 95%	Fall 2025: 96% Source: Kelvin Family Survey	85%	+8%

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.

Action 2.1: Caliber ChangeMakers Academy mental health services were provided all year to students in need of support during acute distress and ongoing mental health needs.
Action 2.2: Behavior interventionists supported positive behavior systems and participated in communities of practice throughout the year. Their interventions were successful in contributing to a sense of school safety and a positive school culture rooted in high expectations.
Action 2.3: Attendance improvement efforts continued all year with an attendance improvement coordinator leading.
Action 2.4: In 2025-26, a parent leadership team convened to support internal parent communication and advocacy at the school.

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.

Based on an analysis of quantitative metrics and qualitative outcomes, the implementation of actions in Goal 2 showed strong overall effectiveness in achieving our targets for school climate, attendance and family engagement.

Effective Action 2.1: Promote Mental Health: Mental health services were provided throughout the year to students in acute distress and with ongoing needs. This support contributed to high levels of parent satisfaction and a positive school culture, which are core components of this goal.
Effective Action 2.2: Positive Behavior and Social-Emotional Learning (SEL): Behavior interventionists supported positive behavior systems and participated in communities of practice. These interventions were explicitly identified as successful in contributing to a sense of school safety and a positive school culture. Quantitatively, while the suspension rate rose slightly from a 0.6% baseline to 1.7%, it remains well below the Year 3 target of 3% or less. The school notes this increase aligns with a necessary focus on resetting expectations and creating predictable learning environments.
Actions 2.1 and 2.2 together (mental Health, behavioral, and SEL supports) contributed to a 63% favorability rate on school culture in Spring 2026 and an improvement from 2025, which is above the Year 3 target outcome.
Effective Action 2.3: Attendance Improvement: This action is highly effective. CMA continues to see consistent drops in chronic absenteeism and improvements in ADA year over year.
Effective Action 2.4: Communication and Family Engagement: successfully streamlined family communication and provided multiple opportunities for parent involvement. This is evidenced by Metric 2.7 (Parent Satisfaction), which reached 96% in Fall 2025, significantly exceeding the final Year 3 target of 85%.

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.

There are no major changes planned for Goal 2.

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	Promote Mental Health	Maintain a team of clinicians and equip staff to support student mental health	$365,190.00	Yes
2.2	Positive Behavior and SEL	Promote positive behavior, social-emotional learning, and healthy, productive relationships	$345,912.00	Yes
2.3	Attendance Improvement	Improve Average Daily Attendance	$59,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Communication	Promote regular communication and partnership with families	$55,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our school is a place where our staff can grow, belong, and achieve excellent results for students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Recognizing the critical importance of teacher quality for the stability and success of our schools, Caliber is prioritizing efforts to enhance recruitment, retention, and staff development. Our focus is on improving conditions for adult professional learning throughout our system, ultimately benefiting student outcomes.
Instructional Leadership: Our school leadership team is committed to fostering a supportive culture of continuous improvement rooted in principles of diversity, equity, inclusion, and belonging.
Professional Development (PD): All Caliber educators will receive continuous learning opportunities, meaningful coaching, and dedicated time for collaboration with peers to enhance their knowledge and skills.
Staff Recruitment: We aim to build a pipeline of effective teachers who are appropriately credentialed and reflect the diversity of the communities we serve.
We will primarily gauge our success through survey feedback from our school community including TNTP’s Instructional Culture Index, a reliable measure aligned with retention and student academic success. Credentialing and misassignment data from the state will also be leveraged to monitor our progress in recruiting and developing highly qualified teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers who are appropriately assigned (i.e., % Effective) Source: DataQuest TAMO LCFF Priority 1	% Effective: 55% 2021-22 School Year	% Effective: 47% 2022-23 School Year	% Effective: 46% 2023-2024 School Year	65% effective or higher	-9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Instructional Culture Favorability (TNTP Insight)	Fall 2023: 7.8	Fall 2024: 7.9	Fall 2025: 8.1	7.0	+0.3

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.

Action 3.1: Improving staff relationships and connections through celebrations and recognition have supported the strong growth in school instructional culture. This action was fully implemented.
Action 3.2: ChangeMakers staff continued to receive weekly professional development in 25-26 with an emphasis for instructional staff noon implementing high-quality instructional materials in Professional Learning Communities (prioritized activities: lesson internalization and response to student work). Additionally, teachers and support staff in primary grades received LETRS training and teachers in grades 3-8 received additional professional development in phonics skills through ANet to integrate into Tier I and Tier II instruction. They assessed student performance and growth in phonics skills using the Rapid Online Assessment of Reading (ROAR).
Action 3.3: ChangeMakers hosted 2 teacher residents in 25-26.
Action 3.4: Caliber ChangeMakers maintained full instructional leadership this year, ith principals (2) assistant principals (4) and one instructional coach in lower school.

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.

Effective Action 3.1: Staff Climate: The instructional culture index for this year rose to 8.1, which represents the second consecutive year of improvement and exceeds the Year 3 target, reflecting strong staff climate and focus on student achievement and growth.
Effective Action 3.2: Professional Development: Qualitatively, the school reported high levels of staff participation and satisfaction with "communities of practice" across instructional leadership, operations, TK, and Special Education teams, particularly for the ANet and LETRS trainings provided to instructional staff.
Effective Action 3.3: Teacher Pipeline (Teacher Residency): This action was effective in building a strong teacher pipeline, but only contributes to improvements in teacher full credentialing rates in the long-term.
Effective Action 3.4: Instructional Leadership Support: This action was effective in contributing to staff instructional culture and instructional improvements across classrooms.

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
3.1	Staff Climate	Create a supportive and joyful climate for staff	$49,750.00	No
3.2	Professional Development	Provide meaningful professional development for teachers and staff. This is a LREBG-funded action. Our principals, assistant principals, and instructional coaches will provide targeted professional development and coaching for our educators on the Math and ELA/ELD frameworks, and strengthen program specialists' coaching to support co-internalization for education specialists with general education teachers. Research indicates that providing targeted professional development and coaching for educators on standards-aligned frameworks ensures Tier 1 instruction is explicitly designed to accelerate academic and linguistic proficiency. This evidence-based practice addresses the significant academic gaps for English Learners, Students with Disabilities, African American, and Hispanic students identified in our needs assessment. The impact of this action will be monitored using Metric 1.1 (CAASPP ELA and Math Distance from Standard). LREBG funds supporting this action: $XX,XXX for the 2025-26 school year.	$862,637.00	Yes
3.3	Teacher Pipeline	Build a pipeline of effective teachers	$159,825.00	No
3.4	Leadership	Maintain strong instructional leadership	$545,283.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Our school maintains strong and excellent support infrastructure	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We know that maintaining our operational strength is key to being able to deliver on our ambitious goals for our students in the classroom. We want our students and staff to stay with us for a long time, and this requires clear systems, a healthy workplace, a sustainable financial model, and healthy and safe facilities.
Facilities Maintenance: Ensuring safe and welcoming facilities is paramount to creating an environment conducive to learning and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Operating Budget	TBD	EOY change in net assets was 4.5% better than budget. 2023-2024	+3.3% Fiscal Year 2024-2025	Operate within 5% of total budget	
4.2	Overall favorability with network support services	4/5	4 2024-2025	4.0 out of 5 2025-2026	At least 4/5	0
4.3	#of audit and Williams findings	2	2 2023-24	0 2024-25	1 or under	-2
4.4	Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool)	100% Overall Rating of Good or Better Source: 2023-24 FIT	Overall Rating of Exemplary Source: 2024-25 FIT	Overall Rating of Good Source: 2025-26	100% Overall Rating of Good or Better	No difference

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

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.

Action 4.1: The Caliber back office services provided regular and competent back office services so that school-based staff can focus entirely on the growth of students and staff.
Action 4.2: The operations team remained fully staffed for the entire school year
Action 4.3: Facilities were in good condition all year.

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

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

Uneven effectiveness: Action 4.1 Maintain high quality back office support was partially effective, as principals report high levels of satisfaction in most areas (Target 4.2). ELD, Special Education support can improve by increasing transparency about the supports in place and tracking toward goals. Effective components of Action 4.1 are demonstrated in Targets 4.1 and 4.3 (Operating Budget, Williams and Audit Findings), which have each met the Year 3 Outcome.
Facilities and Operations Actions (4.2 and 4.3) were effective in achieving the Year 3 Outcome for Target 4.4 FIT Tool. The school facility continues to be safe and in good repair.

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
4.1	High quality infrastructure support	Ensure the LEA has high-quality back office support in the areas of HR, finance, leadership support, and compliance	$2,672,537.00	No
4.2	Ensure high quality operations	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals	$1,747,535.00	No
4.3	Facilities	Maintain welcoming and safe facilities	$1,991,845.00	No

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
$3331815	$392269

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
32.444%	0.000%	$0.00	32.444%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Academic Intervention **Need:** According to iReady data and CA Dashboard data, we saw differences between low income students and ELs in their growth and achievement compared to higher income and English fluent students. Through the LCAP engagement process, staff also identified a	Research shows that small-group instruction and more instructional support in early grades benefits students and especially low income students and English Learners. Our low income students with disabilities and dual identified students demonstrated a need for additional support as well. We also noticed that other students could benefit from additional small group instructional support and more instructional assistants in the lower grades. The additional support staff will provide foundational literacy support with	Metric 1.8: iReady ELA Growth for All students, ELs, and SED students Metric 1.9: iReady Math Growth for All students, ELs, and SED students Metric 1.1: SBAC ELA DFS for All students, ELs, and SED students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need for foundational literacy support for these students. **Scope:** LEA-wide	Fundations and other phonics instruction. They will also provide other tiered intervention based on demonstrated student need. We decided to implement the additional instructional staff on a school-wide basis in order to maximize the overall long-term impact on both our unduplicated pupils and non-unduplicated students.	Metric 1.2: SBAC Math DFS for All students, ELs, and SED students Other local assessment data including but not limited to DIBELs
1.8	**Action:** Data Driven Instruction **Need:** In reviewing 2023 ELA and Math and 2024 iReady achievement data for English Learners and Socioeconomically Disadvantaged students, we find that these groups were performing below their peers. ELs were Red on ELA and Yellow in Math. SED were Orange in ELA and Yellow in Math. Through the LCAP engagement process, we identified a gap in our teachers' ability to respond to student learning needs, especially our low income students and English Learners. **Scope:** LEA-wide	As a result, we are using iReady and Performance Matters to collect more frequent, relevant, and disaggregated data on our students' academic progress in ELA and Math. This data will allow us to provide differentiated and personalized instruction for our low income students and English Learners. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	Metric 1.1: SBAC ELA Avg DFS for All, EL, and SED Metric 1.2: SBAC Math Avg DFS for All, EL, and SED Metric 1.8: iReady ELA growth for All, EL, and SED Metric 1.9: iReady Math growth for All, EL, and SED Other local assessment data including but not limited to curriculum based unit assessments
1.9	**Action:** Enrichment and Electives **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students the need to continue offering field	We believe that our Socioeconomically Disadvantaged students and English Learners deserve access to a broad set of elective and enrichment courses and opportunities including Art, Music, PE, and Computer Science. Supporting students to think critically, offering students the opportunities to learn outside the classroom, and	Metric 1.6: Broad course of study Other local family and student survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	trips and increase enrichment opportunities and course offerings. **Scope:** LEA-wide	providing opportunities to reflect on learning all support our school's mission to ensure that traditionally underserved students like socioeconomically disadvantaged, foster students, and English Learners have an opportunity to access an enriching curriculum. Often, students who are in designated ELD can be put in a schedule where they miss enrichment opportunities. We will ensure ELs are also accessing a broad course of study, and that designated ELD will not be a barrier to an enriching electives course load. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students will benefit, they are LEA-wide actions.	
1.10	**Action:** Expanded Learning **Need:** Through the LCAP engagement process, we heard from our families of low income students and English Learners to continue offering expanded learning programs including before and after school care, intercession programs, and summer programming. Through ELOP participation data, we have also identified a need to increase participation and attendance for our unduplicated students, and so there is a need to do more targeted outreach to these families. There is also a need to provide more academic support for these student groups as well based on CA Dashboard and iReady assessment data. **Scope:**	Often families of low income students do not always have flexibility in their work schedule to accommodate the traditional school calendar, and so these programs enable continued engagement and partnership with our families. By providing a variety of expanded learning programs (before school care, after school, intercession, and summer) we plan to meet the needs of our low income students and English Learners. Partnership with community organizations will also make the programs more engaging and representative of our school community. While Low income students and English Learners have preference for ELOP program participation, we plan to do more targeted outreach to increase the number of low income and English Learners who take advantage of these opportunities. These actions are designed to meet the needs most associated with our low income students, foster youth, and English learners. However, because we	Metric 1.11 ELOP Participation Other local family and student survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	expect that all students will benefit, they are LEA-wide actions.	
2.1	**Action:** Promote Mental Health **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students about the need to continue offering mental health support. Research indicates that low income students and English Learners do not have the same access to mental health care as their higher income and English fluent peers, and so Caliber is committed to meeting this need for our unduplicated students in this area. **Scope:** LEA-wide	Caliber provides social emotional support services for students, including mental health intervention, referral, and crisis interventions to students. School-based mental health services can improve access to care, improve access to tiered SEL supports,and allow for early identification of mental health issues.Services provided are focused on supporting students to be ready to learn and grow and address their immediate needs as well as factors that may be contributing to academic and social challenges. They will also provide professional development for teachers on how to promote trauma informed care that is attuned to the unique needs of low income, foster youth, and English Learners. Differences in student performance for low income students in the areas of behavior referrals and absenteeism may also be signs of underlying mental health issues that need to be addressed by trained clinicians in partnership with teachers and families. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that more students will benefit, they are LEA-wide actions.	Metric 2.4 Student Climate Surveys Metric 2.7: Parent survey satisfaction Other local data related to student well-being including behavior and attendance
2.2	**Action:** Positive Behavior and SEL **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students and from staff about the need to continue offering social emotional learning and an aligned system for positive behavior	Caliber will continue to implement a common leveled behavior management system to ensure there is a clear what and how for responding to student behavior that is built on the principles of restorative justice. By aligning a common vision of SEL across our network, hiring a SEL team and creating a common playbook with resources, we expect to see improvements in student culture especially for our unduplicated students. Finally, in	Metric 2.1 Suspension Rates Metric 2.4 Student Climate Surveys Metric 2.7: Parent survey satisfaction Other local data related to student well-being

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support and response in order to improve perceptions of safety for our students and staff while simultaneously addressing disparities in referral and suspension rates. According to the 2023 CA Dashboard as well as internal referral data, Socioeconomically Disadvantaged students had higher suspension and referral rates than their higher income peers. While student perceptions of safety and belonging have improved this past year, they are still not back to pre-pandemic levels and this is true for both our unduplicated students and students overall. **Scope:** LEA-wide	order to enhance our Circle and Advisory Curriculum, we will be exploring a new SEL curriculum over the course of this LCAP cycle that will be more culturally and sociolinguistically responsive in order to better support our SED and EL students.	including behavior and attendance
2.3	**Action:** Attendance Improvement **Need:** Chronic absenteeism rates since the pandemic have risen dramatically especially for our unduplicated students. Moreover, according to the 2023 CA Dashboard and internal data, we see disparities in chronic absenteeism and attendance for our Socioeconomically Disadvantaged students compared to their more affluent peers. **Scope:** LEA-wide	Our attendance improvement plan and cross-functional team has developed preventative and responsive strategies for improving chronic absenteeism for students that closely considers the needs of socioeconomically disadvantaged students and English learners. School teams will proactively plan for days with historically low attendance and provide targeted communication and incentives for families and students to improve attendance on those days. Furthermore, there will be early identification and outreach for students who have historically been chronically absent, so we can build relationships with families early and intervene before there is a larger issue. Finally, our attendance improvement coordinators will provide personalized support for students who are at risk of chronic absenteeism and partner with families to address the barriers that disproportionately impact	2.5 ADA 2.6 Chronic Absenteeism Other internal data related to the implement of attendance strategies

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
		our unduplicated students with regards to their attendance and engagement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that more students will benefit, they are LEA-wide actions.	
3.2	**Action:** Professional Development **Need:** We continue to see persistent disparities between the academic performance of English Learners and low-income students when compared to their English fluent and non-low income peers. English Learners and low-income students will require extra effort and support to achieve accelerated growth and achievement. Through the LCAP engagement process, we have identified a need for teachers to have the content knowledge and training to effectively differentiate instruction for our unduplicated students. **Scope:** LEA-wide	Ongoing support and professional development for teachers is crucial for addressing these disparities, both to improve teachers' general effectiveness in the classroom, which should disproportionately help students who are struggling, and to increase teachers' ability to execute differentiated instruction that meet the needs of our unduplicated students. The amount of time and resources dedicated to professional development at Caliber is a core part of our model and mission to shift the experiences and outcomes for all of our students including unduplicated students. Therefore, this action will be implemented LEA-wide.	3.2 Instructional Culture Favorability Other internal observation, survey, and assessment related to the efficacy of professional development, coaching, and teacher quality

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** EL Program **Need:** We continue to see persistent disparities between the academic performance of English Learners compared to their English fluent peers on our CA Dashboard data and iReady achievement data. Through the LCAP engagement process, ELAC and staff feedback indicated that there was a need to provide more differentiated instruction for English Learners in designated ELD and a need for more differentiated professional development for staff on integrated ELD strategies. **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. We are restructuring our EL program by hiring a lower school ELD teacher who can focus on providing differentiated instruction for English Learners in our including tailored curricula resources from ELD Achieve. Furthermore, a .5 FTE ELD Director will be able to provide more aligned and responsive training on integrated ELD strategies for all of our teachers, so teachers can know their students assets and areas for growth based on their ELPAC and iReady data. This comprehensive approach ensures that ELs receive the support they need across all aspects of language development, integrated seamlessly into their regular coursework.	Metric 1.1: SBAC ELA Avg DFS for ELs Metric 1.2: SBAC Math Avg DFS for Els Metric 1.3: English Learner Progress Indicator Metric 1.5: English Learner Reclassification Rate Metric 1.8: iReady ELA growth for ELs Metric 1.9: iReady Math growth for ELs
1.6	**Action:** Long-Term ELs **Need:** We continue to see persistent disparities between the academic performance of Long-Term English Learners compared to their English fluent peers on SBAC and iReady achievement data. Through the LCAP engagement and Federal Program monitoring processes, we recognize that LTELs may	Our action plan is designed to address the specific needs of our Long-Term English Learners (LTELs) and to be effective in improving their educational outcomes through targeted support and resources. We are restructuring our ELD program to have an upper school ELD teacher who can provide targeted language development instruction for our middle school English Learners who are predominantly LTELs. We are restructuring the schedule and groupings of classes for more quality designated ELD time. Furthermore, teachers will	Metric 1.1: SBAC ELA Avg DFS for LTELs Metric 1.2: SBAC Math Avg DFS for LTELs Metric 1.3: English Learner Progress Indicator for LTELs Metric 1.5: English Learner Reclassification Rate Metric 1.8: iReady ELA growth for LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	need more intensive and targeted support especially if they have not made progress over multiple years and may also have different development needs compared to English Learners in the lower school grades. **Scope:** Limited to Unduplicated Student Group(s)	also be able to know who their LTEL students are, including their assets and areas for growth based on their ELPAC and iReady data, so upper school teachers can provide more relevant and effective instructional interventions.	Metric 1.9: iReady Math growth for LTELs

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.

Caliber ChangeMakers has an unduplicated pupil percentage in excess of 55% and therefore it did receive a concentration grant as part of its 2024-25 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2025-26. The school used this add-on funding in 2024-25 to fund the cost of instructional staff who will provide direct services to students, and anticipates using the 2025-26 funding in the same manner.
Action 1.4
Action 1.5
Action 1.6

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

Staff-to-student 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 certificated staff providing direct services to students	N/A Single School LEA	N/A Single School LEA

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	10269559	3331815	32.444%	0.000%	32.444%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,426,745.00	$4,648,555.00	$0.00	$947,964.00	$19,023,264.00	$10,697,181.00	$8,326,083.00

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	Effective Core Instruction	All	No			All Schools		$4,150,529.00	$419,900.00	$4,321,829.00	$248,600.00	$0.00	$0.00	$4,570,429.00	
1	1.2	Strong Academic Foundation	All	No			All Schools		$330,072.00	$46,833.00	$261,405.00	$0.00	$0.00	$115,500.00	$376,905.00	
1	1.3	High Quality Instructional Materials	All	No			All Schools		$0.00	$207,809.00	$207,809.00	$0.00	$0.00	$0.00	$207,809.00	
1	1.4	Academic Intervention	Low Income	Yes	LEA-wide	Low Income			$959,774.00	$0.00	$838,466.00	$0.00	$0.00	$121,308.00	$959,774.00	0
1	1.5	EL Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$366,210.00	$17,510.00	$352,938.00	$0.00	$0.00	$30,782.00	$383,720.00	0
1	1.6	Long-Term ELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Special Education	Students with Disabilities	No			All Schools		$815,299.00	$678,750.00	$70,015.00	$1,270,538.00	$0.00	$153,496.00	$1,494,049.00	
1	1.8	Data Driven Instruction		Yes	LEA-wide				$0.00	$68,055.00	$68,055.00	$0.00	$0.00	$0.00	$68,055.00	
1	1.9	Enrichment and Electives	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$745,387.00	$148,500.00	$743,887.00	$150,000.00	$0.00	$0.00	$893,887.00	
1	1.10	Expanded Learning		Yes	LEA-wide				$381,068.00	$832,775.00	$0.00	$1,213,843.00	$0.00	$0.00	$1,213,843.00	
2	2.1	Promote Mental Health	English Learners Low Income	Yes	LEA-wide	English Learners			$365,190.00	$0.00	$307,354.00	$57,836.00	$0.00	$0.00	$365,190.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.2	Positive Behavior and SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$311,412.00	$34,500.00	$345,912.00	$0.00	$0.00	$0.00	$345,912.00	
2	2.3	Attendance Improvement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$56,279.00	$3,000.00	$59,279.00	$0.00	$0.00	$0.00	$59,279.00	
2	2.4	Communication	All	No			All Schools		$0.00	$55,000.00	$55,000.00	$0.00	$0.00	$0.00	$55,000.00	
3	3.1	Staff Climate	All	No			All Schools		$0.00	$49,750.00	$49,750.00	$0.00	$0.00	$0.00	$49,750.00	
3	3.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$745,637.00	$117,000.00	$715,535.00	$0.00	$0.00	$147,102.00	$862,637.00	
3	3.3	Teacher Pipeline	All	No			All Schools		$143,825.00	$16,000.00	$79,825.00	$80,000.00	$0.00	$0.00	$159,825.00	
3	3.4	Leadership	All	No			All Schools		$545,283.00	$0.00	$545,283.00	$0.00	$0.00	$0.00	$545,283.00	
4	4.1	High quality infrastructure support	All	No			All Schools		$0.00	$2,672,537.00	$2,193,705.00	$478,832.00	$0.00	$0.00	$2,672,537.00	
4	4.2	Ensure high quality operations	All	No			All Schools		$659,153.00	$1,088,382.00	$1,094,001.00	$273,758.00	$0.00	$379,776.00	$1,747,535.00	
4	4.3	Facilities	All	No			All Schools		$122,063.00	$1,869,782.00	$1,116,697.00	$875,148.00	$0.00	$0.00	$1,991,845.00	

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
10269559	3331815	32.444%	0.000%	32.444%	$3,431,426.00	0.000%	33.414 %	**Total:**	$3,431,426.00
								LEA-wide Total:	$3,078,488.00
								Limited Total:	$352,938.00
								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	**1.4**	Academic Intervention	Yes	LEA-wide	Low Income		$838,466.00	0
1	**1.5**	EL Program	Yes	Limited to Unduplicated Student Group(s)	English Learners		$352,938.00	0
1	**1.6**	Long-Term ELs	Yes	Limited to Unduplicated Student Group(s)	English Learners		$0.00	
1	**1.8**	Data Driven Instruction	Yes	LEA-wide			$68,055.00	
1	**1.9**	Enrichment and Electives	Yes	LEA-wide	English Learners Low Income		$743,887.00	
1	**1.10**	Expanded Learning	Yes	LEA-wide			$0.00	
2	**2.1**	Promote Mental Health	Yes	LEA-wide	English Learners Low Income		$307,354.00	
2	**2.2**	Positive Behavior and SEL	Yes	LEA-wide	English Learners Low Income		$345,912.00	
2	**2.3**	Attendance Improvement	Yes	LEA-wide	English Learners Low Income		$59,279.00	

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 (%)
3	**3.2**	Professional Development	Yes	LEA-wide	English Learners Low Income		$715,535.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,699,392.00	$17,850,019.00

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**	Effective Core Instruction	No	$4,481,631.00	4081677
1	**1.2**	Strong Academic Foundation	No	$304,598.00	362461
1	**1.3**	High Quality Instructional Materials	No	$179,600.00	141594
1	**1.4**	Academic Intervention	Yes	$261,538.00	897841
1	**1.5**	EL Program	Yes	$286,694.00	284871
1	**1.6**	Long-Term ELs	Yes	$0.00	0
1	**1.7**	Special Education	No	$1,896,414.00	1492716
1	**1.8**	Data Driven Instruction	Yes	$50,000.00	74290
1	**1.9**	Enrichment and Electives	Yes	$786,081.00	818718
1	**1.10**	Expanded Learning	Yes	$1,252,612.00	1432781
2	**2.1**	Promote Mental Health	Yes	$477,004.00	471898

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	2.2	Positive Behavior and SEL	Yes	$326,909.00	328228
2	2.3	Attendance Improvement	Yes	$96,922.00	97295
2	2.4	Communication	No	$43,100.00	34055
3	3.1	Staff Climate	No	$105,800.00	100421
3	3.2	Professional Development	Yes	$1,314,750.00	819319
3	3.3	Teacher Pipeline	No	$64,242.00	173953
3	3.4	Leadership	No	$0.00	370297
4	4.1	High quality infrastructure support	No	$2,168,067.00	2052731
4	4.2	Ensure high quality operations	No	$1,772,994.00	1837996
4	4.3	Facilities	No	$1,830,436.00	1976877

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)
3280032	$3,099,284.00	$3,324,986.00	($225,702.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Academic Intervention	Yes	$19,984.00	772659		
1	1.5	EL Program	Yes	$253,986.00	251529		
1	1.6	Long-Term ELs	Yes	$0.00	0		
1	1.8	Data Driven Instruction	Yes	$50,000.00	74290		
1	1.9	Enrichment and Electives	Yes	$636,081.00	668718		
1	1.10	Expanded Learning	Yes	$0.00	0		
2	2.1	Promote Mental Health	Yes	$477,004.00	471898		
2	2.2	Positive Behavior and SEL	Yes	$326,909.00	328228		
2	2.3	Attendance Improvement	Yes	$96,922.00	97295		
3	3.2	Professional Development	Yes	$1,238,398.00	660369		

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)
10197416	3280032	0	32.165%	$3,324,986.00	0.000%	32.606%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024

Local Performance Indicator Quick Guide

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.

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)

The LEA annually reports 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; 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. Additionally, the LEA’s most recent Teacher Assignment Monitoring and Outcome data will be reported by the California Department of Education.

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 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; 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.

Local Indicator 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
    - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
    - 13

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)

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

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				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

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				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

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				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

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
Career Technical Education		X			
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language		X			

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

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

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

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.	4
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.

ChangeMakers has demonstrated strength in fostering high levels of overall satisfaction and trust, with 96% of families reporting they are satisfied with the school and 96% willing to recommend it to others. Progress in creating welcoming environments is evident, as 93% of families feel the school values the diversity of children’s backgrounds and 92% believe administrators create an environment that helps children learn. Furthermore, there is a strong foundation of mutual respect, with 92% of respondents indicating that students have respect for school staff. These metrics align with the school’s self-rating of "4" (Full Implementation) for its progress in developing staff capacity to build trusting relationships and creating welcoming environments.

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.

While overall satisfaction is high, there is an opportunity to ensure that all families and students feel the same level of satisfaction. Families of students in Special Education reported lower levels of favorability regarding school safety. Strengthening these areas will support the school's goal of maintaining full implementation of two-way communication that is accessible and responsive to family concerns.

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.

To improve the engagement of underrepresented families, the LEA will focus on groups that reported slightly lower levels of satisfaction, specifically families of students in Special Education. The LEA plans to address this by enhancing two-way communication that specifically seeks input on the school's approach to school safety and discipline, where these groups reported lower levels of favorability. By targeting outreach to these specific educational partners, the LEA aims to move toward Full Implementation and Sustainability in its efforts to learn about every family's unique strengths and goals.

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

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.	4
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.	4

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.

Based on the analysis of educational partner input and local data, ChangeMakers demonstrates significant strengths and progress in Building Partnerships for Student Outcomes, particularly in academic preparation and professional capacity.

The LEA has reached Full Implementation (Rating 4) in three of the four core practices for this section, including providing professional learning for staff to partner with families, providing resources to support learning at home, and implementing programs for teachers and families to discuss student progress.

Kelvin survey data strongly supports these ratings:

2. Academic Preparation: 92% of families feel the school is successfully preparing their child for the next academic year.
3. Learning Environment: 92% of respondents believe that school administrators create an environment that helps children learn.
4. Instructional Engagement: Families report high levels of engagement with the curriculum, with 90% stating that classroom lessons are motivating and 88% agreeing that teaching styles match their child's learning style.

5. Student Wellbeing and Success: The school has fostered a strong sense of school culture that supports student outcomes, with 92% of families reporting that their children enjoy going to school and 90% stating their child feels a sense of belonging.

   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.

The primary focus area for improvement is supporting families to understand and exercise their legal rights and advocate for their own students and all students. While the LEA has reached "Full Implementation" (Rating 4) in providing professional learning for staff and resources for home learning, regarding family advocacy is currently at the "Initial Implementation" (Rating 3) stage. Additionally, while families generally feel the school prepares students well, only 84% of families feel their child is comfortable asking for help from adults. Improving these areas will involve moving from simply providing information to empowering families as active partners in the advocacy and disciplinary processes.

   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.

During the self-reflection process, the LEA identified families of students in Special Education requiring improved engagement. A focus on self- advocacy in our parent leadership team groups and among special educators will support students and families to advocate for their legal rights at school.

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

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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	3

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.

   Inclusive Input Opportunities: The school has also achieved Full Implementation (Rating 4) in providing all families with opportunities to give input on policies and programs. This includes implementing specific strategies to reach and seek input from underrepresented groups within the school community.

   High Levels of Satisfaction and Trust: Local survey data indicates that these engagement efforts are effective, with 96% of families reporting overall satisfaction and 96% stating they would recommend the school to others.

   Cultural and Diversity Alignment: The success of the school's input-seeking processes is further reflected in family perceptions of inclusion: 93% of families feel the school values the diversity of children's backgrounds, and 91% believe the school is a good fit given their child's cultural background. This suggests that CMA is successfully incorporating diverse family perspectives into its decision-making and school culture.

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.

The opportunities for improvement focus on moving from providing opportunities for input to fostering deeper, collaborative leadership among families.

Building Family Capacity for Leadership: While the school has "Full Implementation" in supporting staff capacity, it is currently at "Initial Implementation" (Rating 3) for building the capacity of family members to effectively engage in advisory groups and decision-making. The goal is to empower families with the skills needed to be active participants in school governance.

Collaborative Planning and Evaluation: The LEA is also at the "Initial Implementation" (Rating 3) stage regarding providing opportunities for families and staff to work together to plan, design, and evaluate family engagement activities. Strengthening this partnership will ensure that school activities are more closely aligned with family needs and interests.

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.

- Building Family Leadership Capacity: CMA identified that while staff are trained to seek input, the school needs to better support family members to effectively engage in advisory groups and decision-making. The LEA will provide targeted training for families in underrepresented groups to ensure they have the tools to participate in school governance.
- Collaborative Design and Evaluation: The LEA plans to involve these families directly in planning, designing, and evaluating family engagement activities through the parent leadership team and SSC. This addresses survey data showing that families in the Lunch Program and Special Education report lower favorability regarding how much the school values diversity (90% and 88%, respectively) compared to the school-wide average (93%).

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.

Instructions

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.

Caliber ChangeMakers Academy administers an annual local climate survey twice per year to capture valid measures of student perceptions of school safety and connectedness, in accordance with LCFF Priority 6 requirements. The survey data is disaggregated by student groups, including Special Education, English Learners, and students in the Lunch Program. In the Fall SY26 survey, CMA received an overall score of 61% favorable, with disaggregated scores including Special Education (54%) and English Learners (56%). By the Spring SY26 survey, the overall score increased to 63% favorable, with scores for Special Education (56%) and English Learners (56%) remaining lower than the overall average. Specific subsets of items analyzed include school safety, where students reported a score of 53% favorable, and connectedness, where students rated the frequency of having close friends from different cultural backgrounds at 85%.

> **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 climate survey data identifies significant strengths in school culture and adult support, while highlighting a critical need for increased classroom engagement.

- Areas of Strength: CMA has high levels of cultural inclusion and peer relationships, with the highest survey scores related to students having close friends from different backgrounds (85%) and spending time with students from different cultures (79%). Additionally, students perceive strong adult support, with 74% reporting that adults at the school provide them with support and 75% stating that teachers encourage them to do their best.
- Identified Needs: The primary area of need is student engagement and interest in curriculum. The lowest-rated items in the Spring survey include excitement about going to classes, excitement to participate in classes, and interest in classes.
- Disaggregated Data Findings: Key learnings from disaggregated data show that students in Special Education report lower levels of satisfaction across several indicators compared to the general student body. Specifically, while the overall score for feeling a sense of belonging is 58, it drops to 49 for Special Education students. Furthermore, Special Education students reported significantly lower interest in their classes compared to the school-wide average. These findings suggest that while CMA has successfully built a diverse and supportive environment, more targeted work is needed to improve the academic engagement and sense of belonging for students with exceptional needs.

> **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.

ChangeMakers Academy will emphasize belonging and school safety for students with disabilities and English Learners. Professional development at CMA will also emphasize engagement and curiosity to build on strong relationships and inclusion in the classroom.

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)

   All students receive instruction in ELA, Math, Science, and Social Studies. Students also receive elective course instruction in PE, Music, and/or Art. English Learners receive instruction in Integrated and Designated ELD.

2. 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)

   In grades K-4, students receive science and social studies alternating on six-week cycles and have additional instructional time for ELA and Math. Electives courses rotate on a quarterly basis.

   In grades 5-8, all students have daily instruction in ELA, Math, Science, and Social Studies, as well as additional Math and ELA time in an intervention block. In addition, all students have a full year of PE and a semester each of Art and Music.

3. 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)

   At times, students in Designated ELD have additional pull out during electives or specials periods.

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)

   We are able to run clubs and expanded learning opportunities to amend the course of study in areas of specials, Math and ELA intervention, and ELD.

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 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.					

Coordinating Instruction	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

CHANGEMAKERS ACADEMY

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)

Federal Addendum Template

For which ESSA programs will your LEA apply?

TITLE I, PART A

TITLE II, PART A

TITLE III, PART A

TITLE IV, PART A

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Each year the Caliber: ChangeMakers Academy leadership team, in conjunction with the School Site Council (SSC), and with input from students, staff, and parents, develops an overall annual plan for the school. In developing the school's plan, School Leaders take into account previous activities and the results from those activities; they develop an assessment of the needs of the school, including the needs of specific sub-groups of students such as low-income students, ELs, students of varying ethnic backgrounds, and those who receive special education services;

and they prioritize which efforts are affordable given the amount of funding that the school anticipates receiving in the coming year(s).

Federal funding programs are included as an integral part in the planning process, and specific programming and budget decisions for Federal funds are made after the school has already identified how its core, general fund activities will be completed. Federal funds are used to support those programs that are deemed the highest priority, but which would not otherwise be affordable on general funding alone.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As noted above, Federal funding programs are included as an integral part in the school's overall planning process. This ensures that the prioritization of programs and budgets are tightly aligned with the school's overall goals. It also ensures that Federal funds are spent in the most efficient and effective ways possible.

One tangible example of this is that the school leadership provides the SSC with the opportunity to participate in the overall planning process, not just the Federal funding planning process. Because the SSC is aware of and involved in the overall planning, the plans for federal funding remain aligned with the overall plan.

TITLE I, PART A -

Educator Equity

Essa Section 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

This ESSA PROVISION IS ADDRESSED below:
Caliber: ChangeMakers Academy is a single-site charter school LEA. As such, this provision does not apply to our Title I program activities.

Parent and Family Engagement

Essa Sections 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

This ESSA PROVISION IS ADDRESSED below:
Caliber: ChangeMakers Academy partners closely with the families of our students to ensure that they are informed, involved, and supportive of our educational program. Teachers, families, and students work together as partners. Caregivers will always be welcome at the school and are encouraged to volunteer at the school.

The School Site Council is a valuable forum for the school to ensure that families are valued and heard as essential stakeholders at Caliber. It meets regularly throughout the school year, reviews and approves the school's annual plans for Title program activities, and monitors the implementation of planned activities. The SSC meetings are open to the whole school community and parents are encouraged to participate.

In addition to the SSC meetings, Caliber: ChangeMakers Academy invites parents and families each year to provide feedback that informs the school's overall goals, planned activities, and budgets that are published in the school's LCAP. Details can be found in the school's LCAP.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

Essa Sections 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

This ESSA PROVISION IS ADDRESSED below:

Given Caliber: ChangeMakers Academy's percentage of students who qualify as low-income families (80% of our students were FRPM eligible in 2025-2026), the school has elected to provide Title I services on a schoolwide program (SWP) basis. As such, we do not target specific Title I funds in support of programs for neglected or delinquent children. Such children receive services as part of our general support processes for all students and families at the school.

Homeless Children and Youth Services

Essa Section 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

This ESSA PROVISION IS ADDRESSED below:
The services that Caliber: ChangeMakers Academy provides to homeless children and youths are governed by Caliber Schools' "Education for Homeless Children and Youth Policy." Among other things, the policy (i) defines which students are designated as homeless, (ii) establishes that each school in the Caliber Schools network (including Caliber: Beta Academy) will have a designated Homeless Student Liaison, (iii) designates certain responsibilities of each school and each Homeless Student Liaison in the provision of services for homeless students, (iii) and addresses the professional development of school staff regarding services for homeless students.

In recent years, Caliber: ChangeMakers Academy has not had a significant number of homeless students at the school. As such, we are typically able to provide any services that those students require out of our general operating budget. In addition, and as noted above, all students, including homeless students, receive Title I services as part of our general support processes under our SWP program model.

We nevertheless reserve a small portion of our Title I funding so it is available in the event that homeless student cases are identified. If needed, these funds would be used for things like transportation of educational supplies for the students identified as homeless. Each year the school makes such reservations of funds through the CARS platform and reports on whether and how the funds were expended.

Student Transitions

Essa Sections 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy is a TK-8 program. As such, we do not provide early childhood education programs that transition into elementary school programs, nor do we provide transition services for students entering institutions of higher education.

That said, Caliber: ChangeMakers Academy staff does provide counselling, advice, and application assistance to our 8th grade students as they select a high school.

Additional Information Regarding Use of Funds Under this Part

Essa Section 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

This ESSA PROVISION IS ADDRESSED below:

Given Caliber: ChangeMakers Academy's percentage of students who qualify as low-income families (77% of our students were FRL eligible in 2025-26), the school has elected to provide Title I services on a schoolwide program (SWP) basis. As such, we do not target specific Title I funds in support of programs for gifted and talented students.

TITLE II, PART A

Professional Growth and Improvement

Essa Section 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy has identified the development of our teachers and staff as one of the most important priorities for the school. It is the third LCAP Goal (Goal 3: " Our School is a place where staff can belong, grow, and achieve."

Specific examples of the supports and development that we provide our teaching staff include the following:

• Prior to the start of each school year, teachers are provided an intensive multi-week staff development session.

• Throughout the school year, Caliber's administrative team holds weekly professional development sessions, differentiated by staff skills.

• Teachers are also observed frequently throughout the year (bi-weekly on average) and receive frequent feedback from the School Leader, other administrators, and instructional coaches. Caliber has budgeted for multiple full-time instructional coaches to support our teachers in their professional development.

• Teachers work in four to five person PLCs throughout the year to reflect on individual professional practice and growth, based on grade level and content area. Peers meet monthly to reflect on personal growth goals and share data.

• The school budgets funds for each teacher to receive professional development activities (training, conferences, books, etc.) that are identified by the teacher and their coach throughout the year.

A primary focal point of Caliber's professional development is training teachers to use data driven instruction methods to impact student academic achievement. Teachers review classroom student achievement and growth data daily through exit tickets and at the end of curriculum modules. They also review student growth data at key points in the year (BOY, MOY, and EOY) on the DIBELs assessment and i-Ready. Annually, teachers review summative SBAC, CAST, and ELPAC performance data. A key part of this process is addressing the needs of students with different learning styles, students with disabilities or special learning needs, and students with limited English proficiency.

Professional development for teachers also includes training in Caliber's Social Emotional Learning (SEL) programming, which includes the setting and maintenance of classroom behavioral norms to help all students learn.

Teachers are also trained on how to most effectively engage with parents and involve them in their child's education.

Caliber: ChangeMakers Academy School Leaders and other leadership staff also receive frequent, on-going professional development through Communities of Practice that are led by the Caliber Public Schools Chief Schools Officer and network academic team. Beta Academy leaders meet monthly with their peers at their partner Caliber school for a full day of professional development that is focused on their specific areas of work and professional development needs.

Prioritizing Funding

Essa Section 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy is a single school LEA. Therefore, all funds that we receive are allocated to the school.

Data and Ongoing Consultation to Support Continuous Improvement

Essa Section 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy is committed to a culture of growth and continuous improvement, and measures the success of its professional development efforts in a number of ways, including but not limited to the following:

• We directly measure teacher and staff satisfaction with professional development activities through surveys.

• We monitor staff retention and conduct exit interviews with departing staff to determine whether our staff supports are sufficient.

• We measure the academic results of the school to determine where there is the greatest need for professional development and then later assess whether that development was effective at improving academic achievement.

• We monitor whether senior level positions (Instructional Coaches, Assistant Principals, School Leaders, etc.) are able to be filled by internal candidates who are developing along their desired career path, or whether we need to fill positions externally because internal candidates are not demonstrating sufficient growth.

• We measure student and parent satisfaction with the school and with school staff in order to assess whether the development we are providing staff is reflected in positive feedback from our most important stakeholders.

TITLE III, PART A

Title III Professional Development

Essa Section 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy has identified the support and development of English Learners (ELs) in a number of targets and actions in the LCAP (for example, ELPI and Reclassification Rate targets; ELD Program Actions). As a result, all of the Caliber: ChangeMakers Academy professional development activities noted above in relation to Title III, Part A include a significant component of English language development and English Learner training. Specific development activities will be included in the LCAP under the goal related to English Learner development.

As noted above in relation to Title III, Part A, the development activities that are designed to be a consistent and on-going process of continuous improvement. They represent a coordinated effort that spans the complete school year, rather than one-off seminars or training conferences (though those may be included on a case-by-case basis as needed).

Enhanced Instructional Opportunities

Essa Sections 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy has not elected to participate in the Title III Immigrant program. Despite that, any immigrant students would be able to access appropriate services alongside other students since our program operates on a SWP basis.

Title III Programs and Activities

Essa Sections 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

Caliber: Beta Academy's Designated English language program focuses on direct language instruction in small groups. We focus on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Language instruction focuses on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students. These strategies applied to highly rich and rigorous content will lead to high student achievement.

In Designated ELD, the strategies include, but are not limited to the following:

* ELD curriculum is administered in Designated ELD.

• Instruction across the four domains is focused in groups that are leveled based on literacy assessment results and that take into account EL's English linguistic proficiency in that domain.

Integrated ELD strategies include, but are not limited to the following:

* Focus on academic language in a multisensory setting

• Daily whole group lesson plans across content areas include strategies to meet the needs of ELs.

• Technology to provide additional EL support. We expect to use adaptive software (including EL specific software) to provide students with additional, personalized instructional minutes through a different modality. Through careful targeting of necessary skills, students can reach proficiency much more quickly.

English Proficiency and Academic Achievement

Essa Sections 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy holds itself accountable for achieving our EL growth goals in a number of ways, including but not limited to the following:

• Our parent community is well-informed about the progress of their students. We have an English Language Advisory Committee (ELAC) that meets regularly throughout the year as a forum for discussing the school's progress. Parents have high expectations, and we plan on being held accountable by them for their children's success.

• Caliber: ChangeMakers Academy will measure the progress of ELs and incorporate learnings from that analysis into the school's professional development work with teachers and staff on an on-going basis.

The specific objectives and measures for which the school team will hold itself accountable include the following:

• Annual Measurable Achievement Objectives: We will measure English Learner Progress on the LCAP utilizing the English Learner Progress Indicator. The percent of students who make one level of advancement in language proficiency (ELPI) is reported annually on the LCAP.

• Annually Measuring the English Proficiency of students: Review the ELPAC results annually and the growth from one year to the next to ensure that students are developing English proficiency and meet State Academic Standards.

• Reclassification: Above all, as is captured in the school's LCAP, we measure the percentage of our ELs who are reclassified as English proficient each year. The specific targets and actual results for this metric are published in the LCAP.

• Post-Reclassification Monitoring: The school will monitor the progress of students for at least four years after they have been reclassified to track their progress and provide continuing support as needed.

TITLE IV, PART A

Title IV, Part A Activities and Programs

Essa Section 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

This ESSA PROVISION IS ADDRESSED below:

Caliber: ChangeMakers Academy receives Title IV, Part A funding and consolidates the funds with our Title I, Part A program in order to use the funds in support of the goals and actions of that program.